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The Hiram College Catalog 2019-2020

WELCOME TO HIRAM COLLEGE

As Hiram College’s mission states, your education at Hiram College will help you “thrive in your chosen career, flourish in life, and face the urgent challenges of the times.”

This catalog serves as a resource for degree requirements, course information, policies and procedures, and information about Hiram College for the 2019-2020 academic year.

This catalog attempts to present information as accurately and completely as possible. The college reserves the right to change any of the provisions, statements, policies, curricula, procedures, and regulations found in this catalog. Students should check course registration materials including their academic evaluation each semester for current information. Hiram College does not discriminate on any basis prohibited by law.
GENERAL INFORMATION

General Information
This catalog serves as a resource for degree requirements, course information, policies and procedures, and information about Hiram College for the 2019-2020 academic year.

This catalog attempts to present information as accurately and completely as possible.

The new General Education requirements are for students who enroll at Hiram during the 2019-2020 academic year. Students should refer to the catalog from the year they began at Hiram for their overall requirements. Students should continue to work closely with their program adviser on their academic requirements.

Other Student Resources:
Students should also refer to the Computer Acceptable Use Policy and the Student Handbook for additional Policies and Rules.

Notice of Change of Regulations: College Disclaimer
Every effort is made to ensure the information contained in this document is accurate at the time of publication; however, Hiram College reserves the right to amend degree requirements, courses, college calendars, catalogs, schedules, fees, academic and other College policies and procedures as relevant to the mission and operation of the College without prior notice. All amendments will be communicated to the campus community by the appropriate College officials.

Mission, Vision and Core Values of Hiram College

Mission Statement
The mission of Hiram College is to foster intellectual excellence and social responsibility, enabling our students to thrive in their chosen careers, flourish in life, and face the urgent challenges of the times.

Vision Statement
Hiram’s students will be among those called to address the urgent problems facing our era. Answering this call will require timeless intellectual capacities for critical thinking, imaginative problem-solving, and reflective decision-making. Cultivating these skills in the foundational knowledge of humanity, nature, and their relationships, has been the essential core of the liberal arts tradition since its beginning in antiquity.

Hiram College commits to continuing the rich legacy of liberal learning for students, developing the knowledge, skills, and habits of mind acknowledged for over two millennia as both valuable in their own right and conducive to success in any endeavor. Throughout its rigorous core curriculum and specialized academic programs, Hiram College will emphasize the ability to think critically and communicate effectively, to engage in disciplined inquiry and autonomous learning, and to recognize the essential connectedness of all knowledge.

Liberal education has been traditionally concerned not only with developing the intellect, but also with educating the whole person. To this end, Hiram College attends to the emotional and ethical lives of our students throughout both the curricular and co-curricular life of the campus, promoting respect for diversity, understanding of cultural difference, ethical reflection, and the ideal of engaged citizenship.

We believe in addition that learning by doing and knowing through experience are critically important preparation for the complex challenges that our students will confront in their lives and careers. Hiram College therefore commits to providing students not only with rigorous and relevant preparation in their chosen areas of major study, but also with opportunities to prepare themselves to meet the challenges of their future careers through experiential learning, application of their new skills and knowledge to real problems, and attentive mentoring during the transition into their careers by both faculty and staff.

Because success will require rigorous preparation and superior effort, Hiram College expects the same of itself. Because our world sorely needs tolerance, civility, understanding and respect for diversity, Hiram must insist upon the same. Because solutions to the problems of our times can only be achieved through innovation, creativity, and boldness of vision, the College will continue to encourage and practice these, as it has since its founding in 1850.

Statement of Core Values
The preceding statement of Hiram’s Mission and Vision are based on its historical statement of Core Values. They set forth what we believe and define how we should conduct our affairs. At the heart of these values is the student.

Community
• We are a community that fosters mentoring relationships and shared responsibility for learning.
• We are committed to the well-being of each member of the community.
• We value the distinctive contributions of every person in the learning environment.

Learning
• We believe in the interrelationship of knowledge exemplified in the liberal arts.
• We demonstrate unwavering commitment to the pursuit of learning and quality scholarship.
• We value superior teaching and comprehensive mentoring.
• We are committed to supporting the continuous personal and professional growth of community members.
• We foster an environment that encourages open inquiry.

Responsibility
• We recognize that the well-being and governance of the community are a shared responsibility among community members.
• We believe that community members are accountable for their actions and should be held to high standards.
• We embrace our responsibility to the larger community beyond the boundaries of Hiram College and encourage learning through service.
• We respect the dignity of each individual.

Diversity
• We are an inclusive community that welcomes people of diverse backgrounds, beliefs, and points of view.
• We recognize the value of diversity in our educational program.
• We seek to foster a supportive environment in which community members will be challenged to explore knowledge, values, and ethics from varied perspectives.
• We celebrate freedom of thought and freedom of choice.

Innovation
• We honor our tradition in the liberal arts and its profound relevance to society.
• We are eager to explore new issues and practices and integrate them into our academic vision.
• We encourage individual initiative, creativity, and talent.

Hiram College Learning Outcomes

Written Communication*
Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

Oral Communication*
Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners’ attitudes, values, beliefs, or behaviors.

Critical Thinking*
Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

Information Literacy*
The ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand. —Adopted from the National Forum on Information Literacy

Civic Engagement*
Civic engagement is ‘working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes.’ (Excerpted from Civic Responsibility and Higher Education, edited by Thomas Ehrlich, published by Oryx Press, 2000, Preface, page vi.) In addition, civic engagement encompasses actions wherein individuals participate in activities of personal and public concern that are both individually life enriching and socially beneficial to the community.

Problem Solving*
Problem solving is the process of designing, evaluating and implementing a strategy to answer an open-ended question or achieve a desired goal.

Teamwork*
Teamwork is behaviors under the control of individual team members (effort they put into team tasks, their manner of interacting with others on team, and the quantity and quality of contributions they make to team discussions).

Leadership
Leadership is a personal journey resulting in understanding and skill sets that students need to positively and ethically influence and mobilize others.

Health & Wellness
Health and Wellness integrates the physical, spiritual, emotional, intellectual and social well-being of students to help them live, learn, and work effectively, living life with vitality and meaning so they may reach their goals as students and as citizens of Hiram and beyond.

*AAC&U Essential Learning Outcome and Related Value Rubric

Accreditation and Affiliations
Hiram College is accredited by the Higher Learning Commission (HLC). Hiram’s current Statement of Accreditation Status may be obtained by contacting the HLC or by referencing the HLC Mark of Accreditation on the Hiram College website.

The College is authorized by the Ohio Department of Higher Education. Hiram College programs are accredited by the Ohio Board of Nursing, the Commission on Collegiate Nursing Education (CCNE), the National Council for Accreditation of Teacher Education (NCATE), and the National Association of Schools of Music (NASM). Hiram College is recognized by the American Chemical Society.

College Affiliations
Hiram College is a member of the NCAA Division III and the North Coast Athletic Conference.

Non-Discrimination Policy
Hiram College is committed to equality of opportunity and does not discriminate in its educational and admission policies, scholarship and loan programs, and athletic and other school-administered programs on the basis of race, color, national origin, religion, gender, sexual orientation, age, or disability. The College will not tolerate harassment, prejudice, abuse, or discrimination by or of any of its students, faculty, or staff.

Notice of Change of Regulations: College Disclaimer
Every effort is made to ensure the information contained in this document is accurate at the time of publication; however, Hiram College reserves the right to amend degree requirements, courses, college calendars, catalogs, schedules, fees, academic and other College policies and procedures as relevant to the mission and operation of the College without prior notice. All amendments will be communicated to the campus community by the appropriate College officials.

Catalog Rights and Exclusions
The College Catalog is published yearly and covers the academic policies and requirements in effect for the fall, spring and summer terms of that year.
Rights
1. A student’s catalog year comprises the academic policies and degree requirements, which are established in the Catalog that is in force during the student’s first term of enrollment.
2. Students may opt to update their catalog year to a more recent Catalog, in doing so students must comply with all requirements therein.
3. Students attending Hiram College under an articulation agreement are subject to the terms of that agreement.

Exclusions
1. Students who leave and return to Hiram College after one academic year (or two semesters and the summer term for traditional students), or two consecutive semesters for Professional and Graduate Studies students, or more are readmitted under the current Catalog-in-force. Readmitted students are not permitted to return to inactivated majors or minors.
2. Changes may be made to programs to comply with accreditation, licensure, or state or federal regulations. These changes may necessitate students update to a more recent Catalog.
3. Degree requirements may change based upon availability of resources or faculty. The Dean of the College will identify suitable arrangements for the completion of these programs.

Individual student needs not addressed above will be referred to the Dean of the College.

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Student Complaint Information
General Student Complaint Information
The following guidelines describe how a student at Hiram College should file a complaint against another member of the College community. Complaints should be filed as soon as possible, but no more than 90 days after the incident occurs.

The process is designed to be a student initiated one where the affected student receives timely advice and information during each of the stages that may be activated. As indicated below, the first step in this Complaint Process is that the concerned student seek resolution via an informal process. If the informal process does not resolve the issue, the student should then initiate the formal process.

Process for Filing a Complaint
Informal Complaint
Hiram College requires a concerned or aggrieved student to make a concerted effort to resolve the complaint informally. As part of this informal stage, the student should talk directly with the staff person, faculty member, or administrator with whom the problem or question exists. During this step, the student should share his/her concern directly with the other person so that person has an opportunity to hear the concern verbatim and attempt to resolve the specific issue at hand. In this situation, the presenting student should consider these tips:

- Contact the college employee by phone or email to schedule an appointment
- Briefly state the purpose of the requested meeting
- During the meeting, clearly explain the concern and suggest a remedy that would help to resolve it.

If the complaint or concern has not been resolved satisfactorily during this informal process, the student should then move into the Formal Complaint process. If the nature of the issue is such that the student wishes not to address the person directly, s/he has the right to move directly to the formal stage.

Formal Complaint
If the informal complaint process described above is unsuccessful, the concerned student may submit a formal complaint in writing using the Student Formal Complaint Form (https://forms.office.com/Pages/ResponsePage.aspx?id=5TPHRt2zUKXphtQZxRNCyeQJLw2zxt1tLvh1t764u9UMQ9KREdHUTIGSjzC).

This form must be submitted no more than five (5) business days after informal process has concluded.

Within five business days the student will receive notification via Hiram email that the form has been received. Within that same five days, the complaint will be forwarded to the supervisor of the faculty or staff member against whom the complaint has been filed. The supervisor will contact the concerned student and propose a remedy or solution.

If the proposed remedy is not satisfactory, the student has five days to appeal the decision made by the faculty or staff member’s immediate supervisor. The appealing student should follow the steps outlined below.

- Draft an email to appeal the remedy and/or decision offered by the faculty or staff member’s immediate supervisor. The email should summarize—clearly and succinctly—the following:
  - The decision presented by the faculty or staff member’s immediate supervisor
  - The steps taken toward resolving the issue
  - Possible solution(s) deemed feasible at this point
  - Contact information (phone, email, etc.)
  - Once all of the aforementioned points have been addressed, the concerned student should submit his/her appeal, within five days of the supervisor’s decision, to studentcomplaints@hiram.edu.

If the presenting student has any questions during this phase, s/he should send them to that same email address (studentcomplaints@hiram.edu) and the appropriate college official will respond.

At this juncture of the complaint process, the appropriate college official will be charged with reviewing the appeal. If the original complaint was primarily an academic-related one, the issue will be reviewed by one of the two Associate Deans of Academic Affairs: either the Associate Dean who works primarily with Traditional College students or the Associate Dean who works with PGS students. Complaints related to student life are referred to the Associate Dean of Students or appropriate designee of the Dean of Students.
If your academic complaint or concern has not been resolved to your satisfaction, you may appeal the decision made by an Associate Dean by continuing the complaint process by appealing to the Dean of the College or Dean of Students.

To appeal a decision made by an Associate Dean you need to submit an email to studentcomplaints@hiram.edu stating your desire to appeal the current decision together with the information you furnished in the initial appeal.

This information must be submitted within five (5) business days after the appeal process is completed.

Decisions following referral to the Dean of the College or the Dean of Students are final and cannot be appealed.

If you have any questions or would like assistance with any portion of this process, please contact studentcomplaints@hiram.edu.

Additional Complaint Information - Program Integrity Rule

On July 1, 2011, the U.S. Department of Education regulations to improve the integrity of programs authorized under Title IV of the Higher Education Act (HEA), as amended (the “Program Integrity Rule”), took effect. The Program Integrity Rule requires, among other things, that each college or university authorized to offer postsecondary education in one or more States ensure access to a complaint process that will permit student consumers to address the following:

1. Alleged violations of State consumer protection laws that include but are not limited to fraud and false advertising;
2. Alleged violations of State laws or rules relating to the licensure of postsecondary institutions; and
3. Complaints relating to the quality of education or other State or accreditation requirements.

Hiram College, as an institution authorized to provide postsecondary education in the State of Ohio, is committed to full compliance with the Program Integrity Rule, and provides the following confirmation to all current and/or prospective students: The Higher Learning Commission accredits Hiram College. You may review the Hiram's accreditation documents at http://www.hiram.edu/about/accreditation/

PROCESS

Hiram College seeks to resolve all student concerns in a timely and effective manner. To that end, the process described in this document serves as an official means for students to discuss concerns or register formal complaints that pertain to alleged violations of State consumer protection laws. Such complaints may include, but are not limited to: fraud and false advertising; alleged violations of State laws or rules relating to the licensure of postsecondary institutions; and complaints relating to the quality of education or other State or accreditation requirements.

Other Hiram College Resources that may be accessed include: Offices of the Dean of the College, Dean of Students, Admissions, Student Accounts, Registrar, Financial Aid. Staff in each of these offices are able to provide specific information on issues related to their area. These highly trained staff are able to address any relevant questions and concerns that a student may pose. The contact information for each of these Offices is provided below:

- Office of the Dean of the College (academic programs, accreditation): 330-569-5125/stewartjr@hiram.edu
- Office of Student Life (student and campus life): 330-569-5233/gordonsd@hiram.edu (gordonsd@hiram.edu)
- Admissions (admissions eligibility): 330-569-5169/admission@hiram.edu
- Student Accounts (tuition/fee payments): 330-569-5118/studentaccounts@hiram.edu
- Registrar (academic records): 330-569-5210/registrar@hiram.edu
- Financial Aid (loans, scholarships, grants): 330-569-5107/financialaid@hiram.edu

It is expected that students will fully utilize any/all of the Hiram’s administrative procedures to address concerns and/or complaints in as timely a manner as possible. On occasion, however, a student may believe that these administrative procedures have not adequately addressed concerns identified under the Program Integrity Rule. In those select cases, the following independent procedures are provided:


The Ohio Department of Higher Education https://www.ohiohighered.org/contact-us/ reviews academic programming offered in Ohio by independent institutions including Hiram College and makes recommendations regarding institutional authorization and program approval to the Chancellor of the Ohio Department of Higher Education.

The Higher Learning Commission (HLC) is an independent body responsible for the accreditation of programs offered by Hiram College. Each year, the HLC receives a number of complaints from students or other parties. When a complaint raises issues regarding an institution’s ability to meet accreditation criteria, the HLC will forward a copy of the complaint to the institution and request a formal response. Instructions for filing a complaint with the Commission are available on its website https://www.hlccommission.org/HLC-Institutions/complaints.html
## ACADEMIC CALENDAR

### Fall 12-Week

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAS Fall 8-Week Session I Begins</td>
<td>August 19, 2019</td>
</tr>
<tr>
<td>First-Year Institute</td>
<td>August 22-25, 2019</td>
</tr>
<tr>
<td>Matriculation Convocation</td>
<td>August 22, 2019</td>
</tr>
<tr>
<td>Fall 12-Week Classes Begin</td>
<td>August 26, 2019</td>
</tr>
<tr>
<td>Labor Day - <em>No Classes</em></td>
<td>September 2, 2019</td>
</tr>
<tr>
<td>Celebration of Experiential Learning</td>
<td>September 9-11, 2019</td>
</tr>
<tr>
<td>Campus Day/Ethics Teach-In - <em>No Classes</em></td>
<td>September 12, 2019</td>
</tr>
<tr>
<td>Fall Weekend</td>
<td>October 4-6, 2019</td>
</tr>
<tr>
<td>Fall Midterm Grades Due by 8 a.m.</td>
<td>October 7, 2019</td>
</tr>
<tr>
<td>CAS Fall 8-Week Session I Ends</td>
<td>October 13, 2019</td>
</tr>
<tr>
<td>CAS Fall 8-Week Session II Begins</td>
<td>October 14, 2019</td>
</tr>
<tr>
<td>Advising for Spring Registration Begins</td>
<td>October 14, 2019</td>
</tr>
<tr>
<td>CAS Fall 8-Week Session I Grades Due by 8 a.m.</td>
<td>October 24, 2019</td>
</tr>
<tr>
<td>Homecoming</td>
<td>October 26, 2019</td>
</tr>
<tr>
<td>Priority Registration for Spring Begins</td>
<td>October 28, 2019</td>
</tr>
<tr>
<td>Fall 12-Week Classes End</td>
<td>November 15, 2019</td>
</tr>
<tr>
<td>Final Exams</td>
<td>November 18-20, 2019</td>
</tr>
<tr>
<td>Term Break</td>
<td>November 21 - December 1, 2019</td>
</tr>
<tr>
<td>Fall 12-Week Grades Due by 8 a.m.</td>
<td>December 2, 2019</td>
</tr>
</tbody>
</table>

### Spring 3-Week

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 3-Week Classes Begin</td>
<td>April 22, 2020</td>
</tr>
<tr>
<td>CAS Spring 8-Week Session II Ends</td>
<td>May 10, 2020</td>
</tr>
<tr>
<td>Spring 3-Week Classes End</td>
<td>May 12, 2020</td>
</tr>
<tr>
<td>Final Exams</td>
<td>May 13, 2020</td>
</tr>
<tr>
<td>Commencement</td>
<td>May 16, 2020</td>
</tr>
<tr>
<td>Spring 3-Week and CAS 8-Week Session II Grades Due by 8 a.m.</td>
<td>May 18, 2020</td>
</tr>
<tr>
<td>Summer Session</td>
<td>May 18 - August 16, 2020</td>
</tr>
</tbody>
</table>

### Fall 3-Week

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 3-Week Classes Begin</td>
<td>December 2, 2019</td>
</tr>
<tr>
<td>December Commencement</td>
<td>December 14, 2019</td>
</tr>
<tr>
<td>CAS Fall 8-Week Session II Ends</td>
<td>December 15, 2019</td>
</tr>
<tr>
<td>Fall 3-Week Classes End</td>
<td>December 20, 2019</td>
</tr>
<tr>
<td>Final Exams</td>
<td>December 21, 2019</td>
</tr>
<tr>
<td>Winter Break</td>
<td>December 22, 2019 - January 12, 2020</td>
</tr>
<tr>
<td>Fall 3-Week and CAS 8-Week Session II Grades Due by 8 a.m.</td>
<td>December 27, 2019</td>
</tr>
</tbody>
</table>

### Spring 12-Week

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 12-Week Classes Begin</td>
<td>January 13, 2020</td>
</tr>
<tr>
<td>CAS Spring 8-Week Session I Begins</td>
<td>January 13, 2020</td>
</tr>
<tr>
<td>Martin Luther King Day - <em>No Classes</em></td>
<td>January 20, 2020</td>
</tr>
<tr>
<td>Spring Midterm Grades Due by 8 a.m.</td>
<td>February 24, 2020</td>
</tr>
<tr>
<td>CAS Make-up Weekend (if needed)</td>
<td>March 5-7, 2020</td>
</tr>
<tr>
<td>CAS Spring 8-Week Session I Ends</td>
<td>March 8, 2020</td>
</tr>
<tr>
<td>Spring Break</td>
<td>March 9-13, 2020</td>
</tr>
<tr>
<td>CAS Spring 8-Week Session II Begins</td>
<td>March 16, 2020</td>
</tr>
<tr>
<td>Advising for Fall Registration Begins</td>
<td>March 16, 2020</td>
</tr>
<tr>
<td>CAS Spring 8-Week Session I Grades Due by 8 a.m.</td>
<td>March 12, 2020</td>
</tr>
<tr>
<td>Priority Registration for Fall Begins</td>
<td>March 30, 2020</td>
</tr>
</tbody>
</table>

### Spring 3-Week

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scholars Day - <em>No Classes</em></td>
<td>April 2, 2020</td>
</tr>
<tr>
<td>Spring 12-Week Classes End</td>
<td>April 10, 2020</td>
</tr>
<tr>
<td>Final Exams</td>
<td>April 13-15, 2020</td>
</tr>
<tr>
<td>Term Break</td>
<td>April 16-21, 2020</td>
</tr>
<tr>
<td>Spring 12-Week Grades Due by 8 a.m.</td>
<td>April 27, 2020</td>
</tr>
</tbody>
</table>
UNDERGRADUATE

WELCOME TO HIRAM COLLEGE

As Hiram College's mission states, your education at Hiram College will help you “thrive in your chosen career, flourish in life, and face the urgent challenges of the times.”

The faculty and staff at Hiram College provide a transformative learning experience combining your area of study with a firm foundation in the liberal arts. During your time here, you will develop skills in communication, critical thinking and information literacy, all of which are needed to excel in the next phases of your life.

We hope you will take full advantage of the many transformative opportunities available both inside and out of the classroom. Looking through this catalog, you will see a menu of possibilities, that might, at first glance, overwhelm you. Hiram's highly talented and committed faculty and staff will help you sort through the options to find a program of study that is suited to you. Support is available through your advisor, career and academic development services, commuter services, the diversity and inclusion office, the health and counseling services, international services, the residential education office, and transfer student services.

This catalog serves as a resource for degree requirements, course information, policies and procedures, and information about Hiram College for the 2019-2020 academic year.

This catalog attempts to present information as accurately and completely as possible. The college reserves the right to change any of the provisions, statements, policies, curricula, procedures, and regulations found in this catalog. Students should check course registration materials including their academic evaluation each semester for current information. Hiram College does not discriminate on any basis prohibited by law.

Undergraduate Admissions

Admission to Hiram

Hiram College admits students whose records demonstrate they have the ability to succeed at the College.

- Traditional College First-Year Student Admission Criteria and Required Credentials (p. 11)
- Traditional College International Student Admission Criteria and Required Credentials (p. 12)
- Traditional College Transfer Student Admission Criteria and Required Credentials (p. 13)
- Deferred Admission (p. 13)
- Advanced Placement (p. 13)
- International Baccalaureate Placement (p. 14)
- College Credit Plus Dual-Enrollment Credit (p. 14)
- Center for Adult Studies Admission (p. 14)

Traditional College First-Year Student Admission Criteria and Required Credentials

Hiram College operates on the Rolling Admission Plan for First-Year students and adheres to the National Association for College Admission Counseling's Statement of Principles of Good Practice. Most First-Year students enrolling for the fall semester at Hiram for the first time apply for admission, notify the institution of their intent to accept their offer of admission, and pay their commitment deposits by the preceding May 1. Hiram will offer admission to qualified students as their credentials arrive until we project that we will reach our First-Year student capacity.

In general, because our distinctive First-Year program is integral to establishing student success, First-Year students are only admitted for the fall semester. Spring and summer semester application may be considered on a case-by-case basis.

Application and credential review is holistic and there is no single set of fixed criteria that solely determines admissibility to Hiram. Each admission application and its supporting credentials are carefully read and given individual consideration. Hiram College reserves the right to make the final determination of a student's admissibility to the College.

First-Year students entering the Traditional College at Hiram are required to submit the following credentials in order to be considered for admission:

- A completed Application for Admission – We accept both hard copy and on-line applications, although on-line applications are preferred. As of the publication of this catalog, Hiram is a participating member with The Common Application consortium.
- Official secondary school transcripts with proof of completion or other recognized equivalent. Failure to submit these documents no later than the second Friday of the term of entry may result in the student being denied admission and removed from courses and housing. Please see the Financial Aid section in this catalog for information regarding these documents and the disbursement of federal financial aid.

Important supporting credentials for First-Year students entering the Traditional College at Hiram include:

- Results from either the ACT or SAT – **Test-Optional Admission Policy** Check with The Office of Admission for up-to-date information concerning this policy. Hiram College recognizes that standardized testing isn’t always an accurate measurement of a student’s academic abilities. Respectiveiy, Hiram is committed to looking at the whole person.

While students are encouraged to take the ACT or SAT and to submit their test scores as a part of their application, those with a 2.8 or higher GPA (those below a 2.8 need test scores) and a strong college preparatory curriculum history may waive this requirement. Exceptions include nursing students, teacher licensure students, as well as those interested in applying for a Trustee Scholarship or Presidential Scholarship. For these students, ACT or SAT scores are required for eligibility consideration. Partnership programs such as the BA to MD (Northeast Ohio Medical University) and the BA to DDM (Dental Medicine with CWRU) require ACT scores for admission.

The preferred method of submitting ACT or SAT scores to Hiram is by listing Hiram College as a score recipient at the time of test
registrar. Hiram’s ACT code number is 3280; the SAT code number is 1297.

Note: Students who participate in Ohio’s College Credit Plus or similar programs in other states where high school students enroll in college courses for credit prior to obtaining a high school diploma should supply official transcripts from any and all colleges and universities they have attended. These students are to apply to Hiram College as First-Year students and not transfer students.

While admission to Hiram College is based upon a holistic review of the application and credentials, students admitted to Hiram generally have the following in common:

- Successful completion of a challenging secondary school college preparatory curriculum with grades generally reflecting above average to superior academic attainment in the following subject areas:
  - 4 units of English
  - 3 units of mathematics; 4 units preferred
  - 3 units of science; including 2 units of lab sciences preferred
  - 3 units of social sciences
  - 2 units of the same foreign language
  - 1 unit of the arts

While demonstrated academic achievement as evidenced by the academic record is the most important criterion for admission, other factors which may be used to determine admission include:

- An in-person interview – While in-person interviews are not required for admission, they are strongly encouraged. Qualities such as seriousness of purpose, emotional maturity, and breadth and depth of interests may affect the admission decision. Interviews may also provide admission professionals with insights into academic record patterns.

- Co-curricular participation/excellence/leadership, community service, Hiram affinity, or employment records – Hiram seeks students who will enhance our learning community in and out of the classroom. We look for students who have developed talents and leadership skills in co-curricular student groups, community service opportunities, sectarian and non-sectarian groups outside of school, as well as in the arts and athletics.

- A grade writing sample or essay.

- Hiram encourages the enrollment of legacy students.

Please review the Admissions Application Process at http://www.hiram.edu/academics/undergraduate/apply/

First-Year students may begin to apply for fall admission to Hiram’s Traditional College beginning the summer preceding the start of a student’s 12th grade year or equivalent. Hiram awards institutional academic-based and need-based gift assistance on a rolling basis throughout the admission cycle. However, to be eligible for maximum scholarship consideration, completed Applications for Admission and all supporting credentials should be submitted by the 1st of December proceeding the subsequent academic year for which applicants wish to enroll. Hiram College reserves the right to revoke offers of admission to students who do not successfully complete their final semester(s) of enrollment following the offer of admission or whose level of academic achievement varies significantly from their record at the time of the offer of admission. Students who have been admitted to the College are required to pay a non-refundable financial deposit and submit written intent of their desire to accept their offers of admission by deadlines given to them at the time of the offer of admission. Failure to do so may result in the revocation of the offer of admission without notice.

First-Year students should contact the Office of Admission, located in Teachout-Price Hall, at 800.362.5280 or visit us at http://www.hiram.edu/admission (http://www.hiram.edu/admission/) for information about visiting Hiram College and obtaining up-to-date application information.

**Traditional College International Student Admission Criteria and Required Credentials**

Hiram College operates on the Rolling Admission Plan and adheres to the National Association for College Admission Counseling’s Statement of Principles of Good Practice. International students for the fall intake apply for admission, notify the institution of their intent to accept their offer of admission, and pay their commitment deposits by the May 1 preceding their August enrollment. Hiram will offer admission to qualified students as their credentials arrive until we project that we will reach capacity.

Hiram is committed to international education and values the cultural, ethnic, and geographic diversity of its student body. Application and credential review is holistic and there is no single set of fixed criteria that determines admissibility to Hiram. Each admission application and its supporting credentials are carefully read and given individual consideration. Hiram College reserves the right to make the final determination of a student’s admissibility to the College.

International students entering the Traditional College at Hiram are required to submit the following credentials in order to be considered for admission:

- Completed First Year or Transfer application form. Hiram accepts both hard copy and on-line applications, although on-line applications are preferred. As of the publication of this catalog, Hiram is a participating member with The Common Application consortium which provides online forms free of charge.

- Successful completion of a challenging secondary school college preparatory curriculum with grades/marks generally reflecting above average to superior academic attainment. Attainment is evidenced through original or certified true copies of academic records, certificates and results of school leaving external state or national examinations sent by the ministry of education or registrar of the institutions for all secondary schools, institutes, colleges and universities attended. Translations are not accepted without a copy of the original; Students with one year or more of post-secondary study in the United States may be exempt from this requirement.

- Writing sample

- For applicants whose first language is not English, documentation of English proficiency is required. Applicants may submit results of the Test of English as a Foreign Language-TOEFL (minimum score of Paper-550; iBT-79), or the International English Language Testing System-IELTS (minimum 6.0). Additional options for documenting proficiency are listed in the international admission guidelines on the College website.

- First year applicants may be required to submit SAT or ACT scores that correlate to, or exceed, the level of academic achievement in secondary studies. Check with The Office of Admission for up-to-date information as to which portions of the test are required. At the
time of registration, list Hiram College as a score recipient. Hiram’s SAT code number is 1297; the ACT code number is 3280. Transfer applicants with one year or more of full-time post-secondary study will not be asked to submit results from these exams.

Applicants who wish to transfer credits from prior post-secondary work to Hiram College must contact the World Education Services (WES) at http://www.wes.org/ to request a formal course-by-course evaluation of their credentials.

International students must be prepared to meet the total cost of education at Hiram (please refer to the fees and charges section of the catalog). The College awards a limited number of partial-tuition, merit-based scholarships to international first-year and transfer applicants with outstanding academic credentials, but offers no need-based financial aid.

International students should contact the Office of Admission or review the College website to obtain up-to-date application and scholarship information:

Director of International Admission
Hiram College
6832 Hinsdale St.-P.O. Box 96
Hiram, Ohio 44234

U.S.A. Web: http://www.hiram.edu/international (http://www.hiram.edu/international/)
E-mail: interal@hiram.edu
Fax: (CC: 1) 330.569.5944
Phone: (CC: 1) 330.569.5169

Traditional College Transfer Student Admission Criteria and Required Credentials

Hiram welcomes applications from qualified students who wish to transfer from other colleges and universities.

Note: Students who participate in Ohio’s College Credit Plus or similar programs in other states where high school students enroll in college courses for credit prior to obtaining a high school diploma should apply to Hiram College as First-Year students and not as transfer students.

Hiram College’s residency requirements state that a student must earn a minimum of 45 semester hours of credit at Hiram to obtain a Hiram College degree. Therefore, students transferring to Hiram’s Traditional College should expect to spend three semesters in residence to receive their degrees.

Hiram College’s transfer equivalency policy states that courses in which students have earned grades of C or better, and which correspond to courses offered at Hiram, are generally accepted for transfer of credit. Transfer credit hours are not included in the student’s Hiram grade-point average.

Transfer students entering the Traditional College at Hiram are required to submit the following credentials in order to be considered for admission:

• An Application for Admission – Hiram accepts both hard copy and on-line applications, although on-line applications are preferred. As of the publication of this catalog, Hiram is a participating member with The Common Application consortium.

• Official Transcripts from all colleges and universities attended and/or enrolled.

Transfer students who have successfully completed less than 12 semester hours of college or university coursework at a regionally accredited institution are also required to supply:

• Results from either the ACT or SAT if the student is under 24 years old at the time of admission. Check with The Office of Admission for up-to-date information about which portions of the test are required.

• Official secondary school transcripts.

Important supporting credentials for transfer students entering the Traditional College at Hiram include:

• An essay on a topic included in the application materials.

• A recommendation from a college instructor.

Students may transfer into Hiram for either the fall or spring semesters. Applicants should submit a transfer application to the Office of Admission no later than August 1st for Fall semester enrollment and December 1st for Spring semester. Transfer student admission decisions are made on a rolling basis. Generally, transfer students need to be in good academic standing with their current or most recent college and eligible to re-enroll, and show a level of academic achievement that suggests success at Hiram College. Hiram College reserves the right to make the final determination of a student’s admissibility to the College. All offers of admission are conditional upon the receipt of all final transcripts and any other conditions specified at the time of admission. Hiram College reserves the right to revoke offers of admission to students who do not successfully complete their final semester(s) of enrollment following the offer of admission or whose level of academic achievement varies significantly from their record at the time of the offer of admission.

Students who have been admitted to the College are required to pay a non-refundable financial deposit and submit written intent of their desire to accept their offers of admission by deadlines given to them at the time of the offer of admission. Failure to do so may result in the revocation of the offer of admission without notice.

Deferred Admission

Students who do not wish to enroll in college directly after graduation from secondary school may wait one year before entering Hiram. Upon notification of acceptance, students should submit the non-refundable deposit and indicate that they would like to defer admission. Hiram will then reserve a place for them for the following academic year.

Advanced Placement

Hiram College accepts credit from Advanced Placement and College Level Examination Program subject examinations. The scores that must be obtained to earn credit are available from the Office of the Registrar, or at www.hiram.edu/registrar (http://www.hiram.edu/registrar/) or Transfer credit guide and Test Score Policy. (https://www.hiram.edu/academics/support-services/registrar/transfer-credit-guide-and-policy/credit-for-examinations/)
Your Hiram College admission counselor may also assist you in obtaining these scores upon request.

**International Baccalaureate Placement**

Applicants who have received an International Baccalaureate Diploma and students receiving scores of five or greater on individual Higher Level examinations will be granted credit and advanced course placement. Please visit the Ohio Department of Higher Education website (https://www.ohiohighered.org/) for more information.

**College Credit Plus Dual-Enrollment Credit**

Students who participate in Ohio’s College Credit Plus program must apply to the Hiram College College Credit Plus program. To be considered for participation, students are asked to:

- Fill out Hiram College’s College Credit Plus Application. We accept both hard copy and online applications, although online applications are preferred.
- Submit an official high school transcript.
- Submit results from either the ACT, SAT, or Accuplacer.
- Meet college course prerequisites.

Application and credential review is holistic and there is no single set of fixed criteria that solely determines admissibility to Hiram College. Each admission application and its supporting credentials are carefully read and given individual consideration. Hiram College reserves the right to make the final determination of a student’s admissibility to the College.

All application materials should be addressed to:

College Credit Plus
Attention: Brittany Jackson, Assistant Director
Strategic Academic Initiatives
Hiram College
P.O. Box 67
Hiram, OH 44234

**Completed Application Deadlines:**

- April 15 for Summer Semester
- May 15 for Fall Semester
- October 15 for Spring Semester

Students who are accepted would receive high school credit and Hiram College credit for this coursework subject to Hiram’s transfer credit policies.

Upon their high school graduation, College Credit Plus students and those from similar programs in other states where high school students enroll in college courses for credit prior to obtaining a high school diploma should apply to Hiram College as a traditional first-year student, not as a transfer student.

More information about Hiram’s College Credit Plus program can be found at https://www.hiram.edu/academics/additional-programs/high-school-college-credit-plus/. Information about College Credit Plus from the Ohio Department of Higher Education can be found at https://www.ohiohighered.org/.

**Center for Adult Studies Admission**

Hiram College admits students based on a holistic review of record. We look for students who have the ability to succeed at the College and who are likely to make a contribution to the Hiram community. Because Hiram offers a broad range of programs and opportunities, students present a variety of credentials and interests and come from many different social, geographical, economic, religious, and racial backgrounds. This diversity contributes to Hiram’s vitality and encourages students to learn from each other; however, decisions on admission are made without regard to race, religion, gender, or national origin.

In addition to academic information, the motivation, initiative, and accomplishments of the individual are factors taken into consideration when evaluating an application for admission to programs within the Center for Adult Studies. Qualities such as seriousness of purpose, emotional maturity, and breadth and depth of interests may affect the admission decision.

The admissions procedure consists of the following steps:

**Degree-Seeking Students**

1. Complete a Center for Adult Studies admission application.
2. Submit official transcripts from high school or any college/university previously attended or where you have work in progress. Official transcript(s) should be sent directly to the Center for Adult Studies at Hiram College.
3. Schedule an on-campus or phone interview to discuss the Center for Adult Studies program and your educational objectives.

Hiram College is eager to grant recognition for the accomplishments of its students outside of the classroom and for work that has been successfully completed at other accredited colleges or universities. It must be emphasized, however, that the awarding of advanced credit cannot be allowed to detract from the College’s commitment to the highest standards of academic performance.

See Transfer Credit for information/policy on transfer of credit for Hiram College.

**Non-Degree Seeking or Transient Students**

Individuals who want to take coursework for personal satisfaction may enroll under a non-degree seeking status. Students who have been regularly enrolled at another college or university may enroll as transient (unclassified) students and take a limited amount of coursework at Hiram College without becoming candidates for a Hiram degree.

1. Complete a non-degree, special student application for each non-consecutive semester enrolled.
2. Schedule an on-campus or phone appointment to register for class.

**Financial Aid at Hiram**

Hiram College’s financial aid program enables qualified students with financial need to attend Hiram. We believe that all families should be willing to invest in the students’ Hiram education by using financial resources, educational loans, and student employment.
Hiram supplements loans and employment with scholarships and/or Hiram College Grants. Financial aid awards at Hiram are generally a combination of loans, work-study, scholarship, and need-based grants.

Financial need is the primary criterion considered in awarding aid. Need is defined as the difference between the total cost to attend Hiram and the amount your family can reasonably be expected to pay. The cost of attending Hiram includes tuition, fees, room and board. The actual costs for 2019-2020 are outlined in the ‘2019-2020 Fees and Charges’ section of this catalog. The Free Application for Federal Student Aid (FAFSA) is used to determine each family’s ability to pay for college expenses. The FAFSA takes into account various factors, including parental income and assets, student’s savings and summer earnings, family size, parents’ age, and other children in college. All financial aid awards are made on a one-year basis; each year a new FAFSA is used to determine eligibility for aid. A student receiving aid at the time of admission to Hiram may expect to continue receiving assistance as long as financial need continues, financial aid resources are available, and a satisfactory academic progress is made. If financial need rises during your college career, your application will be re-evaluated and provided financial aid resources are available, you may see an increase to your financial assistance. Financial assistance can also decrease if there is a reduction in your financial need. The FAFSA provides the specific family and financial information used to calculate the family contribution and financial aid for each student.

In order to receive federally funded financial aid, incoming students are required to provide proof of federally recognized secondary education completion by the second Friday of their first term of enrollment. Federal financial aid will not be disbursed until this documentation is received by the Registrar’s Office. Please see the Financial Aid Handbook for more information.

Upper-level students who were not awarded need-based aid when they entered Hiram may apply for and receive aid if they demonstrate financial need and if funds are available.

The Higher Education Opportunity Act requires each institution to provide certain consumer information, which is made available annually online each fall. This information is available online at http://www.hiram.edu/about/profile/consumer-info/ (http://www.hiram.edu/about/profile/consumer-info/). Instructions on how to access the information can also be found in the Financial Aid Handbook, available on the Hiram College Financial Aid webpage http://www.hiram.edu/admission/financial-aid/documents-and-resources/ (http://www.hiram.edu/admission/financial-aid/documents-and-resources/) or in printed form upon request by calling the Financial Aid Office at 330-569-5107.

How to Apply

By submitting the FAFSA you will be considered for programs administered by the College for which you are eligible except for merit-based scholarships. All financial aid applicants should submit the FAFSA to the federal processor and can apply online at www.fafsa.gov (http://www.fafsa.gov). There is no fee for submitting the FAFSA. In addition, new and transfer students must also be accepted for admission to Hiram in order to receive a financial aid offer. The FAFSA filing priority deadline for returning students is June 1. FAFSA applications received after this priority deadline are reviewed on a rolling basis and may be subject to reduced aid eligibility.

Tuition Guarantee

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Academic Progress and Financial Aid Eligibility

Students must make academic progress towards completing their degree to continue being eligible for all sources of financial aid. This policy is separate from the college’s academic standing policy monitored by the Academic Review Board (ARB).

In general, students must maintain a 2.0 cumulative GPA and successfully complete 67% of the cumulative credits attempted. Students eligible for the Choose Ohio First Scholarship must maintain a 3.0 cumulative GPA. Academic progress is reviewed on a semesterly basis and failure to meet this requirement can result in the loss of all financial aid. Detailed information is available in the Financial Aid Handbook, available online at http://www.hiram.edu/financial-aid/documents-and-resources (http://www.hiram.edu/financial-aid/documents-and-resources/) or by contacting the Financial Aid Office.

Hiram College Grants (Need-based)

Hiram College Grants are awarded on the basis of financial need. Funded by the College, they are renewable if financial need continues and if satisfactory academic progress is made. All students who wish to receive College Grants must reapply annually through the FAFSA. Students filing the FAFSA after the published priority deadline have the potential to lose financial aid. Please check the Hiram College Financial Aid Handbook for specific deadline dates at http://www.hiram.edu/admission/financial-aid/documents-and-resources (http://www.hiram.edu/admission/financial-aid/documents-and-resources/).

A portion of the funding for the Hiram College Grant is provided by the generous contributions of alumni, friends of Hiram College, and others. You may find that all or a portion of your current Hiram College Grant may take a more visible form as a named scholarship during the academic year. Also, as Stafford loan eligibility increases, you will be expected to borrow more and your Hiram College Grant may be decreased by this increased loan availability.

Hiram College Scholarships (Merit-based)

For eligible incoming freshmen and transfer students accepted into the Traditional College, Hiram College offers merit scholarships of varying monetary value. These scholarships are awarded on the basis of academic excellence. For details about the various types of scholarships available, see the information online at https://www.hiram.edu/academics/undergraduate/scholarship-grants/

Federal Pell Grants

Pell Grants were established by the Higher Education Act of 1972. Grants range from $657 to $6,195, but the actual amount available each year depends on congressional action. Eligibility is determined by the federally determined EFC after completing the FAFSA and the award amount is based upon the Federal Pell Grant chart issued for the specific award year by the Department of Education. For the 2019-2020 academic year,
student’s whose EFC is between 0 and 5576 are eligible for a Federal Pell Grant, provided they are enrolled full-time. Students that are enrolled less than full-time will have their Federal Pell Grant prorated.

**Federal Supplemental Educational Opportunity Grants**

Supplemental Educational Opportunity Grants, funded jointly by the federal government and Hiram College, are designed for Pell-eligible students who would be unable to attend college without the assistance of the grant. Eligibility is determined through the FAFSA.

**State Grants**

**Ohio Residents**

Students who are residents of Ohio may be eligible for grant and scholarship funding from the Ohio Board of Regents. The main grant that many Hiram students are eligible for is the Ohio Opportunity Grant. This grant is provided by the State of Ohio to high need students and range in value up to $3,500 for full-time enrollment. The grant is prorated for students attending less than full-time. A listing of all current programs offered through the State of Ohio is available online at [https://www.ohiohighered.org/sgs](https://www.ohiohighered.org/sgs/).

**Non-Ohio Residents**

Certain other states offer state grant programs which allow their residents to use such grants at out-of-state schools. Some of these states include Pennsylvania and Rhode Island. For further information and to see if your state grant can be used outside of your residential state, contact your high school guidance counselor or local state agency.

**Campus Employment**

Campus employment is funded by the Federal Work-Study Program and by the College. Students are considered for jobs on the basis of interests, skills, and experience. Federal Work-Study is a need-based employment program and is included as part of a student’s financial aid award. Students not eligible for the federal work-study program still have the ability work on-campus through our campus employment program. Typical employment includes library service, dining hall service, assisting in departments and/or science laboratories, secretarial or clerical work, and campus maintenance. Students receive a bi-weekly paycheck for hours previously worked and can elect to have their earnings applied to their student account as it is earned. For job listings via Student Job Central, log on to the Hiram College Portal at [https://my.hiram.edu](https://my.hiram.edu).

**Loans**

Student loans are available through the Federal Direct Loan Program, which includes Subsidized Loans, Unsubsidized Loans, and PLUS Loans (Parent Loans for Undergraduate Students). These loans are funded and guaranteed through the federal government. When the student completes the FAFSA, their financial aid award letter will include their eligibility for their Stafford Loan eligibility. Parents of interested in applying for the PLUS loan should log on to [http://www.hiram.edu/financial-aid/loan-information](http://www.hiram.edu/financial-aid/loan-information/).

In addition to the federal loans, Hiram College administers two special-use college loan programs: the Kennedy Loan Fund and the Trustee Loan Fund. Both of these loan funds are used as “last dollar” funds, after all other loan options have been exhausted and/or denied. Information regarding these loans, including further eligibility criteria and application process, can be obtained from the Financial Aid Office.

All of these loans have different eligibility requirements, interest rates, repayment rates, etc., and regulations governing their use change frequently. Current information is available from the Financial Aid Office, on our website ([http://www.hiram.edu/financial-aid/loan-information](http://www.hiram.edu/financial-aid/loan-information)), and in the Hiram College Financial Aid Handbook.

**Fees and Charges**

Each year, financial resources are assessed to determine the level of funding necessary to provide a quality education for those attending Hiram. A substantial financial aid program is maintained to assist and encourage students of limited means. A sizeable amount of each student’s cost is borne by the College through the income from its productive endowment, accumulated through years of giving by alumni, trustees, and friends. Every effort will be made to operate within the fee schedule printed below, but the College retains the right to adjust fees when, in the judgment of the Board of Trustees, such action is necessary. The following charges are effective only for the 2019-2020 academic year.

**Tuition, Room, Board, and Fees**

The Hiram College Tuition Guarantee ensures that the annual cost for tuition will not increase for the four years a student is at Hiram. While students at other institutes of higher education are never certain what type of annual tuition increase they will encounter, Hiram students will know: there will be no increase. For information, visit [http://www.hiram.edu/tuition-guarantee/](http://www.hiram.edu/tuition-guarantee/). Tuition is charged on class cohort for 12-18 credit hours per semester.

**Tuition** for the 2019-2020 academic year is $35,360. Part-time students will be charged on a course-hour basis.

**Room and Board** Traditional Board Plan

- Room rates range from $4,500 to $7,600 for quads to singles. The meal plan is $5,140 per school year.

**General Fee**

- Based on class cohort.

**Graduation Fee**

- $150

**Refund Policy**

Under certain circumstances, students are granted refunds for tuition, room, and board. These circumstances will be evaluated only after a student’s written request to withdraw completely from enrollment has been approved by the Dean of Students and the Academic Dean, and after both offices have certified this withdrawal. The refund policies for tuition, room, and board are explained in the following sections.

**Tuition**

The amount of the tuition refund is calculated based on the time of official withdrawal from all courses during the enrollment period.
Room and Board
All students at Hiram College must sign a contract for room and board and submit a deposit, unless they have permission to commute. For the Fall semester, a student may cancel his or her room and board contract upon permission from the College without loss of the deposit prior to June 15. After June 15, a room will be reserved for the student for the full academic year and the deposit becomes non-refundable. If a student should withdraw during the semester, refunds for the semester charges will be made on a pro-rated basis. A schedule of these refund amounts is available in the Office of Residential, Citizenship, and Commuter Education or the Dining Service Office.

Summary
The refund policy of the College is that which is stated above and is the policy in effect for the academic year 2019-2020. Specific refund dates and policies are subject to change. Refunds of financial aid from the federal and state programs are governed by their respective regulations. Hiram College complies with all federal and state regulations mandating specific refund calculations and procedures. This includes new federal requirements under the Code of Federal Regulations. Copies of federal and state controlling documents are available from the Student Financial Aid Office. Additional student consumer information regarding refund calculations is detailed in the Hiram College Financial Aid Handbook. This handbook is available in the Student Financial Aid Office and on the Hiram College Financial Aid Web site at http://www.hiram.edu/admission/financial-aid/.

Payment Regulations
Bills and notices are sent directly to the student's permanent address in his or her name. Requests to have bills sent to an address other than their permanent address or to another person must be made in writing to the Registrar's Office. Total payment for the term must be made or an installment payment plan arrangement completed prior to the due date for each semester. Financial aid credit is applied proportionately to each payment period. Payments not made when due are subject to penalties on the unpaid balance after the due date. The penalties are stated under "Non-Refundable Fees."

Any federal financial aid disbursed to the student's account before the beginning of the enrollment period should be considered as estimated.

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Tuition Payment Plans
Hiram College has installment payment plans available. The Hiram payment plan allows for 8 payments spread over 10 months. Information will be sent with initial billing for the semester on all these plans. For additional information, please contact Student Accounts at 330.569.5114.

Academic Program: Urgent Challenges Curriculum
The Urgent Challenges Curriculum sets up students to integrate their skills, interests, knowledge, and interdisciplinary experiences throughout their learning at Hiram. The Curriculum integrates learning across disciplinary boundaries, enhances learning through non-classroom experiences, and weaves skill development throughout the academic program. Through this curriculum, students will be exposed to a broad range of topics and perspectives, enhancing their understanding of the world and preparing them to apply what they have learned to the urgent challenges of our times, first at Hiram College, and later during their personal and professional lives.

- The Hiram Plan (p. 17)
- Hiram Connect (p. 17)
- The First-Year Program (p. 18)
- The Core Curriculum (p. 20)
- Interdisciplinary Requirement (p. 22)
- Capstone Experience (p. 35)

The Hiram Plan
Hiram College uses an innovative academic program which is designed to strengthen the educational partnership between faculty and students that has always defined a Hiram education. The Hiram Plan combines the best aspects of a traditional semester calendar with the benefits of the intensive educational opportunities offered through concentration on a single course.

Through the Hiram Plan, each academic semester is divided into two sessions: one of twelve weeks and one of three weeks. During the twelve-week session, students usually enroll in three courses of four semester hours each. The longer session provides a suitable format for courses which cover a broad range of material, allows students to integrate what they learn in their concurrent classes, and provides opportunities for substantial research and writing projects.

During the three-week session, each student enrolls in one three- or four-hour seminar or course, each of which will have a limited enrollment. Each faculty member will teach only one course or seminar during the three-week session. These intensive classes provide students and faculty with numerous special opportunities that are not possible in the twelve-week sessions. The students and faculty participating in a seminar can, for example, meet at any time or location mutually agreeable. Faculty have developed special topic courses which include field trips, experiential learning, and numerous study abroad opportunities. The three-week sessions provide students with an intensive learning opportunity, which is useful preparation for work or graduate and professional studies after Hiram. Perhaps most importantly, the small class sizes and daily class meetings experienced in the three-week session enable students and faculty to form close, educationally meaningful relationships that often last a lifetime.

Hiram Connect
Hiram Connect, effective Fall 2015, requires new first-year students to integrate and apply classroom learning with high-impact out-of-classroom experiences, strengthening intentional career exploration and personal development through reflection.
Over the course of their time at Hiram, students will develop critical reflection skills that will enhance their ability to analyze Hiram Connect experiences and their lives beyond college. Experiences such as study abroad or study away, research, and/or internships will drive students to analyze key concepts from their coursework in order to refine or challenge previously held assumptions and expectations, articulate their personal growth in relation to future goals, and consider their relationships to their communities and the world.

Decisions about what to major in, how to complete their required Connect Experience, and what classes to take should not be taken lightly. To guide students in making the best possible decisions for themselves and their futures, Hiram Connect facilitates meaningful reflection at four important academic milestones, and throughout the curriculum.

Detailed information to better understand the Four Steps/Components of Connect can be found at http://www.hiram.edu/connect/

The First-Year Program

The First-Year Program
Enduring Questions and Urgent Questions

Hiram prides itself on easing the transition from high school to college and begins this journey with Summer Orientation. Students and their families are invited to campus during the summer, where students will get together with one another, meet with staff and current students, and advise with a faculty member who will assist them in choosing and registering for their fall classes. New students will then arrive about a week before classes begin for "Institute," where they will discuss a common reading as an introduction to college discourse, participate in social events, and gradually adjust to living away from home. In addition, during Institute week, each student has another opportunity to discuss with their advisor their academic interests and college graduation requirements, with the ability to adjust class schedules.

During their first twelve week session, students will take three courses, one of which is the Enduring Questions Seminar FYEN 10101 FIRST-YEAR ENDURING QUESTIONS. Each Enduring Questions Seminar consists of a small group of First-Year students, an upper-class course assistant, and a professor. This group, formed during the Institute, serves as the first step in the transition to college life. The Enduring Questions Seminar is an integral part of Hiram's general education curriculum and is a requirement for graduation. Failure to complete this course with a passing grade will result in an incomplete graduation status and will require the successful completion of two additional Seminar courses at Hiram College or some other appropriate writing equivalency approved by the Associate Dean of the College. Students with appropriate transfer credits will complete INTD 19901 INTERDISCIPLINARY FOUNDATIONS in place of the Enduring Questions Seminar, while students in College Credit Plus or Center for Adult Studies will complete WRIT 15100 COMPOSITION IN THE LIB ARTS I in place of the Enduring Questions Seminar.

Course Descriptions

First-Year - Enduring Questions Seminar:

FYEN 10101: FIRST-YEAR ENDURING QUESTIONS: 4 Hour(s)
First Year Enduring Questions Seminar ~ The Enduring Questions Seminar is designed to provide an exposure to college-level intellectual inquiry through critical reading, in-depth discussion, oral presentations, and informal and formal writing. Each course is centered on a fundamental enduring question, theme, or topic such as "What is Justice?" or "What is a Life Well-Lived?" Through the careful and considerate examination of the course topic, students will develop their ability to write well, to think critically; to communicate clearly; to read, interpret, and engage with relevant texts; and to identify, evaluate, and use research appropriately. As a part of their Enduring Questions Seminar, students will also participate in the Common Questions Hour, a common intellectual experience with all first-year students. Grounded in the common reading and the ethics theme, the Common Questions Hour will consist of lectures, discussions, reflections, and group activities engaging everything from the curricular, the co-curricular, and the practical. Furthermore, presenters and discussions will introduce the five Cs of Hiram Connect: Curriculum, Career, Calling, Character and Community. Students in all sections will be required to complete and be prepared to discuss thoughtfully all course readings, to give at least one oral presentation, to maintain and develop an ePortfolio, to reflect on their learning regularly, and to write at least three projects or essays—culminating in a signature assignment—totaling at least 5,000 words of formal, revised written work. This course aligns with the Ohio Transfer Module (OTM) requirements for English Composition: First Writing Course (TME 001).

SELECT EXAMPLES OF ENDURING QUESTIONS SEMINARS FYEN 10101 OFFERED

Is Government Necessary?

Is it possible for human communities to function effectively without an official government? This question has been explored by political philosophers for thousands of years, and in our current era, when anarchist tendencies are becoming ever more prevalent, it is more relevant than ever to consider the nature and potential of anarchist social arrangements. In this course, therefore, we will explore the ideas of major anarchist theorists and the methods of famous anarchist experiments. We will also spend quite a lot of time examining how anarchist principles are underpinning many of the social, economic, technological and cultural trends of the present day.

What is an Authentic Identity?

America has often been called the land of self-making, in that the American dream presupposes, as James Truslow Adams argues, “each man and each woman shall be able to attain to the fullest stature of what they are innately capable, and be recognized by others for what they are, regardless of the fortuitous circumstances of birth or position.” If Americans are supposed to be recognized by “what they are”; however, they also seem to be limited by factors including race, class, gender, sexual identity, and religion. What happens when Americans try to recreate themselves? Is there such a thing as an authentic identity? Through a reading of autobiography, fiction, and film, we will examine the depiction of “authentic” and “inauthentic” identities in American popular culture, and look at how American identities are formed and discarded, hidden and shed.
Freak, Gimp, Crazy, Crip: Who is normal?

Who is normal? Is there such a thing, and how has the concept of “normalcy” marginalized those who seem atypical and unexpected? “Freak,” “Gimp,” “Crazy,” “Crip,” are terms of disparagement that mark the stigmatized and contribute to ableism or disability prejudice. Yet, some have reclaimed these words as reflections of group pride, disability identity and the broader culture of “queer”. To stimulate critical thinking about ourselves in relation to others and society, this course untangles the complexities involved in what it means to be human, healthy and valued. We will focus on the enduring question of who is normal to examine the social determinants of disability, and the dynamics of life for people who deviate from the norm. Classic and contemporary readings will explore the social psychology of stigma, the politics of difference and progress toward social change in addition to current controversies in genetic testing and transhumanism.

How do we fight injustice?

Martin Luther King, Jr. said, “Change does not roll in on the wheels of inevitability but comes through continuous struggle.” How can we most effectively struggle against injustice and work for positive change? To answer this, students in the class will explore various movements for social justice in the American past, beginning with the movement to abolish slavery. The class will consider what strategies and tactics brought success and why. Each student will research a chosen social change movement to discern and evaluate what motivated the activists, what strategies they used, and whether and how they achieved their goals. Students will consider how in their own lives they wish to fight injustice.

What is Profit?

This course will explore the concept of company profit and how it relates to the business owners, company employees and society at large. We will discuss what profit is and if businesses need to make a profit. If businesses do in fact need to be profitable, then is there an ethical or moral level of what profit should be? Additional topics include assessing the impact of the top management salaries, stockholder’s expectations and how profitable companies help and/or harm the economy and the environment and the ethical implications of these impacts.

What is a Relationship?

Humans are social creatures. We have an innate need to connect with others, and we do so through by exchanging verbal and nonverbal messages. Relationships – whether familial, romantic, platonic, or professional – are a fundamental part of the human experience, and communication is the collaborative and relational force we use to construct our social realities. These ties often have a profound and lasting impact on how we see ourselves, others, and the world around us. Accordingly, the purpose of this course is to explore the meanings of different types of relationships by drawing on relevant communication theories, perspectives, principles, and concepts and related research in sociology and psychology. Examples of topics that will be examined include: the processes and effects surrounding relationship development, maintenance, and dissolution; how culture and other group identity characteristics can influence relationships; and how new communication technologies affect the way relationships are defined and carried out.

WRLA 10101: WRITING IN THE LIBERAL ARTS: 4 Hour(s)
WRITING IN THE LIBERAL ARTS (WRLA) – Writing in the Liberal Arts [WRLA] provides an exposure to college-level intellectual inquiry through an engagement with interesting and important ideas. Each course is centered on some idea, theme, or topic fundamental to understanding and living. Through the careful and considerate examination of the course topic, the student will learn the following: • Ideas have complexity and generality • Ideas are connected to one another, and depend on and illuminate one another: knowledge is interdisciplinary in nature • Much goes into understanding something well: students need to develop the capacity of critical inquiry • Histories and traditions of systematic inquiry can guide (and obscure) insight and understanding • Reflective learning integrates these ideas into various spheres of students’ own lives— coursework, career, calling, character, and community Students will be required to complete and be prepared to discuss thoughtfully all course readings, to give at least one oral presentation, and to write at least three essays—with at least one including research—totaling approximately 15-20 pages of formal and revised written work.

URGENT QUESTIONS SEMINAR AND INTERDISCIPLINARY FOUNDATIONS SEMINAR

Following their Enduring Questions Seminar FYEN 10101 FIRST-YEAR ENDURING QUESTIONS, most first-year students will enroll during the 12-week spring semester in an Urgent Questions Seminar FYUR 10201 FIRST-YEAR URGENT QUESTIONS. Students who start Hiram having already received credit for an Enduring Questions Seminar will alternatively take the Interdisciplinary Foundations Seminar INTD 19901 INTERDISCIPLINARY FOUNDATIONS in their first term.

The Urgent Questions Seminar will focus on broad questions that speak to the problems of our contemporary world. These more topical and timely courses might include topics such as: Climate Change, Addiction, Artificial Intelligence, Racial Justice, etc. These seminars seek to improve the students’ college-level writing and analytical abilities by emphasizing research across disciplines. In addition, students will present their research in a more formal setting (multi-course audience or a class-wide poster session). These courses are an integral part of Hiram’s general education curriculum and a requirement for graduation. Failure to complete an Urgent Questions Seminar (FYUR 10201) or an Interdisciplinary Foundations Seminar (INTD 19901) with a passing grade will result in an incomplete graduation status and will require the successful completion of another Urgent Questions Seminar FYUR 10201 FIRST-YEAR URGENT QUESTIONS OR Interdisciplinary Foundations course INTD 19901 INTERDISCIPLINARY FOUNDATIONS at Hiram College or some other appropriate writing equivalency approved by the Associate Dean of the College.

Course Description

FYUR 10201: FIRST-YEAR URGENT QUESTIONS: 4 Hour(e)
FIRST YEAR URGENT QUESTION SEMINAR – The Urgent Questions Seminar will focus on broad questions that speak to the problems of our contemporary world. These more topical and timely courses might include topics such as: Climate Change, Addiction, Artificial Intelligence, Racial Justice, etc. These seminars seek to improve the students’ college-level writing and analytical abilities by emphasizing research across disciplines. In addition, students will present their research in a more formal setting (multi-course audience or a class-wide poster session). These courses are an integral part of Hiram’s general education curriculum and a requirement for graduation.
INTD 19901: INTERDISCIPLINARY FOUNDATIONS: 1,4 Hour(s)
INTERDISCIPLINARY FOUNDATIONS ~ A seminar-based course designed to introduce transfer students to interdisciplinary thinking and problem solving. The content of the course will vary per section, but in every case, students will be asked to consider an urgent question of the times through different disciplinary perspectives. Students will be asked to consider relevant literature on a topic, to analyze and propose solutions in written and oral discourse, and to develop research skills that permit them to investigate important questions and hypotheses. Reflective learning integrates these ideas into various spheres of students’ own lives—coursework, career, calling, character, and community.
Prerequisite: (FRCL 10101 or FYEN 10101 or WRLA 10101)

URGENT QUESTIONS SEMINAR (FYUR 10201) 4 hour(s)
and INTERDISCIPLINARY FOUNDATIONS SEMINAR
(INTD 19901) 4 hour(s)

These are seminar-based courses designed to introduce students to interdisciplinary thinking and problem solving. The content of the course will vary per section, but in every case, students will be asked to consider an urgent question of the times through different disciplinary perspectives. Students will be asked to consider relevant literature on a topic, to analyze and propose solutions in written and oral discourse, and to develop research skills that permit them to investigate important questions and hypotheses. Reflective learning integrates these ideas into various spheres of students’ own lives—coursework, career, calling, character, and community.

Section Description:
Each section will consider its own Urgent Question, though instructors are encouraged to work together to share content and focus. In any case, each section will consider an Urgent Question from at least two defined disciplinary perspectives. Section descriptions should define an Urgent Question such as “The Environment: How do we address climate change?” or “Inequality: How do we address the effects of economic inequality in Ohio?” Questions should consider both the broad conceptual and philosophical issue as well as a specific, actionable problem tied to that issue. The section description should also provide a broad outline of the signature assignment to address an urgent challenge that students will complete in the course.

SELECT EXAMPLES OF URGENT QUESTIONS SEMINARS
(FYUR 10201) AND INTERDISCIPLINARY FOUNDATIONS
SECTIONS (INTD 19901) OFFERED:

Sport and Literature

Through the study of non-fiction and autobiography, this course seeks to expand our cultural understanding of the importance of Sports. The Highlight and the Celebrity Profile, which are the primary sources of sports information, minimizes the complex social dynamics between different sports, athletes, and fans. At an immediate level we see sport as entertainment or an actual pastime that is a pleasant diversion from our regular routines. However, we will also use ethics to look at the darker side of Sports as well. The violent nature of some physical sport has been an important element of what sports that we consider as ‘mere’ entertainment. We will discuss biography, race, class, and gender in relation to our fondness for violent and non-violent entertainment. I have chosen works that emphasize the traditional aspects inherent in Sport such as determination, toughness, and winning and losing. We will also look at the way that the literature of sport portrays its human contestants off the field. Sport reaffirms our status as humans that are part of a social group, but sport also is a means of achieving a kind of immortality. Thus, what is the connection between sport and the fact that the Greek Gods and Goddesses lived on Mount Olympus?

Madness in the Media

It has been argued that portrayals of mental illness in the media shape public attitudes, knowledge and beliefs about what it means to live with a mental disorder. We will explore this question by examining the ways in which mental illness is depicted in the media and how this compares to personal narratives of mental illness. We will also discuss how media portrayals have changed over time and whether media has been used effectively to reduce negative perceptions of mental illness.

Tuskegee and Baltimore: A Thousand Perspectives

In 1932, Taliaferro Clark proposed a six to nine month study of untreated syphilis in African-American males. In 1951, George Gey requested a tissue sample from a colleague in order to develop a human tissue cell line. Clark’s proposal would become the infamous Tuskegee experiments and would lead to the establishment of the U.S. Office of Human Research Protection. Gey’s request would develop HeLa cells and most of the medical advances of the last fifty years. The goal of this class is to examine these cases, and others, to determine how these small experiments spiraled into such controversial programs and understand the mindset of the individuals involved.

The Human Body in Art

“What spirit is so empty and blind, that it cannot recognize the fact that the foot is more noble than the shoe, and skin more beautiful that the garment with which it is clothed?” Michaelangelo ‘The human body is first and foremost a mirror to the soul and its greatest beauty comes from that.’ Auguste Rodin: ‘We live in them, feed them, bathe, adorn, perfume, entertain and otherwise glorify or defile them’. But what do we really think about these manifestations in which the heart and (perhaps) soul of our very being resides? Our bodies? Artists, such as the two quoted above, have explored and presented their responses to human bodies since 20,000 BCE, when the first known images were made? for example, the Famous Venus of Willendorf. This course will examine historical perspectives on the Human Body as translated into art objects. Such notions as ideal size, shape, color, proportion, and presentation, ownership, allure, and revulsion are all at one time or another attached to interpretations of the body in art. We will also explore other ways to look at and understand the body through a variety of textual sources.

The Core Curriculum

The College’s graduation requirements constitute the general education component of a student’s liberal arts education at Hiram, known as the Core Curriculum. All first-time traditional college students entering Hiram College must complete the new Core Curriculum graduation requirements. Courses used to fulfill these categories must encompass at least six different academic disciplines. Each student explores the breadth and diversity of the liberal arts through engaging in a series of eight discipline-based courses distributed throughout the college. They will learn about the interrelatedness of knowledge through their interdisciplinary requirement. All students will enroll in one interdisciplinary experience, which focuses on both contemporary and timeless questions of intellectual relevance to humankind.

The Core Curriculum comprises approximately one-third of a student’s course work at Hiram. Each Hiram student, upon completion of the
graduation requirements, will have an education in the depth, breadth, and interrelatedness of knowledge that is the liberal arts tradition.

Through the process of completing the Core Curriculum, students acquire a foundation of experience to guide their decision about a major. Students will usually declare a major after exploring the opportunities available and discussions with their advisor, other faculty, and the Career Center. The student’s decision about a major is most often influenced by a genuine enjoyment of the department’s faculty and course work. Hiram’s small classes foster a mentoring relationship between professor and student which is strengthened by the depth of study in a student’s major.

Ways of Knowing

Hiram College is committed to a rigorous, creative, and demanding intellectual environment that focuses on methods for acquiring and analyzing knowledge. One course that satisfies each of the relevant sets of goals is required.

Creative Methods (CM)
The expression of human creativity involves the development of practical and evaluative skills. Courses satisfy this requirement by helping students to understand the creative process and by teaching them the intellectual skills necessary for reflection and evaluation of artistic products.

• Goal: Acquire the vocabulary necessary to talk intelligently about one’s own creative art as well as the creative art of others, and to clearly articulate the aesthetic experience.
• Goal: Develop the hands-on skills that are necessary for aesthetic expression and reflection, and practical knowledge essential to the implementation of creative techniques and concepts.

Interpretive Methods (IM)
The human experience of meaning involves the application of interpretation to a broad variety of human endeavors, including art, music, literature, and philosophical and religious texts. Courses satisfy the goals for this requirement by teaching the skills necessary to interpret one or more forms of human expression.

• Goal: Interpret the human experience of meaning as expressed in artistic and intellectual products
• Goal: Apply the knowledge and perspective gained from interpretive analysis to a broader understanding of the world or to one’s own life.

Modeling Methods (MM)
Modeling involves the construction of abstractions that capture and simplify physical, social, biological, and other complex phenomena. The models are then analyzed using deduction and logic, statistics, and/or mathematics in order to better understand and interpret the original. Courses satisfy the goals for this requirement by teaching modeling and methods for analyzing models.

• Goal: Understand the role of models in explaining the world and universe, including techniques for testing the accuracy and limitations of models.
• Goal: Use this understanding to solve problems: learn to apply models to understand a variety of real world situations.

Experimental Scientific Methods (SM)
The application of reason to the natural world requires the use of the experimental method. Courses satisfy the goals for this requirement by teaching, in a hands-on laboratory environment, the empirical method in practical data-gathering learning experiences, and reflection on the nature and limits of this methodology.

• Goal: Develop hands-on skill acquiring reproducible data and interpreting them within a theoretical framework.
• Goal: Understand the application and limitation of experimental data and theoretical frameworks to the natural world.

Social and Cultural Analysis Methods (CA)
Human behavior is organized by complex systems which differ widely across societies and over time. Human knowledge cannot be understood without considering historical, social, and cultural contexts. Courses satisfy this goal by teaching students the conceptual and analytic tools necessary to make sense of these essential dimensions of our existence.

• Goal: Examine social life as displayed in history, culture, power structures, norms, or customs.
• Goal: Acquire the analytical skills and critical sensibilities to understand human society and culture.

Ways of Developing Responsible Citizenship

Hiram College is committed to the goal of developing socially responsible, ethical citizens. One course that satisfies each of the relevant sets of goals is required for each student.

Experiencing the World (EW)
Hiram students must prepare to live as citizens of the world. Courses help students to do this by helping them develop capacities for understanding international issues, other peoples and other cultures, and the nature of responsible, engaged global citizenship.

• Goal: Demonstrate an informed understanding of the values and attitudes of people in another culture, and the ways in which these influence the contemporary world.
• Goal: Evaluate critically, and on the basis of explicit criteria, the culture of a foreign society.

Understanding Diversity in the United States (UD)
The United States is richly diverse. Encountering and learning the necessary skills for interaction with this diversity is essential to a liberal arts education at Hiram College. Courses satisfy these goals by introducing students to the diversity of our own country and equipping them with the intellectual skills necessary for conversing in this complex environment.

• Goal: Demonstrate an understanding of the diversity of U.S. society and the ways in which different groups have experienced and confronted issues of diversity.
• Goal: Demonstrate as well an informed awareness and understanding of U.S. commonality — those principles and values that are most central to the experience of the United States.
• Goal: Address matters of diversity in a variety of contexts, including ethical, social, and personal.
Meaning, Ethics, and Social Responsibility (ES)
The ability to formulate and evaluate claims about meaning and value is essential to the tasks of forming identity and being responsible citizens. Courses satisfy this goal by teaching both conceptual tools and practical skills that permit students to reflectively evaluate their own lives and interact responsibly in the lives of others.

- Goal: Understand the ways in which claims about values are discovered, articulated, and justified.
- Goal: Apply this understanding, in conjunction with practical skills, to reflective evaluation about one's own beliefs and those of others and/or engagement with contemporary social, political, and ethical problems.

“Leapfrogging” Core Curriculum Categories
If a student places out of an introductory-level course and then proceeds to take an advanced level class in the same discipline, he or she might be eligible to receive General Education credit attached to the introductory class upon completion of the advanced-level course. This advanced course must be a logical sequel to the introductory-level class: it should apply and build upon the methodology and content learned in the introductory level class. The student should apply to the associate dean for this consideration. He or she should expect to fill out the appropriate Core Curriculum form to document his or her engagement with the learning outcome goals associated with the relevant Core category.

LANGUAGE REQUIREMENT
As of fall 2019, there is no language requirement for any newly matriculated student.

Returning/Continuing Student Language Requirement:
Hiram College requires all returning/continuing students in the traditional college, and those who internally transfer into the traditional college from Center for Adult Studies, to successfully complete a non-native natural language class at the 102 level. Students who place into a language above the 102 level (either by transfer credit or by their score on a placement exam controlled by our Modern Languages and Classics faculty) are exempt from this requirement. International students who score well enough on the TOEFL exam (Test of English as a Foreign Language) to be exempt from ENLA (English Language) 20000 will also be exempt of the Language requirement. International students who must take ENLA 20000 will satisfy the Language requirement by merit of successfully completing this class.

Although students who complete education licensure, the nursing B.S.N degree, or an engineering 3/2 program are exempt from the requirement, all students should be aware that if they fail to complete all requirements for these programs, then they will have to satisfy the foreign language requirement before graduating. Other exemptions from the language requirement must be granted through the Department of Modern Languages and Classics. New international students who are bilingual and proficient in English should work initially through their registration advisor for exemption procedure.

The foreign language requirement for continuing students has the following goals:

- Demonstrate an informed understanding of the ways that language interacts with values and culture. Through the tangent language, students will gain basic knowledge of general aspects of the cultures studied.
- Demonstrate knowledge of word denotations, connotations, and syntax in their native language and the target language and their impact in creating meaning and shaping culture.

Interdisciplinary Requirement
Hiram College believes that the complex, expansive problems of our times require imaginative and critically reflective approaches. Because knowledge is interconnected and rooted in life itself, we must attend to the skills and habits of mind that foster this recognition and enable our students to confront these urgent problems in their complexity. While disciplines address questions specific to their fields of study, some questions lie outside the purview of a single area, and require the integration of knowledge and methods from two or more disciplines. Thus, we feel it is critically important for students to experience the dialogue that emerges as two scholarly disciplines engage with these important questions. Courses or approved interdisciplinary majors must meet the following goals:

- Demonstrate understanding of a complex issue, and identify two or more disciplinary perspectives on it.
- Formulate a response to an issue that extends beyond a disciplinary approach and that enlarges a disciplinary perspective.

To fulfill the Interdisciplinary requirement, students must do one of the following options:

- Successfully complete one Interdisciplinary course which must be team taught; or
- Complete an interdisciplinary major or interdisciplinary minor. These include biomedical humanities (major and minor), environmental studies (major only), integrated social studies (major only), integrated middle childhood education (major only); or
- Complete a collegium. A collegium consists of 3 courses in which 2 or more faculty members from different disciplines focus on a substantial intellectual idea or issue. Within the context of the 2 courses, students will (1) demonstrate an understanding of this complex issue and articulate two or more disciplinary perspectives on it, and (2) propose a solution or approach to the issue that extends beyond a disciplinary approach and that enlarges a disciplinary perspective. New collegia are proposed by the participating faculty and approved by the New Course, Core, and Curriculum Committee (NC4).

Collegia are generally offered in the context of a study away trip. Under rare circumstances, a student may petition to design a collegium around three core courses that they have already taken or plan to take. A collegium petition must be approved by the Associate Dean at least one semester prior to graduation. This student-initiated collegium must include a substantial research paper that satisfies both goals above. Successful completion requires that the paper be approved by 2 faculty from different disciplines related to the paper.

For more information, contact the Associate Dean.
In addition, as a final part of the URGENT CHALLENGES CURRICULUM, every student will be required to take an Interdisciplinary Urgent Challenge Seminar, normally in their junior year. This seminar prepares students to confront the multifaceted challenges that face them as members of a diverse and global society. In these courses, students examine a core issue from different disciplinary, cultural, historical, social, scientific, artistic, or ethical perspectives. As a result of this integrative study, students develop the intercultural, interpersonal, and interdisciplinary skills they will need as the next generation of civic and professional leaders.

INTD 18000: WKSP: 1 Hour(s)
WORKSHOP~ Workshops may be taken Pass/No Credit only. Students may take no more than nine workshops for credit toward graduation. Workshops can be used as elective credit only.

INTD 19901: INTERDISCIPLINARY FOUNDATIONS: 1,4 Hour(s)
INTERDISCIPLINARY FOUNDATIONS ~ A seminar-based course designed to introduce transfer students to interdisciplinary thinking and problem solving. The content of the course will vary per section, but in every case, students will be asked to consider an urgent challenge of the times through different disciplinary perspectives. Students will be asked to consider relevant literature on a topic, to analyze and propose solutions in written and oral discourse, and to develop research skills that permit them to investigate important questions and hypotheses. Reflective learning integrates these ideas into various spheres of students’ own lives—coursework, career, calling, character, and community. Prerequisite: (FRCL 10101 or FYEN 10101 or WRLA 10101)

INTD 20100: ETHOS&PRACTICE FLY FISHING:CM: 3 Hour(s)
THE ETHOS AND PRACTICE OF FLY FISHING:MEMOIR, NONFICTION, AND NATURAL HISTORY:CM~ In this course, students will learn the basics of fly fishing, its relationship to literature; the basics of entomology and hydrology; and the difference between natural and wild reproduction in Ohio’s and America’s fisheries. Students will learn the basics of fly-tying. We will take weekly field trips to such area rivers as the Chagrin, Grand, and Cuyahoga. By reading fiction, nonfiction, and natural history, students will acquire an understanding of the cultural and social importance of fly-fishing. By becoming familiar with local watersheds, students will gain a greater sense of their immediate environment. Students will write essays that focus on memoir, nonfiction, and natural history. Emphasis will be placed on combining genres in the assignments. Each student will also have to purchase an Ohio fishing license, and supply his/her own fly rod and reel. Also, students should have boots. This course fulfills the Creative Methods requirement.
Core: Creative Methods

INTD 20200: SCIENCE AND CULTURE OF SLEEP: 3 Hour(s)
THE SCIENCE AND CULTURE OF SLEEP~ This course will explore the biological and cultural significance of sleep. We will first discuss the fundamental properties of circadian rhythms in order to examine the influence of biological rhythms on sleep, with attention to the impact of light, activity, hormones and genetics on sleep patterns. We will connect this basic chronobiology to the field of sleep science and its application to human health, which has revealed that sleep is linked to a surprising number of physical processes and pathologies. In addition to impact on human health, the effects of human circadian rhythms on development, relationships, global travel, and policy decisions will be explored by delving into popular journalism, literature and film. We will discuss the cultural meanings we assign to sleep, wakefulness and dreams and how these meanings influence our sleep behaviors. Why, if sleep is so biologically important and critical for our health, do our institutional policies so often disregard it, and our cultural attitudes frame it as something that takes us away from productive life and that we would love to be able to do without? Throughout the course, students will be required to keep sleep journal. No prior biology training is required. This course will also satisfy as a ‘medical humanities’ course for the Biomedical Humanities major, and as an elective for Neuroscience majors. Prerequisites: Freshmen and Sophomores only.

INTD 20300: INTRO TO INTERNATIONAL STUDIES: 4 Hour(s)
INTRODUCTION TO INTERNATIONAL STUDIES~ This course serves as an introduction to globalization. It is designed to provide a foundation of knowledge upon which students can pursue more detailed studies related to international topics. The impact cultural diversity, economics, ecology, military strength and individual personality have on global issues will be examined. It will train students to consider the global influences on all aspects of life and prepare them to take a role in solving the world’s problems. Required for the International Studies Minor.

INTD 20500: MUSIC AND THE BRAIN: 3 Hour(s)
MUSIC AND THE BRAIN~ Music is common to both joyous and sad occasions. Why is music so common in the human experience? This course will explore the human response to music and music’s role in the human experience. The course will approach the human response to music from the disciplinary perspectives of music musicology and neurobiology. Students taking this course will demonstrate an understanding of human responses to music from these separate disciplines. Topics covered include how sounds move through the environment, are decoded by the ear and brain, as well as rhythm, melody, harmony, and syntax in music. Disorders of musical perception and production, as well as the potential therapeutic role for music, will also be discussed. The final project involves a project proposal to examine one or more musical works using methods that extend beyond these disciplines and enlarge student perspectives on music. The course will involve extensive learning exercises, and basic neurobiological experiments involving brain dissections and measuring human physiological responses to music. Prerequisite: (PSYC 101 or PSYC 10100) and (MUSI 100 or MUSI 10000 or MUSI 12100 or MUSI 121)
INTD 21000: INTRO TO ANTI-SEMITISM:ES  4 Hour(s)
INTRODUCTION TO ANTI-SEMITISM:ES~ Since the horrific discoveries made in Poland and Germany at the end of World War II, humanity has become painfully aware of the concept of anti-Semitism. but that systematic annihilation of six-million European Jews by the Nazis was not an isolated event in history. Jews have been suspected, accused, abused, and murdered since the time of the Crusades and before. Why this profound hatred against Jewish people? The student will learn much history as well as religion and ethics by means of this course. Most hatred in the history of humanity is irrational, indefensible, and ignorant. But this particular manifestation of hatred might involve something much more complex. Can those who embrace a Christian world-view do so without needing in the process to negate Jews and Judaism? This is a serious question, and probably the heart of the matter. The student will wrestle with how to be an ethical human being who protects the rights and human dignity of all others. Come, learn, and grow. This course fulfills the Meaning, Ethics, and Social Responsibility requirement.
Core: Meaning/Ethics/Soc Responsibil

INTD 20800: CLASSICAL ISLAMIC CIV 600-1500: 4 Hour(s)
CLASSICAL ISLAMIC CIVILIZATION, C. 600-1500~ Islam is more than a religion; it is a culture that informs the lives of approximately one-sixth of the world's population. But, most modern Americans have little or no knowledge of this culture and, therefore, view Muslims as the stereotypes that the popular media present. Studying classical Islamic civilization from historical and religious perspectives will break these stereotypes and will help us to understand the Muslim world and its intersection with the west. This course is equivalent to the former INTD 32300.

INTD 20900: FINDING VOICE THROUGH QUILTS: 3 Hour(s)
FINDING VOICE THROUGH QUILTS~ No other craft or form of art is more closely identified with our American experience and values than is the art of quilting. Quilting has replaced the melting pot as the quintessential metaphor for American life. Throughout history (mostly) women have made quilts for a variety of reasons: to make something of practical use, to create something of beauty, to express themselves personally, to speak out in support of local and national causes, to raise money, or simply to ensure that she would not be forgotten. Today, quilts are studied as works of art as well as historical documentation. Quilt making has resurfaced in popularity and many contemporary women and men continue to tell their stories and express themselves through their quilts. In this course, we will consider the question, "Why do people create art?" Through the disciplines of History, Cultural Studies, and Art & Design, students will examine the art of quilting, past and present to discover answers to this complex question. Finally, students will tell their own stories and create a small quilt expressing something they want to say about themselves and/or their world.

INTD 21000: DOING GOOD:HOW NONPROFCHGLIVES: 4 Hour(s)
DOING GOOD:HOW NONPROF CHG LIVES~ This course explores the world of nonprofit organizations in the United States: how they are defined, how they are funded and operate, how they influence everyday lives, how they protect values and culture, and how they advance social change and a civil society. The course will consist of weekly reflections, in-person and online discussion, book reviews, class presentations, written assignments, guest speakers, and visits to nonprofits.

INTD 21100: SEMINAR IN ASIAN STUDIES:TT: 4 Hour(s)
SEMINAR IN ASIAN STUDIES:TT~ This TT INTD is required for students in the Asian Studies minor program. It is meant to give a broad, interdisciplinary understanding of Asia. Topics will rotate, to introduce students to various Asian themes in religions, cultures, histories, politics, and/or art.

INTD 21300: SELLING SHANGHAI:EW: 4 Hour(s)
SELLING SHANGHAI:EW~ The city of Shanghai, in modern times, has always been both a fantastic chimera and a tangible place of unlimited possibilities. As a metropolis, it is recognized as something that virtually all Westerners know as Chinese, but most Chinese recognize it as a location that is an eclectic blend of Chinese and many other cultural influences from abroad. The Shanghai that we will explore in this course is a marketplace of commodities and services as well as ideas. We will discover that Shanghai, more so than most cities in China, is a location where virtually anything is possible, but where all come to terms with the culture of the city itself (and with the Jiangnan region generally) in order to have success there. In the course, we will consider how this became among the first globalized cities, how services diversified, how and why organized crime has had such a prominent presence there. The first two weeks will be spent gaining an understanding of the cultural and historical significance of Shanghai. In the last week, students will have the opportunity to design an entrepreneurial enterprise for the city of Shanghai. Students will research to find a company that has experience negotiating the market in China as a way of planning their own enterprise with Shanghai as the base for entry into the Chinese market. This course fulfills the Experiencing the World requirement. This counts as an ENTR elective, towards the Asian Studies minor and the History major/minor non-western breadth requirement.
Core: Experiencing the World

INTD 21600: IMAGES FOR THE LIVING: 3 Hour(s)
IMAGES FOR THE LIVING: ARTISTIC MANIFESTATIONS OF DEATH, BURIAL, AND GRIEF~ In this course the student will learn about the art of death, burial and grief of other cultures and other time periods through lecture and research. In-class discussion will center around funeral practices of contemporary culture, which will include art created as an expression of the grief process. Students will learn to discuss sensitive material in a manner that is considerate of the beliefs of others. Each student will formulate an individualized tentative plan for his/her own end of life care (pre/post). Through lecture and practice, the student will learn to extrapolate social and cultural information from mourning art.

INTD 21700: HUMANS OF OHIO:CREATING PORTRAITS: 4 Hour(s)
HUMANS OF OHIO:CREATING PORTRAITS~ In an age where the recording of experience is ubiquitous, portraits proliferate—intentionally and unintentionally, responsibly and irresponsibly. This course examines the history of portraiture in both photography and painting and considers the role of the portrait in today's world. Inspired by photographer Brandon Stanton's Humans of New York and Studs Terkel's Working, Humans of Ohio: Creating Portraits will study our communities through the art of portraiture and consider what it means to create a portrait of another person. Along the way, we’ll discuss street photography, Ohio history, interview skills, selfies, oral storytelling, the craft of photography, the ethics of portraiture, editing recordings, the experience of viewing, the role of the witness, definitions of community, and portraits as constructions. Students will engage in hands-on creation of portraits of community members, as writers, audio editors, and photographers.

INTD 22500: HUMANS & THE ENVIRONMENT:ES: 4 Hour(s)
HUMANS & THE ENVIRONMENT:ES~ The impact of humans on the environment is examined, relating patterns of natural ecosystems to human ecosystems, their functions, inter-relationships, problems, and limitations. The global perspective is studied; population growth, resource use patterns, food production, wildlife and other natural resource depletion, climate change, and economic, theological, and legal issues related to environmental problems and solutions. This course fulfills the Meaning, Ethics, and Social Responsibility requirement.
Core: Meaning/Ethics/Soc Responsibil
INTD 22600: CHILDHOOD MIGRATION:ES: 3 Hour(s)
CHILDHOOD MIGRATION:ES ~ This elective will give students an introduction to specialized topics regarding children and migration in a globalized world. Special topics may include but are not limited to intercountry adoption, unaccompanied children, refugee children, and child trafficking. Attention to macro-level social, economic, and political forces and trends will be paramount and will frame attention to individual and family experiences. Throughout this course, students will be asked to reflect on the ethical questions raised by each topic for individuals, communities, and other social organizations. Sociological perspectives will be emphasized, and accompanying core readings will be drawn from disciplines including but not limited to legal studies/law, demography, political economy, social psychology, international policy, and cultural anthropology in order to identify how scholars from widely different fields examine these specialized topics from diverse disciplinary perspectives. Core: Meaning/Ethics/Soc Responsibil

INTD 22700: LAND USE POLICY: 3 Hour(s)
LAND USE POLICY ~ How does one evaluate governmental land use policy on a state or regional level? This question is one of organized complexity in which a number of factors are all varying simultaneously in subtly interconnected ways. These include traditional land use design concepts, zoning regulations that reflect the community’s preferences, and efforts to generate the revenue necessary to afford its various programs. These revenue creation efforts necessitate competition between communities to capture limited revenue resources and are further impacted by external factors that affect the ability to afford critical programs such as public education.

INTD 22800: CLIMATE CHANGE: 4 Hour(s)
Climate Change ~ Climate change is one of the central challenges of our times. Despite the overwhelming weight of empirical evidence documenting human-caused climate change, there remains a cloud of doubt and controversy over this phenomenon that has the power to radically change life as we know it — life as we have known it for recorded history and for the evolutionary history of our species. In this course we will examine the causes and consequences of climate change in detail and connect this knowledge to our own community as we begin to examine what our country, our society, our institutions, and we as individuals can do to help lead the world into a new era. The course is designed to incorporate empirical evidence from the natural and social sciences, scholarly analysis, current events, and popular source material to build a solid understanding of climate change from multiple perspectives. We will further use these resources to analyze and evaluate the world’s response to climate change.

INTD 23000: TEACHING OHIO HISTORY:TT: 3 Hour(s)
TEACHING OHIO HISTORY ~ Students in this course will integrate pedagogy for K-12 students with an overview of the political, economic, and social developments that occurred in Ohio from the era before European settlement to the present. Students will explain and analyze significant developments in Ohio history and will plan and teach this history. The course will prepare prospective middle school teachers for the state-mandated 4th grade social studies curriculum.

INTD 24100: PUBLIC LEADERSHIP: 4 Hour(s)
PUBLIC LEADERSHIP ~ The purpose of this course is to consider the question, “what is leadership?” The goal is not to offer students a ready-made answer to the question, but rather to prompt them to think about what the answer might be. Such thinking is, in fact, the first step to true leadership. To encourage this thinking, students will be assigned readings from a series of texts which deal with 1) political theory, 2) the sociology of management, and 3) public policy making. Class discussions, in turn, will supplement these readings by examining, among other topics, case studies in public policy. Furthermore, professors from a range of departments — such as Psychology, Communication, Management, Religious Studies, etc. — will be asked to give guest lectures to the class, wherein they will address the meaning of leadership from their own particular perspectives. Finally, in addition to their academic work, students enrolled in this course will be encouraged to participate in mentoring opportunities, as well as in the Garfield seminars (as a Scholar or as an attendee) and in community service. Another version of this course is offered for three (3) credit hours as INTD 24110.

INTD 25000: COMPARATIVE ISSUES ZAMBIA:EW: 3 Hour(s)
COMPARATIVE ISSUES IN ZAMBIA:EW ~ Health care is a universal need and a current global issue. Demographic health indicators, health-care resources, the climate and terrain, as well as the influence of animal life are important and essential factors in determining quality of life in developing versus developed countries. This course is designed to expose the student to an experiential examination of health issues from social, cultural, ethical, political, policy, educational, and environmental perspectives in the developing country of Zambia. There will be comparison and contrast with these issues affecting health in the U.S. as a developed country. This course is team taught. This course fulfills the Experiencing the World requirement. Instructor approval required. Prerequisite: NURS 25010 or PSYC 25010 Core: Experiencing the World

INTD 25100: CONTEMPORARY FRENCH CIV: 4 Hour(s)
CONTEMPORARY FRENCH CIVILIZATION ~ A study of the people of France, their culture and customs. This course will introduce students to French geography, political and social institutions, education, technology, family traditions and the arts. Prerequisite: (FREN 104 or FREN 10400)
INTD 25500: IDENTITY, EXPRESSION, & REPRESENTATION IN INDIA: EW ~ 3 Hour(s)
IDENTITY, EXPRESSION, & REPRESENTATION IN INDIA: EW ~ Identity is a complex and difficult phenomenon to grasp and understand. It entails the mixture of personal, religious, linguistic, gender, and national values. In India, this identity is particularly complex due to over five thousand years of transitory cultural history including migration and "invasion" being on the "Silk Road" between East and West, internal religious and social reformist movements, and its emergence from a century of foreign colonial rule. This course will explore that history and the phenomenon of identity in India from the perspectives of two disciplines—art history and political science. From the former, the course will examine primarily the historical development of traditions in art related to global religions either created within South Asia (Buddhism, Hinduism, and Sikhism) or imported from neighboring regions (Islam and Christianity). From the latter discipline, this course will examine how India's political institutions have been able to integrate the country's diverse and multidimensional identities into a collective overarching sense of nationality, and also into a vibrant, inclusive and institutionalized democratic political system. Thus, this course will not only study identity in India from an interdisciplinary perspective, but will also examine its phenomenon's observable expression and representation in both art and politics. The course will involve travel to India to encounter, experience, and analyze India's rich diversity first hand. This course fulfills the Experiencing the World requirement.
Core: Experiencing the World

INTD 26100: NARRATIVE MEDICINE: IM ~ 4 Hour(s)
NARRATIVE MEDICINE: IM ~ In recent years, doctors have turned to the study of narrative as a means of improving patient care. Although medicine has grown significantly in its ability to diagnose and treat biological disease, doctors often lack the tools necessary to recognize the plights of their patients, to extend empathy toward those who suffer, and to join honestly and courageously with patients in their struggles toward recovery or in facing death. Proponents of this practice argue that part of the problem lies in a physician's failure to respond to his or her patient's story of illness. Narrative knowledge will, they contend, increase a physician's capacity to honor these stories. The incorporation of narrative competence into the practice of medicine encourages, then, a reexamination of medicine's methodologies and the ethics underwriting the relationship between physicians and patients. Doctors trained in narrative become better readers of their patients' stories and, as a result, better caretakers of their beleaguered bodies. This seminar will use the study of narrative to analyze literature and film concerned with numerous ethical issues related to the practice of medicine. This course will serve as one of the core courses for the Biomedical Humanities major. This course fulfills the Interpretive Methods requirement.
Core: Interpretive Methods

INTD 28000: SEM:: 1-4 Hour(s)
SEMINAR~

INTD 28100: INDEPENDENT STUDY: 1-4 Hour(s)
INDEPENDENT STUDY~

INTD 28600: SCIENCE LITERACY: 4 Hour(s)
SCIENCE LITERACY: WHAT IS IT AND WHY IS IT DIFFICULT TO ACHIEVE?
~ "Education has no higher purpose than preparing people to lead personally fulfilling and responsible lives. For its part, science education – meaning education in science, mathematics, and technology – should help students develop the understandings and habits of mind they need to become compassionate human beings able to think for themselves and to face life head on." – Science for All Americans (1990). This book provides the framework to transform science education with the goal of achieving a scientifically literate society. Nearly 20 years later, there is no indication that society is more literate now than it was when this document was first published. Why has the transformation been a slow process? What can be done to overcome the literacy gap in science? This course will analyze the issue of science literacy from the different perspectives of science inquiry and classroom practice. Although science inquiry is one approach that is championed by AAAS and NRC to address science literacy, it hasn't been thoroughly integrated into classrooms at all levels, despite studies that demonstrate inquiry approaches motivate students and improve conceptual understanding. Inquiry is central to science learning. It is also the most effective way to engage and motivate students to learn science and understand science concepts. Engaging in inquiry requires students to describe objects and events, ask questions, construct explanations, design investigations to test explanations, and communicate results to others. Science is an active process and learning science is something that students do, not something that is done to them. The emphasis on science inquiry as a best practice will be balanced with a study of classroom practices and realistic demands on teachers, curriculum and student learning. Current research and trends in science education will be explored, including teaching strategies, learning goals, and the development of science process skills. Experiences in 7-12 classrooms with master science teachers will provide students the opportunity to observe various teaching techniques and student learning outcomes in practice. The target audience for this course is rising second-year and incoming first-year students with an interest in a STEM major. The goal is to immerse them in the nature of science through science inquiry, and to introduce them to science education. The target audience for this course is rising second-year and incoming first-year students with an interest in a STEM major. The goal is to immerse them in the nature of science through science inquiry, and to introduce them to science education.
INTD 28850: ENTR URBAN REVITALIZATION: 3 Hour(s)
ENTREPRENEURSHIP IN THE CONTEXT OF URBAN REVITALIZATION--
This course combines two fields of study: urban planning and entrepreneurship. Urban planning seeks to create the most effectively organized cities by focusing on concepts such as environmental sustainability, economic vitality, equitable distribution, resource management, aesthetic architectural design, etc. Entrepreneurship, as a discipline, provides its practitioners with the skills necessary to develop and run successful businesses, such as the ability to draft a thorough business plan, to conduct a financial feasibility study, to market a product, and to address legal issues pertaining to business ownership. This course will focus on the basic elements needed to start and run a business, particularly in the context of urban revitalization.

Urban revitalization projects – which are typically led by governmental organizations – provide a range of opportunities for new business to start-up and thrive. These opportunities include the provision of affordable real estate, tax exemptions, and government support with marketing and networking. Since most of the urban centers in Ohio and neighboring states are currently undergoing revitalization efforts, it makes sense for new businesses to take advantage of the opportunities afforded by such. As examples for study, this course will pay particular attention to the entrepreneurial activities in which Hiram students are already engaged in Ravenna, and where the local government is actively pursuing an urban renewal agenda. In order to facilitate this direct engagement in the Ravenna process, the course is structured as follows. Students will spend at least twenty hours – over the course of three months (June-August) working on extant entrepreneurial projects which are currently underway in Ravenna. There will be three class sessions – one per week – during June, which will focus on concepts of urban revitalization. Students will then spend the month of July engaged further in the Ravenna projects, while also reading assigned texts on business-plan development. During this July phase, students will correspond/meet individually with the instructors regarding ideas they have for their own business plans. In August there will then be three more class sessions, during which the class will discuss topics relating to business plan development, and students will present their business pitches to the rest of the class. This course counts as an elective in the Entrepreneurship Minor.

INTD 28900: GENETICS/ID/POPULAR CULTURE: 4 Hour(s)
GENETICS, IDENTITY & POPULAR CULTURE-- There is no doubt that contemporary work involving the human genome is changing the way we think about who and what we are. The guiding question for this course, then, is: how is genomic science changing, challenging, and complicating our collective sense of what it means to be human? As an integral part of exploring this question, we will investigate how it is that we come to learn about genomic science in the first place. For most of us, our understanding of genomic science is filtered through popular culture: we learn the ‘facts’ about genomics through a variety of texts (mainstream science writing and journalism, popular fiction, film, and television, etc.) that already provide a framework through which these facts are made to make sense. Such popular texts at once register and shape the public’s understanding of and anxieties about profound social and cultural change. This course is premised on the idea that our values and beliefs inhere in the verbal and visual images through which we communicate: the language we use (e.g., metaphors and grammatical constructions), the stories we tell, and the pictures and visual technologies that are part of our daily lives. We rarely notice those devices, yet they structure our most basic thoughts. In this class, we will attend to how the language, images, and narratives emerging from human genomics influence the way we imagine our bodies, our selves, our social responsibilities, and the enterprise of science itself.

INTD 29100: DEU MUSIC,PHIL&NAT'L ID:EW,TT: 3 Hour(s)
GERMAN MUSIC, PHILOSOZY, AND NATIONAL IDENTITY:EW, TT ~ : This course will explore the richness and depths of the musical and philosophical soil of 19th and 20th century German identity. We will learn about such canonical philosophers and composers of post-Enlightenment Germany as Hegel, Schopenhauer, Nietzsche, Forcher, Scheibe, Bach, and others. Forcher and Scheibe sought to define a transcendental ideal of “German” music and set Germany on its Sonderweg, separating itself from its Eastern and Western neighbors, and Bach, the beloved composer who was esteemed as a national folk-hero and placed at the epicenter of a German Protestant culture. At the same time, German Jews struggled for emancipation and equality. The Jewish Enlightenment philosopher Moses Mendelssohn and his grandchildren, the Romantic composers Fanny and Felix Mendelssohn, represented both the significant contributions of German Jews to German musical and philosophical thought and 19th century German ambivalence towards the Other. The devastating economic hardships of post-WWI Germany fueled fear and anger that contributed to the rise of the National Socialist Party, which sought to destroy Jewish culture while promoting German Romanticism as an ideal. German composers who opposed the Nazi party divorced themselves from the Romantic tradition, embracing atonality, which had been outlawed by the Third Reich as “degenerate,” and Germany became an international center for New Music, i.e., atonality, a position it still holds today. Meanwhile, the German philosophers Nietzsche and Heidegger directly and indirectly supported the National Socialist party, while others, such as Adorno and Bloch, opposed it and became major influences of the student revolution of the 1960s. The tensions and tragedies of the past are very present in 21st century German identity, and this is reflected in contemporary views of music and philosophy.
Prerequisite: MUSI 26600 or PHIL 26600

INTD 29400: VISIONS OF ENGLAND II:EW: 3 Hour(s)
VISIONS OF ENGLAND II: MAKING THE NATION THROUGH WRITING & LANDSCAPE:EW~ This course is the Study Away portion of the Visions of England course. Students who enroll in this course must have taken English 29300 in the twelve-week semester. This course fulfills the Experiencing the World requirement.
Prerequisite: ENGL 29300
Core: Experiencing the World

INTD 29500: SHAKESPEARE’S ENGLAND:EW: 3 Hour(s)
SHAKESPEARE’S ENGLAND~ The disciplines of dramatic literary criticism and the theatre have very different ways of studying or considering plays. Each discipline can exploit the methods of the other without clearly realizing or identifying the separate origins of the insights. Students will begin to identify different methods and techniques used by the different areas, and will be expected to clearly differentiate the distinct approaches, while learning from both. The course will investigate how England appears in Shakespeare’s plays while also looking at how Shakespeare’s plays appear in England. A variety of plays will be chosen to match travel and viewing opportunities, concentrating on how Shakespeare pictured Great Britain in his history plays, in his tragedies, and even in his comedies which, although usually not physically set in England, are still peopled with clearly British characters. Through travel, reading, and watching we will reflect on how Shakespeare’s plays helped to define and shape the language he used as well as the country he loved.
Instructor Permission Required.
Prerequisite: ENGL 29500 or THEA 29500
Core: Experiencing the World
INTD 29700: OBLIGATIONS TO OTHERS:ES: 4 Hour(s)
OBLIGATIONS TO OTHERS:ES~ This course takes as it starting point the following question: What obligations do we have to others? From this initial question more arise. How do we define obligation and who are the people or groups to whom we are obligated? Are we, as educated individuals, obligated to donate our skills and time to people less fortunate than ourselves? Does the relative prosperity most of us enjoy as Americans obligate us to share our resources with countries whose citizens live in squalor and without access to basic services, education, and healthcare? Should we help those in poorer countries before we assist the poor and disadvantaged living within our own borders? These are just a few of the questions we will consider. The process of answering these questions will inevitably lead to further inquiry, requiring our compassion and, most importantly, our skills as critical readers and thinkers. To those ends, we will turn to a significant number of literary, filmic, historical, and philosophical texts that will challenge our preconceived notions of justice and invite us to reimagine how we define and fulfill our obligations to others. This course fulfills the Meaning, Ethics, and Social Responsibility requirement.
Core: Meaning/Ethics/Soc Responsibl

INTD 29900: WHAT IS HUMAN?:ES: 3 Hour(s)
WHAT IS HUMAN:ES~ Until recently, we thought we had clear answers to the question, 'What is Human?'. We knew the genetic makeup of the species; we knew how humans were conceived and born; we knew the maximum life span; we knew a great deal about unique human characteristics that made us different from other animals. This course will examine whether or not current and future science will someday result in a Superhuman race. We will explore a variety of topics related to enhancement technologies such as using performance drugs, extending life, creating better babies, and the blending of machine and human. The scientific, ethical, and cultural issues raised by these new technologies will be examined using the perspectives of different disciplines to help us recognize the complexities and potential effects. We will also focus on if and how we ought to control the development and use of these technologies. This course fulfills the Meaning, Ethics, and Social Responsibility requirement.
Core: Meaning/Ethics/Soc Responsibl

INTD 30010: CREATIVE LIFE: SELF-DISCOVERY: 4 Hour(s)
THE CREATIVE LIFE: A JOURNEY OF SELF-DISCOVERY~ This interdisciplinary course integrates Narrative Psychology with its emphasis on learning in groups with Ecology and our connection to the natural world. In addition, students explore the nature of learning versus protection and the function of beliefs. To date this course has been held at either the North Woods Camp in the Upper Peninsula of Michigan, or at Hiram's Field Station. A large portion of the course is experiential using psychological group processes in the natural environment as an integral part of student’s learning. For example, students experience doing without electricity and other conveniences while exploring how they may have clung to comforts in order not to feel something. Students will explore their own stories and beliefs in order to see more clearly what they may have created consciously or unconsciously. From a place of greater awareness, students begin to try out new approaches and benefit from the work done by others. Each student will map their course by deciding what areas in life they would most like to see improvement in. The goal is to have each student begin to see how they have created and continue to create in their own unique lives and stories and how that impacts society and the conservation of the natural world. Students will write two short essays, give two short presentations, and be required to read course materials and journal daily insights and experiences.

INTD 30020: GLOBAL HEALTH/HUMAN RIGHTS: 4 Hour(s)
GLOBAL HEALTH & HUMAN RIGHTS~ Every day popular media bring us accounts of health-related tragedies, both domestic and global: stories of impossible suffering in the absence of available health care, images of the bodies of infants and children wasted by malnutrition and disease, accounts of unbelievable miscarriages of justice on the part of groups, governments and corporations. This course will explore the impact of these popular depictions—both ‘fact’ and fiction—on the public’s understanding of global health and human rights, on policy decisions, and even on scientific research agendas and medical practices. The course will include a broad introduction to the subjects of ‘global health’ and ‘human rights,’ and to the way that—through the work of the World Health Organization, the public appeals of Paul Farmer, and others—we have become increasingly familiar with looking at global health through the lens of human rights. This lens allows us to see the ‘health problems’ in front of us not only as matters of dangerous microbes and damaged bodies, but also as matters of embedded structural violence and social injustice, of unequal access to resources, and of a complex interaction of many factors, including aid agencies, celebrities, governments, corporations and the media itself.

INTD 30050: IMMIGRATION & BORDER CROSSING: 3 Hour(s)
IMMIGRATION AND BORDER CROSSING~ Economic and political controversy besieges the Mexican-American border. Arguments against immigration range from keeping out “unwanted aliens” to fighting a billion dollar drug trafficking business. Arguments in favor speak of social justice and economic benefits. In this course we will try to understand the forces creating these problems. That will depend in part in listening to the people’s stories, discovering where they are coming from and what they want to accomplish. We will study the perspectives of the Border Patrol, the immigrants from Mexico and other Latin American countries, the U.S. residents close to the border, the U.S. businesses using immigrant labor and/or moving to Mexico to get cheaper labor, the drug runners and the Mexican drug wars, the politicians who try to reduce the complexities to “sound bites.” We will learn to discern the ethical issues, including questions of discrimination and racism. We will also look at the social, political and economic issues, including those of power and money.

INTD 30060: BOHEMIANS & REBELS: ART & LIT: 3 Hour(s)
BOHEMIANS AND REBELS: ART AND LITERATURE OF THE ROMANTIC AGE~ Growing out of the Age of enlightenment, Romantic artists and writers of the late 18th century despised at perceived failures of rationalist thought and began to explore new themes related to the individual. While nationalist impulses were taking hold throughout Europe and America, creative people were questioning the meaning of collective values rooted in the distant past, individual genius in their present, and the inner realities of dream, nightmare, and emotion. They looked to the past, to nature, and to exotic and primitive cultures for inspiration to find their authentic ‘voice’ through the arts. Romanticism changed our ideas about nature, history, individualism, and nationalism. Beginning in the 18th century, it transformed painting, sculpture, writing and music. Romanticism was deeply connected with the politics of the time, echoing people’s fears, hopes, and aspirations. It was the voice of revolution at the beginning of the 19th century and the voice of the Establishment at the end of it. This course will investigate how the movement we call Romanticism helped to revolutionize the Western perspective in ways that still are very important.
INTD 30070: LEGEND & LORE OF THE KILT: 4 Hour(s)
THE LEGEND AND LORE OF THE KILT~ Where does our cultural identity come from? Is it handed down to us as tradition—or do we invent it as needed? In 18th century Scotland, people experienced a crisis of identity and searched for new ways to define themselves. Today when we think of Scotland we think of kilts and plaid, bagpipes, whiskey, and stories of magical folk. But where do these traditions come from? Are they really ancient and true symbols of Scotland and its people? The stories in which we cast ourselves as heroes and the costumes we choose for ourselves are two of the most compelling ways we define ourselves. The word “costume” comes from “custom;” the word “dress” comes from the Latin for “to direct” or “to rule;” “apparel” derives from “to prepare” or “to make ready.” Clearly, what we choose to wear holds some powerful meaning. In this hands-on class, students will tell stories and make their own kilt in our quest to answer the big question of how we define who we are.

INTD 30080: POLITICS & ARCHITECTURE: 4 Hour(s)
POLITICS AND ARCHITECTURE~ In this course we will examine a variety of famous examples of architecture; we will consider the historical circumstances and personages which brought those buildings into being; and we will analyze the political ideas which are reflected in the styles of those structures. More specifically, the purpose of this course is to examine the interconnection between political ideologies and architectural styles. Both architecture and politics are expressions of order on a grand scale: architecture is an ordering of the material realm, while politics is an ordering of the social realm. When architecture is well-ordered, it displays beauty. When politics is well ordered, it displays justice. Often times, the same ideas are used to assess whether a building is beautiful and whether a political system is just. For instance, in a totalitarian state, buildings are considered beautiful if they convey the overwhelming power of the totalitarian ruler, etc. We will therefore examine some of the most prominent buildings on the planet in order to see what political ideas they convey. We will also examine the manner in which the styles of those buildings have been utilized by architects in the United States in order to convey those architects’ own political views. We will do this via the reading of books and articles pertaining to political theories and political history, as well as to architectural history, architectural theory, and specific architectural works.

INTD 30090: ENTREPRNRSHP & STUDIO ART: TT: 3 Hour(s)
ENTREPRENEURSHIP AND THE STUDIO ARTS~This course has students and student artists explore the entrepreneurial mindset with a cross-section of professional studio artists in the fine and commercial arts. Class sessions will cover networking, co-operative marketing, and finding a niche market that reflects one’s values, talents, and passion. Visits to a variety of art enterprises, conversations with art entrepreneurs, and galleries and museums as “businesses” will be integrated into our class-time. Students will produce a one page business plan, design a business card and present a rocket-pitch presentation. Travel to local and near-by cities is included.

INTD 30110: HUMAN TRAFFICKING: 4 Hour(s)
HUMAN TRAFFICKING~ Third only to drugs and weapon sales, human trafficking is the largest and fastest growing organized crime activity in the world resulting in a multi-billion dollar industry. Forced factory and agricultural labor, the sex trade, debt bondage, domestic help, children soldiers, and the selling of human organs comprise the many facets of this contemptible trade. How can there be 27 million slaves in the world when slavery is illegal in every country? Why do freed slaves often voluntarily return to work for their former owners? Why does the global economy help determine the amount of slaves in the world? Why would former child slaves grow up and become slave owners? Does a six-year-old child slave, digging tunnels by hand in the Congo River basin, have anything to do with your cell phones and laptops? There are over 100,000 slaves in the United States secretly held captive and forced into manual labor and the sex trade. In this course we will explore the world slavery problem with emphasis on women and children. The economic reasons slavery is so prolific, and the political undertakings currently trying to combat this scourge, will also be investigated. The psychological effects of individuals involved in the slave trade, both victims and perpetrators, and the role they play in their communities is a prime concern. Many of the look-the-other-way cultures regarding human trafficking, especially when human trafficking becomes “normalized,” will be explored in detail. The U.S. State Department’s document, “Trafficking in Persons Report 2010,” now, for the first time, including figures for slavery in the Unites States, was presented by Secretary Clinton on June 14, 2010, and will be part of this curriculum. Where human trafficking exists, how it is supported, the psychological culture it needs to flourish, and what can be done about stopping this practice is the basis for this course.

INTD 30120: AGING, SEX & THE BODY: 4 Hour(s)
AGING, SEX AND THE BODY~ Scholars in the humanities who study aging often argue we are “aged by culture;” in other words, that we “learn to be old” through social and cultural processes, through our own expectations and other’s perceptions of us. Moreover, they assert that these processes, expectations and perceptions are often gender-dependent, and that women face unique challenges as they age. This course will explore the question: “What is aging?” We will find that there are numerous possible answers to this question, depending on who is asking and in what context. To reveal some of the more contested notions of what aging is, we will pair different disciplinary perspectives on various aspects of aging with the way these same aspects are represented in popular culture. We will keep the aging body at the forefront of our inquiries, questioning the relationship between biological changes and cultural ascriptions, between sexual identities and popular representations of the body, between the perceptions of health care workers and the self-images of the aging patients with whom they work. As aging is a process we all experience, this course will also ask you to confront your expectations, hopes and fears for your own aging, and to recognize how these impact your interactions with “older” people. Counts toward Gender Studies Minor. This course counts as one the 3 required medical humanities seminars for the BIMD major and minor.
INTD 30130: INVADING OZ:EW  3 Hour(s)
INVADING OZ:EW ~ Human and interspecies interactions, and the framing of policy responses to those interactions, have been the driving dynamic in Australia's modern history. The European and Aboriginal worldviews contrast sharply, in part because they were informed by two different traditions. The two human groups' policy responses to ecological issues and dilemmas, and political matters more broadly, thus diverged decisively - and still diverge sharply. This dichotomy is particularly evident in the perceptions of "invasions" - actual, metaphorical, and perceived - that have characterized Australia's history. These include: native lands being removed from the Aboriginal people; invasive animal species forever changing the landscape of the continent; environmental and human threats to the Great Barrier Reef and Australia's natural resources in general; and most recently, changes in political policies and military presence in response to China's increased influence and probable future dominance in the oceanic region. This course will prepare students to understand Australia by appreciating deeply the effects of contrasting responses of Australians, European and Aboriginal, where environmental and political policies - past, present, and future - are concerned. Fills Experiencing the World
Prerequisite: (POLS 30100 or PSYC 30100)
Core: Experiencing the World

INTD 30150: GOING TO THE GODZONE:EW  3 Hour(s)
Going to the Godzone: EW ~ Survey studies and cultural analyses indicate that in recent years New Zealanders routinely rate as being among the happiest people in the world. In this course, we will conduct an interdisciplinary examination of human happiness at two levels of analysis: individual and societal. We have identified the following key themes, around which the course will revolve: 1) the pivotal role of fairness in determining the effectiveness of the relationship between individual and societal wealth and happiness; 2) the role of social connections in determining the happiness of individuals, as well as that of their country; and 3) the relationship between individual/self-focus, materialism, and happiness. We will witness firsthand how New Zealand differs from the United States in these respects, despite having substantial overlap in key values: both are wealthy, democratic, market-oriented societies that cherish the concept of freedom, yet the two countries have taken very different trajectories since the late 1970s. We will also use some of the venues in New Zealand as opportunities to engage in hands-on practice with the types of activities that research suggests promote happiness, and then consider whether such activities seem more or less "built in" to the cultures of the Maori, the New Zealand majority, or the United States cultures.
Prerequisite: (POLS 30160 or PSYC 30160)
Core: Experiencing the World

INTD 30160: INSIDE/OUTSIDE AUTISM:  4 Hour(s)
INSIDE AND OUTSIDE AUTISM ~ This class will explore autism spectrum disorders from without and within, examining the work of those who study autism and work with those on the spectrum, the representations of autistic individuals in popular culture, and—perhaps most importantly—the voices and stories of those with autism. Students will examine the tension between medical and social models of autism, working to recognize the difference between a conception of autism as an ailment for treatment or cure and a conception of autism a different way of thinking and being that should be accommodated. To this end, students will engage the topic of autism through historical studies, scientific papers, representations of autism in popular culture, and stories told by those on the spectrum. Students will be expected to do all course readings and activities, participate actively in discussion both in online forums and in class, conduct an interview, prepare a presentation, and write several essays. Can count for Biomedical Humanities students as one of their Medical Humanities courses. Can count as an elective for the Psychology major.
Prerequisite: (POLS 30100 or PSYC 30100)
Core: Experiencing the World

INTD 30170: GIMPY GEEZERS:ABLEISM/AGEISM:  4 Hour(s)
GIMPY GEEZERS: ABLEISM AND AGEISM ~ Disability and older age are social categories that anyone can join. Despite the stakes we all have as current or future "disabled" and "older" adults, people belonging to these categories frequently experience stigma and discrimination, with a double burden faced by those belonging to both. However, quality of life may or may not be compromised with disability and/or age. Personal accounts of pleasure, satisfaction, stigma and discrimination all depend on social policies, cultural perceptions, political power, access to resources and individual appraisals. This course examines both the socially informed and embodied experiences involved in the transitions to (and sometimes from) disability and age status. We will interrogate the assumptions and stereotypes about disability and age that circulate through mainstream culture and how these shape interpersonal and institutional practices. How might we begin to recognize, respond to, and change the place of disability and aging in our culture, and thus our own inevitable experiences?
Core: Experiencing the World

INTD 30210: NARRATIVE BIOETHICS:ES:  3 Hour(s)
NARRATIVE BIOETHICS:ES ~ In recent years, medical practitioners have turned to the study of narrative as a means of improving patient care. Although medicine has grown significantly in its ability to diagnose and treat biological disease, medical caregivers often lack the tools necessary to recognize the plights of their patients, to extend empathy toward those who suffer, and to join honestly and courageously with patients in their struggles toward recovery or in facing death. Proponents of the use of narrative in medicine argue that caregivers' shortcomings lie at least in part in their failure to respond to their patients' stories of illness. Narrative knowledge will, they contend, increase a caregiver's capacity to honor these stories. The incorporation of narrative competence into the practice of medicine encourages, then, a reexamination of medicine's methodologies and the ethics underlying the relationship between medical practitioners and patients. Practitioners trained in narrative become better readers of their patients' stories and histories and, as a result, better caretakers of their beleaguered bodies. This course offers a narrative approach to issues in bioethics. It focuses on story (case studies, fiction, biographies) as starting points for moral interpretation in bioethics, with special attention to issues in health care. The course will help students recognize and evaluate conflicting perspectives about how ethical dilemmas should be addressed. This course fulfills the Meaning, Ethics, and Social Responsibility requirement. This course is also offered in a revised version for 4 hours as INTD 30200.
Core: Meaning/Ethics/Soc Responsible
INTD 30220: BLACK DEATH: PLAGUE/MED/SOCIETY: 3 Hour(s)
THE BLACK DEATH: PLAGUE, MEDICINE, AND SOCIETY ~ This course examines Europe's most significant encounter with epidemic disease: the Black Death, which may have killed half or more of the population in 1347-50 and remained endemic for centuries thereafter. The class will examine plague from the viewpoints of both history and the biological sciences, dealing with the disease itself, changing medical views of its nature, and treatments and public health measures used to combat it. It will explore the plague's social, economic, and psychological effects and its impact on literature, art, and religion. The course will focus mainly on the second plague pandemic (c. 1340-1770) but will also address the third (c. 1890-1950, but in fact still ongoing).

INTD 30290: CULTURE & ETHICS OF FOOD:ES: 3 Hour(s)
CULTURE & ETHICS OF FOOD:ES ~ Food is one of the universal and essential dimensions of human existence: No human being can exist without a relationship to food. Food fashions and food habits reflect both enduring and traditional dimensions of cultures while changing and adapting continuously to tastes and preferences as well as values and goods. These goods are conditioned by and made sense of within communities and cultures that embed values about what is good food, or even what counts as food, but also how we should eat, from etiquette and table-manners to the practices of preparing food and coming together for shared meals. And, it is not only the practices surrounding our preparation and consumption of food: food must also be produced and distributed. How and what food we produce is affected by the very ecology of place. In this course, we will examine food within the context of French culture while analyzing the normative dimensions of our practices and intuitions about food and reflecting on our own relationship to food. The course will involve significant experiential dimensions afforded by our travels in France and residences in three distinct food-micro-cultures—Paris, Languedoc-Roussillon, and Normandy. Students will regularly encounter and reflect upon the differences in French attitudes and practices with respect to food and gain an appreciation for how these attitudes and practices arise from traditions surrounding food. Fills Ethics and Social Responsibility.
Core: Meaning/Ethics/Soc Responsibil

INTD 30310: WOLVES & CIVILIZATION: 3 Hour(s)
WOLVES & CIVILIZATION ~ This course examines the complexities of the natural and political relationship between humans and wolves, from its virtual extinction in the lower 48 states to reintroduction efforts, to present-day conflict. Readings demonstrate how the lives of humans and wolves are deeply connected to our society. For hundreds of years our country engaged in a campaign to exterminate the wolf. The ferocity and sadism of hundreds of years of wolf slaughter calls out for intellectual inquiry. With wolves now reclaiming some former habitat in the lower 48 states, we ask why this mysterious yet social animal has provoked such violence, compassion, and interest.

INTD 30320: TAKING TO THE TREES: 3 Hour(s)
TAKING TO THE TREES ~ For four main reasons, the Pacific Coast of the United States, from Seattle southward to the Los Angeles Basin, is the ideal setting for this study away course exploring firsthand the subject of ancient forests and great trees. First, although many Americans tend to associate ancient forests and rainforests with other quarters of the globe (the Amazon in South America, the Daintree in Australia, etc.), the United States has been graced with some of the world’s greatest old-growth forests. Second, in recent decades this region has been the North American epicenter of the timber industry and other, less self-evident threats to the integrity of the remnants of the planet’s ancient forests. Third, this region has become a mecca of sorts for organized interest groups that seek to put an end to the felling of ancient forests. Fourth, and finally, there may well be no other venue and route in the continental United States that could make so viscerally real the concepts the group will have studied in preparation for this trip. The immodest aspiration of this expedition is to do nothing less than instill in the participants a lifelong sense of wonder at the sublime majesty of ancient forests and great trees — and that the students become invested in conveying these crown jewels of the Earth to future generations. Through reading, discussion of those readings, onsite presentations, reflective academic journaling in response to pointed prompts, and a final reflective paper, students will come to fully appreciate the academic material from the preceding twelve-week course (Ancient Forests and Great Trees). Prerequisite: BIOL 34600 or POLS 34600

INTD 30400: PUBLIC POLICY MAKING: 3 Hour(s)
PUBLIC POLICY MAKING ~ Public Policy Making takes an interdisciplinary approach to the analysis of several areas of government policy that definitely affect the society and the economy in which we live. Using the perspectives of both Political Science and Economics, the course will cover a series of topics. They will include the analysis of the federal government’s budget decision making process; the process of taxation, including its economic impact and political justification; an analysis of the government’s increased regulatory activity; an overview and critique of cost-benefit analysis as an analytical technique that permits an evaluation of the government’s efficiency; and a discussion of current policy issues that are of present concern.

INTD 30800: FUND IDEOLOGIES/INST OF JAPAN: 3 Hour(s)
JAPAN FUNDAMENTAL IDEOLOGIES AND INSTITUTIONS ~ Human civilization and culture are based upon our agricultural achievements. Agriculture is described by David Orr as ‘a liberal art with technical aspects.’ Since the turn of the century, scientific, social, economic, and political inputs have influenced agricultural development in the United States, producing dramatic change on the farm. Conventional agriculture is extremely productive, and Americans enjoy abundant and cheap food. Yet, there are increasing questions about the sustainability of our agriculture. In this course, we examine past choices that guided agriculture into the future. The roles of farmers, consumers, industry, government, and agricultural scientists in the process will be explored. Institutions, the groups and organizations that are the setting for collective activity, will be examined as they embody these ideologies. These institutions include historical structures, such as the Shogun-Daimyo/Samurai political system, the emperor system, and the religious institutions and their abundant artistic production as well as contemporary structures, such as the educational system, business, the political system, social organizations, and sports. Students going on this Study Away trip must also register for the related one (1) credit hour course offerings of ART 30800 or COMM 30800 in the prior twelve (12) week session.
Prerequisite: (ART 30800 or COMM 30800)
INTD 31400: MASCULINITY-FEMININITY:CA,UD: 3 Hour(s)
MASCULINITY, FEMININITY, AND CULTURE:CA,UD~ Masculinity, Femininity, and Culture is an integration of the insights and perspectives of the humanities and social sciences on the topic of the interaction between gender and culture. This course fulfills the Social and Cultural Analysis requirement and the Understanding Diversity in the USA requirement. A revised version of this course is offered for four credit hours as INTD 38400. A student may receive credit for only one of these two courses. Counts toward Gender Studies Minor.
Core: Social/Cultural Analysis Meth; Understanding Diversity Home

INTD 31510: BODY AND SENSE OF TOUCH:ES: 4 Hour(s)
BODY AND SENSE OF TOUCH:ES ~ This course explores the themes of body and the sense of touch. Our understanding will expand out of several creative tensions that manifest in both the academic study of body and touch and our own existential encounters: pure reasoning and dualistic conceptualization versus non-dual awareness and alternative rationalities informed by embodied feeling and sensuous and erotic touch; body and touch as representation of ideas versus embodied and tactile being-in-the-world; and body and touch as socially and culturally conceptualized, formed, and constructed versus the lived body's experience of movements, motions, e-motions, feelings, gestures, and other forms of touch, both inner and outer. We first attempt to understand the body from a variety of perspectives in anthropology and sociology that tend to view the body 'from the outside' as symbolic representation of ideas, as metaphor of socio-cultural maps of reality, or as socially and culturally constructed (Turner and Csordas). We then immerse ourselves in the phenomenology of the body, studying an eco-philosopher's analysis of the disconnection and possible reconnection between body and the natural environment (Abram); we also explore the possibility of a creative embodied recollection of Being that responds to nihilistic ideologies and technologies (Levin). Special attention is given to the sense of touch, as we investigate its varied manifestations in different cultures, its role in the creation of identities, the extremities of pain and pleasure, tactile virtual spaces and therapies, and hegemonic manipulations and control of touch (Classen). Our social and cultural analysis of touch is balanced by an ethical and phenomenological approach to touch: delving into a series of forms of touch—autistic, pornographic, sadomasochistic, and ascetic—we also attempt to understand mindful forms of touch that recover emotional and sensuous awareness as alternatives to de-sensitivity, hyper-sensitivity, and other destructive habits (Holler). Finally, we bring phenomenology into deeper dialogue with cultural studies with a series of questions pervading and vitalizing our course: What are the radical implications for self and world of recovering awareness, through being in touch with the lived body? Might we move beyond habitual, limited, contracted, and distorted dualistic modes of being toward more open, expansive, and liberating non-dualistic forms of bodily felt sensing and being aware? How might a recovery of the lived body and the sense of touch be applied in our attempts to make sense of, understand, and learn from the bodies of other cultures? Might a new awareness of the lived body and lived touch give rise to a deeper understanding of any particular culture, of our own culture, and our own creative responses? Core: Meaning/Ethics/Soc Responsibil

INTD 31800: EARLY 21st C NATL HISTORY:TT: 4 Hour(s)
NATURAL HISTORY IN THE EARLY 21st CENTURY~ An examination of the concerns of 19th century and previous natural historians in light of present day understanding of the natural world around us. The course will emphasize a synthesis of historical, biological, and geological approaches. Particular attention will be given to the unique relationship of Americans to their natural environment. Lecture and field experiences will be utilized.
INTD 32800: SEIZING THE MOMENT: 4 Hour(s)
SEIZING THE MOMENT: GENDERED PERSPECTIVES ON SUCCESS AND LEADERSHIP AND 20TH CENTURY US ~ This interdisciplinary course analyzes two special "moments" in the past that appeared uniquely poised to offer special opportunities to one gender. The first occurred in the early 19th century, the era of the "self-made man" mythology, when the new United States was experiencing unprecedented expansion and development. The second "moment," during and following WWII, saw women taking on so-called male roles as builders, doers, and providers. Each "moment" resulted from a unique convergence of economic, political, and social conditions, and beckoned the most ambitious to step forward and claim participation in it. The themes of success and leadership inform our examination of these two unique situations. The disciplines of history and organizational behavior provide the framework to help determine what individuals, organizations, and society deemed successes and failures within organizational or institutional settings, including the idea of home and housewifery considered a career for women.

INTD 32900: GENDER AND CREATIVITY: 3 Hour(s)
GENDER AND CREATIVITY~Despite the scarcity of information about them, there have been creative women throughout human history. A chronological survey of the achievements of women--primarily in the Western heritage--will feature questions about the factors which hindered or aided them in their work. Each student will have a research project centering on one notable woman, preferably in the student's major field, including women in the arts, sciences, and social sciences.

INTD 33600: URBAN DESIGN/REGIONAL PLANNING: 3 Hour(s)
URBAN DESIGN AND REGIONAL PLANNING~A study of the physical design decisions as they impact the nature of community. The contemporary American urban setting will be analyzed through an examination of the impact of the city beautiful and garden city movements. The implications of local planning issues such as zoning will be considered in addition to regional planning efforts. Northeast Ohio communities are utilized as examples of past and current planning theories.

INTD 34300: WEST ART/MUSIC: RENSSNCE-MODRN: 4 Hour(s)
WESTERN ART AND MUSIC: RENAISSANCE-MODERN: MUSES ENTWINED~ Western art and music from the Renaissance to the present. Students are introduced to representative works of art and music from each style period. Emphasis is placed on how media are used to create form, and how the arts reflect context; i.e., the cultural values and biases of their time and place.

INTD 34350: TRIUMPH, TRAGEDY, AND THE ARTS: 3 Hour(s)
TRIUMPH, TRAGEDY, AND THE ARTS~ Students are presented the chronological narrative from Renaissance (c. 1450) to the present. Students are expected to master this narrative with the goal of better understanding the political (and diplomatic), intellectual, social, religious, economic and cultural histories and their cause-effect relationships. Central to this historical narrative is to create a working content knowledge of the art and music, genres and individuals, reflective of the history of Modern Europe. Chronological and thematic European history is thus used to develop the students' intellectual and academic skills. To better accomplish this, effective note-taking skills are modeled and stressed. Analysis of primary documents (texts, charts, maps, paintings, music, and relevant graphics) is strongly and frequently used. This culminates with the goal of increasing the students' ability to compare and contrast, analyze, and evaluate events, trends, human actions, and various movements within the narrative and thematic history both verbally and especially in writing.

INTD 36000: LITERATURE AND AGING: 3 Hour(s)
LITERATURE AND AGING~ Literature about aging is one of the most fruitful resources for understanding interactions between the experiences of clinicians, health care providers, family and friends of the elderly, and the aging person. Literature serves several purposes in these situations. One of the most important is its ability to put us readers in the perspective of the aging person allowing us to identify with the aging person. Literature gives us empathy for the patient, an understanding which sometimes is hard to achieve in any other way. This course is also offered in a 4 credit hour format as INTD 36010. A student may receive credit for only one of these two courses.

INTD 36100: WHAT IS NORMAL? I: PHYSICAL ABNORMALITIES: 4 Hour(s)
WHAT IS NORMAL? I~PHYSICAL ABNORMALITIES~ This course will look at the pressures to make everyone normal, and the consequences of those pressures. We will examine several examples of what the 'normal people' consider to be 'abnormal.' The readings will include medical and ethical articles as well as selections of drama, poetry, and fiction.

INTD 36400: QUANTUM REALITY: 3 Hour(s)
IN SEARCH OF QUANTUM REALITY~ or what really happened to Schrodinger's cat? Quantum mechanics is a physical theory used to describe the structure of the microscopic world. This theory is the most quantitatively accurate description of nature ever constructed. However, since its initial formulation there has been an ongoing debate as to the meaning of interpretation of quantum theory. In particular, quantum mechanics demands that we abandon some of our preconceived common-sense ideas about the nature (or even existence) of 'reality'. In this course we will examine just what it is that quantum mechanics has to say about the nature of reality. In the process we will also try to understand how the microscopic world can be so weird while the macroscopic world continues to be so seemingly normal. Finally, we'll try to understand the terrible entangled fate of a simultaneous |live cat> + |dead cat> state.
INTD 37700: THE TUSKEEGEE AIRMEN: 4 Hour(s)
The Tuskegee Airmen were the first, black, military pilots in 1941. Although President Roosevelt initiated the training program, many government and military officials in charge of the training did not want blacks flying military aircraft. Until this initiative, the usual position for blacks in the military was limited to mess cooks, janitors, road builders, and grave diggers. Many supervisors charged with training the black cadets decided that this program must fail showing everyone once and for all that blacks cannot fly aircraft. However, despite cruel discrimination, unfair regimentation, lack of resources, and limited opportunities, the Tuskegee Airmen succeeded beyond all expectations setting combat records still unbroken today. How they accomplished this is what this course entails.

INTD 38000: SEM: 4 Hour(s)

INTD 38100: SPC TPC: 1-4 Hour(s)
SPECIAL TOPICS~ A special opportunity to study an interdisciplinary topic. The content will vary each time this course is offered and therefore the course may be repeated with permission. This course counts toward fulfillment of the interdisciplinary requirement only when it is offered for at least 3 hours of credit.

INTD 38200: MENTAL/EMOTIONAL DISORDERS: 4 Hour(s)
WHAT IS NORMAL? II: MENTAL AND EMOTIONAL DISORDERS~ This course explores through articles, poetry, stories, and drama how those who fall outside cultural norms for mental and emotional health are ‘normalized,’ marginalized or kept out of sight. The clinical and ethical articles address the questions of how cultures construct many definitions of mental disorders, which often vary over time and between cultures. Definitions of disease and disorders allow for medical ‘treatment’ and often for insurance coverage, while the same behavior in other times and circumstances might not be considered a disease at all. Literary works provide insights into the experience of mental illness and disorders. The course is constructed from the disciplines of medicine, literature, and ethics.

INTD 38800: BIOINFORMATICS: 4 Hour(s)

BIOINFORMATICS~ This is a new field that arises from the interaction of biology and computer science. This course will help students become comfortable thinking about problems and arriving at solutions both as biologists and computer scientists. A general introduction to molecular biology and to computer programming will be provided to establish a common language and basis of understanding. The course will cover computational methods for the study of biological sequence data: analysis of genome content and organization, techniques for searching sequence databases, pairwise and multiple sequence alignment, phylogenetic methods, and protein structure prediction and modeling. Each of the problems will be analyzed both from the biologist’s and the computer scientist’s point of view. The students will have the opportunity to analyze biological data, to experiment with available bioinformatics tools, and to program in Perl to solve bioinformatics problems.
Prerequisite: (CPSC 172 or CPSC 17200) or (BIOL 230 or BIOL 23000)

INTD 38850: BIOMIMICRY: INNOVATIONS NATURE: 4 Hour(s)

BIOMIMICRY: INNOVATIONS FROM NATURE~ Humans have always drawn inspiration from nature to create art and find solutions to technological problems. A recent resurgence in this approach has begun to view nature as the ideal model for sustainable solutions to many, if not most, of our current design and technical challenges. Several basic principles drive this biomimetic perspective including: emulating how life works; using water-based chemistry; being efficient with materials; and changing or adapting as conditions change. This current application of biomimicry relies on interdisciplinary collaboration among several areas including the sciences, design, technology, marketing, and entrepreneurship. Northeast Ohio has become a center of activity for biomimicry with several academic, business, and entrepreneurial groups focused on this methodology. This course will introduce students to biomimicry through readings, discussions, group projects, and meetings with several local groups working in this arena. Prerequisite: Must have upper level standing.

INTD 38900: ALT HEALTH CARE SYSTEMS: 3 Hour(s)

ALTERNATIVE HEALTH CARE SYSTEMS~ Three week intensive course examines different health care systems around the world, looking at many complex issues, including how just the system is, who gets what kind of health care, where the system succeeds and where it fails, how it is financed, who gets left out and why. The class will propose ways of reforming the United States health care system.

INTD 38910: GOING VIRAL: 4 Hour(s)

GOING VIRAL: EPIDEMICS IN AMERICAN HISTORY, LITERATURE, AND CULTURE~ Epidemics are not only biological events, but cultural phenomena that produce wide-ranging effects on populations and nations. This course explores how American history, literature, and culture have been shaped by epidemics, from small pox outbreaks in the American colonies to the AIDS crisis of the 1980s. Through a study of historical scholarship, literary texts, and cultural artifacts, we will consider issues such as how epidemiological theory has informed federal policy; how disease has been employed as a metaphor in political rhetoric; how ideas about immunity and susceptibility have produced understandings of race, citizenship, and national belonging; how epidemic events have mobilized initiatives in public health and health activism; and how tropes of communicable disease have manifested in American popular culture. Entering U.S. history at crucial moments of biological crisis, this course aims to analyze the many ways medical theory, practice, and policy have infused—or infected—the American experience.

INTD 39200: MUSIC AND WAR: 3 Hour(s)

MUSIC AND WAR~ This course examines music and its relationship to power by mingling the study of music with the phenomenon of war. The course will offer the student exposure to an array of musical forms in reference to major historical conflicts of the past four hundred years in both Europe and Asia. Among the themes discussed will be the response of composers to war, the politics of patronage of wartime music, and the significant role of music in mobilizing populations in support of armed conflicts. In addition, the course will explore the contrasts between music written to oppose war and music written to glorify it, a contrast that emerges most fully in our examination of World War II. In order to grapple with these themes, students will gain fluency in basic elements of music and achieve familiarity with the significant historical conflicts in Ireland and continental Europe, Germany and the Soviet Union, and China and Japan. Through guided listening, lectures, films, and readings, students are introduced to representative songs, conflicts, and methods of interdisciplinary analysis.
INTD 39400: NO CHILD LEFT INSIDE: 4 Hour(s)
NO CHILD LEFT INSIDE~ This course will focus on the study of nature with children and how developmentally appropriate nature study encourages environmental responsibility. Students will learn the impact of major environmentalists and discuss applications of their work to education and teaching. This inquiry-based course will study the lack of time spent exploring the outdoors by today’s youth and investigate ways to interest young people in nature and the environment. Study and analysis of local schoolyards will be used to frame theories on the effect of a lack of attachment to nature formed in childhood. This is a field based course and will require work with K-12 students. Students enrolled in this course will meet during Spring 3 at the J. H. Barrow Field Station. This course is intended for any student who wishes to develop a working knowledge of field, forest, and pond ecosystems, habitats, observational skills, and/or students who intend to work in any setting with children ages PreK-12.

INTD 39600: ENGAGED CITIZENSHIP: 3 Hour(s)
ENGAGED CITIZENSHIP~ ‘I don't have time.’ ‘It will not make any difference.’ ‘I don't know how.’ These are the often repeated comments when asking someone about their engagement in the civic life of a community. The lack of involvement and trust that the system can be changed contributes to the malaise of many only being spectators, rather than players, in formulating the type of world we would like to live in. This course explores the meaning of engagement for a citizen, and this journey goes into all facets of our lives, not just political, but social, economic, and spiritual. The question to be wrestled with is: What is an engaged citizen? The learning will take several forms. We will read literature (plays) to look at how playwrights pose important social issues and offer some responses; we will read some writings of well known advocates from many disciplines, including law, ethics, economics, etc., and reflect on their challenges. We will do service for a ‘greater community good’. By the end of our experiences together, we will attempt to draw these understandings together for a personal understanding of ‘engaged citizenship’ to guide us in our daily lives. Some sections of this course may be considered service learning (SL).

INTD 48000: SENIOR SEMINAR: 1-4 Hour(s)
SENIOR SEMINAR~

INTD 48100: INDEPENDENT RESEARCH: 1-4 Hour(s)
INDEPENDENT RESEARCH~

INTD 49800: INTERNSHIP: 4 Hour(s)
INTERNSHIP~

Capstone Experience

Capstone Experience
Connect Capstone Project

Before you graduate, you’ll complete a capstone project, which draws upon four years of your interdisciplinary Hiram liberal arts education.

Every Hiram College major requires an independent Capstone Experience in which students will complete a directed experience (minimum of 1 credit hour) in the form of a specific course, independent research study, or internship project, done late in a student’s program (preferably after 90 or more credits). A formal departmental, campus-wide, or public (at Hiram or elsewhere) presentation must be a part of this experience.

The goals of this Capstone Experience are to work independently, to integrate aspects of the major program in a coherent fashion, to reflect on progress toward personal and professional goals, and to demonstrate mature communication skills including writing.

Graduating seniors are required to present capstone projects publicly and gain feedback from the community, family and friends.

Student Registration and Academic Policies

- Classification and Enrollment Status (p. 35)
- General Registration Policy for Traditional Students (p. 36)
- Declaration of Major and Advisor Policy (p. 36)
- Credit Hour Policy (p. 36)
- Independent Study and Independent Research (p. 36)
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- Pass/No Credit Regulations (p. 38)
- Auditing of Courses (p. 38)
- Non-Degree Hiram College Students (p. 38)

Classification and Enrollment Status

Classification of Students
Designations are made in accordance with the following table:

<table>
<thead>
<tr>
<th>Class Earned</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>First-Years</td>
<td>0 to 23</td>
</tr>
<tr>
<td>Sophomores</td>
<td>24-55</td>
</tr>
<tr>
<td>Juniors</td>
<td>56-89</td>
</tr>
<tr>
<td>Seniors</td>
<td>90 and Over</td>
</tr>
</tbody>
</table>

Enrollment Status

Enrollment status is defined by the number of credit hours a student is enrolled in each semester for purposes of insurance coverage, loan deferments, or any other official certification.

Undergraduate Student Enrollment Status

<table>
<thead>
<tr>
<th>Status</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Time</td>
<td>12 or more credit hours</td>
</tr>
<tr>
<td>Half Time</td>
<td>6-11 credit hours</td>
</tr>
<tr>
<td>Less than Half Time</td>
<td>5 or fewer credit hours</td>
</tr>
</tbody>
</table>

Graduate Student Enrollment Status

<table>
<thead>
<tr>
<th>Status</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Time</td>
<td>6 or more credit hours</td>
</tr>
<tr>
<td>Half Time</td>
<td>3-5 credit hours</td>
</tr>
<tr>
<td>Less than Half Time</td>
<td>3 or fewer credit hours</td>
</tr>
</tbody>
</table>

Questions regarding enrollment status should be directed to the Registrar’s Office.
General Registration Policy for Traditional Students

Under the Hiram Semester Plan, each 15-week Fall and Spring semester is divided into two sessions: one session comprised of 12 weeks and one session of 3 weeks. Each session, 12-week and 3-week, is an integral component of the 30-week academic calendar year.

All students must register for classes during the scheduled registration period each semester. Prior to this official registration, students must meet with their faculty advisors during the scheduled conference period for Advisor Conferences to plan their academic work for the coming term. Transfer students who have been admitted to the College and have paid the non-refundable financial deposit and met with an academic advisor may register any time on or after their priority registration date for their class.

Students are responsible for completing all course requirements. A student must be registered for a course through the Registrar's Office in order to earn academic credit. After registration, any changes in schedule must be made in accordance with the College's add/drop policy.

All students are required to engage in one three- or four-hour course or an approved equivalent course block during the 3-week session in each semester that they are enrolled at Hiram College.

Graduating seniors who have completed all requirements for graduation at the end of the final 12-week session of their senior year are not required to register for course work in the subsequent 3-week session.

Only those students who are registered for a minimum of three credit hours of approved course work may reside in the residence halls during 3-week sessions. Requests for an exception to this policy must be made to the Office of Residential, Citizenship, and Commuter Education.

Furthermore, students must receive written permission by the Associate Dean of the College (written on an add slip provided by the Associate Dean) to register for more than four semester hours during the 3-week session.

Declaration of Major and Advisor Policy

All traditional students must declare their major by March 1st of their Sophomore year, or before earning 56 hours and becoming juniors. Students transferring in with sophomore, junior or senior standing must declare a major prior to registration for their third semester at Hiram College. If a student is not declared in time for priority registration the student will be blocked from registration.

Advising is a key component of major declaration and Hiram Connect major declaration requirements. Therefore, after discussing their interest in a particular major with a faculty member of the department, traditional students can officially declare their major in the following manner:

1. Obtain the Declaration of Major/Minor/Advisor form from the Registrar’s website.
2. Obtain the signature of the Program Director on the form and, if required the signature of the new advisor. The Connect major declaration essay should be completed as part of this process.

3. Submit the form with all signatures to the Registrar’s Office for Processing. The Connect Essay is not submitted to the Registrar’s Office.

Credit Hour Policy

The credit hour is an institutionally established equivalency that reasonably approximates one hour of classroom or direct faculty instruction and a minimum of two hours out of class student work each week within each part of the term within a full semester. An equivalent amount of work is required for other academic activities including: independent study, internship, field experience, clinical experience, laboratory work, private instruction, studio work, and other academic work leading to the award of credit hours. For classes offered in a shortened format, the hours are prorated so the classes contain the same total number of hours as if the classes were scheduled for a full fifteen week semester.

Independent Study and Independent Research

Students who wish to receive credit for Independent Study (28100) or Independent Research (48100) must register by submitting a course description and add slip signed by the course instructor. For Independent Research, the school director’s signature is also required. Any Independent Study or Independent Research courses taught by someone other than a full-time faculty member must also be approved by the Associate Dean of the College.

Students Registering for Course Outside of Their College

During the 12-week session, traditional students with junior or senior standing and a minimum 2.0 GPA may take one Center for Adult Studies (CAS) course, per term, on a space available basis and with permission of the Associate Dean of Academic Affairs, Center for Adult Studies (CAS). Students who wish to take a CAS courses must go to the Associate Dean's Office (Hinsdale 3rd Floor) and complete a course add form, (for review of credits, class standing and residency if in campus housing).

The request then goes to the Associate Dean for CAS for review. If the CAS hours place a student over 20 hours for the semester, they must receive permission from the Dean of the College. When registration for CAS students is complete, traditional students will be notified if they have been accepted in the course they requested.

Please note that CAS 8-Week Session 1 (on-ground, at a partnership location, or online) is handled the same as a 12-week course. CAS 5-Week Session 2 is handled the same as a 3-week course. In addition, students must receive special permission from the Director of Residential and Citizenship Education to remain on-campus during a 3-week term when they are taking only a CAS Session 2 class. International students with F-1 visas will have additional restrictions and must be approved by the Director of International Services prior to enrolling in any online course.

During the summer term, traditional students may register online for CAS courses, and take as many as they would like. For more information contact the Center for Adult Studies, Hiram College, 330.569.5161, or www.hiram.edu/ (http://www.hiram.edu/pgs/)cas.

CAS students, with a minimum 2.0 GPA, may take one Traditional College course, per term, on a space available basis and with permission of the
Associate Dean of Academic Affairs, Center for Adult Studies. Students who wish to take a Traditional College course must go to the CAS office (H205) and complete a course add form.

Course Add Policy

Prior to the start of the semester, traditional students may add courses through Web4Student for both 12 and 3-week classes. Effective with Fall 2013 registration, students must register for the entire 15-week semester (12 week + 3 week) by the end of the second week of the semester. Once the semester begins, however, students can only add courses via instructor and/or Associate Dean signed add slips. There is no administrative fee to add a course (12-week or 3-week) during the first 2 weeks of the semester.

Any 12 or 3-week course added after the first two weeks of the semester requires an instructor signed add slip, the signature of the Associate Dean, and a $5 late add fee per course added. The faculty instructor is not expected to adjust course expectations for students who add a course after the beginning of a part of term, nor, in all cases, admit them to the course. Tuition is charged on a class cohort for 12-18 credit hours per semester. Extra hour charges will be billed for hours less than 12 or more than 18.

Students should note that any course receiving a “W” is counted in total billed hours. If a student adds additional hours because of withdrawing from a course and the added hours place the student above the tuition allotted 18 hours, the additional charges will be billed during the semester in which they are taken.

Students enrolling in more than 4 hours for the 3-week must obtain the signature of the Associate Dean.

Students on academic probation are responsible for fulfilling the terms of probation as set forth by the Academic Review Board. If a student is unsure of the terms of probation, they should contact their advisor or the Registrar before making any course schedule changes.

Course Withdrawal Policy

Prior to the start of the semester classes, traditional students may drop courses through Web4Student for both the 12 and 3-week. During the first two weeks of the 15-week semester, students may drop any of their 12-week courses online. Beginning Fall of 2013, dropping a 3 week course without adding another during the first two weeks of the semester requires the Associate Dean’s signature. During these first two weeks, there is no mark on the transcript for either the 12-week drop or 3-week drop, and the hours dropped do not count in the total 18 tuition hours allotted for the entire 15 week semester.

Beginning with week 3 of the semester, withdrawing from a course (12-week or 3-week) will result in the mark of “W” (Withdrawal) on the student transcript. Students who wish to replace one 3-week course for another should refer to the Course Swap 3-Week Policy below. Courses that receive a “W” are counted in the 18 total tuition hours allotted for the entire 15 week semester. Students withdrawing from their 12 week course will do so through Registrar’s Office and will receive a grade of “W”. Students wishing to withdraw from their 3-week course must obtain permission from the Associate Dean of the College beginning with week 3 of the semester through day 3 of the 3-week, and will receive a grade of “W”. From day 4 through day 12 of the 3-week, students withdrawing from their 3-week course will do so through the Registrar’s Office and will receive a grade of “W”.

Students who withdraw from their 12-week course beginning week 10, and from their 3-week course beginning on day 13 of the 3-week, will receive an automatic “F” grade in the course. The “F” grade will appear on the student transcript and will be calculated in the grade point average; the hours are counted in the 18 total tuition hours allotted for the entire 15 week semester.

Students should note that any course receiving a “W” is counted in total billed hours. If a student adds additional hours because of withdrawing from a course and the added hours place the student above the tuition allotted 18 hours, the additional charges will be billed during the semester in which they are taken.

Please Note: Dropping and withdrawing from courses at any point in the semester may affect tuition, financial aid, housing, and/or athletic eligibility. Students should consult with the appropriate College departments before making any course schedule changes. Students on academic probation are responsible for fulfilling the terms of probation as set forth by the Academic Review Board. If a student is unsure of the terms of probation, they should contact their advisor or the Registrar before making any course schedule changes.

Three-Week Course Swap Policy

Prior to the start of traditional classes, students may add and drop courses through Web4Student for both the 12 and 3-week. After the beginning of the first day of the 15 week semester, students may swap one 3-week course for another, provided the instructor of the course the student is “swapping” into has signed the swap slip.

Beginning the day following the last day of 12-week finals and continuing through the third day of the 3-week, the swap form must have both the Associate Dean and instructor signatures. There is no fee for swapping 3-week courses prior to day-4 of the 3-week. Swapping one 3-week for another requires the Registrar’s Office to administratively drop the 3-week course initially registered for.

The faculty instructor is not expected to adjust course expectations for students who add a course after the beginning of a part of term, nor, in all cases, admit them to the course. Tuition is charged on a class cohort for 12-18 credit hours per semester. Extra hour charges will be billed for hours less than 12 or more than 18.

Students should note that any course receiving a “W” is counted in total billed hours. If a student adds additional hours because of withdrawing from a course and the added hours place the student above the tuition allotted 18 hours, the additional charges will be billed during the semester in which they are taken.

Please Note: Dropping, swapping, and withdrawing from courses at any point in the semester may affect tuition, financial aid, housing, and/or athletic eligibility. Students should consult with the appropriate College departments before making any course schedule changes. Students on academic probation are responsible for fulfilling the terms of probation as set forth by the Academic Review Board. If a student is unsure of the terms of probation, they should contact their advisor or the Registrar before making any course schedule changes.
Credits and Course Numbering

Credits

All credits are expressed in semester hours. Thirty credit hours constitute normal progress for one academic year; 120 semester hours of academic credit are required for graduation. Most courses carry three or four hours of credit. Many science, nursing, and a few other departmental courses meet for additional laboratory, clinical, or other special instruction.

Course numbering

Courses numbered 10000-19900 are normally first year/freshman-level courses
Courses numbered 20000-29900 are normally first year and sophomore-level courses
Courses numbered 30000-39900 are normally sophomore through senior-level courses
Courses numbered 40000-49900 are normally junior and senior-level courses.

Pass/No Credit Regulations

Courses taken to fulfill requirements for graduation within a student’s major, minor, or core curriculum requirements cannot be taken Pass/No Credit. Pass/No Credit (P/NC) credit may be earned in two ways:

1. Some courses are only offered on a pass/no credit basis. For a course to be offered P/NC, a faculty member’s request must be approved by the faculty, and the course must be so designated on the course schedule;
2. Students may elect, at the time of registration, to take a regularly graded course on a Pass/No Credit basis. Students must complete an add slip and a pass/no credit registration form in the Registrar’s Office. Students may change the grade mode of a course from a letter grade to P/NC, or vice-versa, only during the first two weeks of the twelve-week session or during the first three days of the three-week session. Absolutely no changes from a Pass/No Credit to a letter grade or vice-versa will be permitted after these deadlines.

If the course is taken P/NC, the faculty submits a P or NC; the grade of P is recorded if the student receives a C- or better in the course, and the student is awarded credit hours which will be counted in the hours earned towards graduation. However, there will be no effect on a student’s grade-point average. If a student receives a grade of NC for a course, no hours will be awarded.

If available, letter grades are revealed only to other colleges and universities in the event they should require them for the transfer of credit or admission, or to prospective employers, and then only at the request of the student. Students are permitted to know the letter grade for courses taken P/NC and should contact the faculty member of the course for this information. Students preparing to attend professional or graduate schools are reminded that excessive use of the P/NC option may endanger admission or the granting of graduate fellowships.

Students may elect to take only one P/NC course per semester. Study Abroad trips cannot be taken Pass/No Credit. Students, with the exception of transfer students, may take a maximum of twenty semester hours under the Pass/No Credit option. Transfer students may take a maximum of 1/6 of their Hiram course work under the P/NC option.

Auditing of Courses

Hiram College courses may be audited with the permission of the instructor and are subject to class size or space restrictions. Students must formally register for the course either on-line or with an add slip, and complete an audit registration form in the Registrar’s Office. It is important to note that audited courses do not provide credits toward graduation. An audit fee is charged per credit hour; the student is subject to all the general college policies on withdrawal and refunds.

Students may change the grade mode of a course from a letter grade to an audit, or vice-versa, only during the first two weeks of the twelve week session or during the first three days of a three week session. Absolutely no changes from an audit to a letter grade or vice-versa will be permitted after these deadlines. Students are expected to fulfill regular attendance expectations and perform any additional tasks stipulated by the instructor. If these conditions are satisfactorily met, the audited course will be recorded on the student’s official transcript with the mark of AU (Audit). If these conditions are not met, the student will receive a mark of ANC (Audit No Credit).

Non-Degree Hiram College Students

Non-degree seeking students at Hiram College are eligible to enroll in any of the courses offered if they have met the prerequisites and spaces are available in the class. Students may need approval from the other institution, if they are degree seeking at another institution and plan to transfer the course. Non-degree seeking students should contact Center for Adult Studies to determine what is needed for registration, payment, and attendance.

Student Academic Responsibilities and Performance

- Class Attendance (p. 38)
- Academic Honesty (p. 39)
- Plagiarism (p. 39)
- Grading and Grade-Point Average (p. 39)
- Course Repeat Policy (p. 40)
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- Departmental and Graduation Honors (p. 41)
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- Posthumous Degree Policy (p. 42)
- Senior Requirements (p. 43)
- Additional Degrees, Majors, or Minors (p. 43)
- Commencement Ceremony Participation (p. 43)

Class Attendance

Class attendance policy is the prerogative of the individual instructor, and responsibility for class attendance rests with the student. A student who is absent from class for any reason is responsible for arranging with the instructor to make up the work missed. When academic activities or class trips cause students to be absent from classes, the professor responsible for the activity will give the names of all students involved in the activity to the Office of the Dean of Students. Student athletes should consult the
Student-Athlete Policy Manual regarding missing class for intercollegiate practices and meets.

**Academic Honesty**

Hiram College believes that the development of intellectual honesty is at the heart of a college education. The process of education is severely compromised if we cannot depend on the academic integrity of each member of the community. Moreover, the principles of academic honesty are aligned closely with the principles of good scholarship and research, principles of critical thinking and reasoning, and the standards of professional ethics. Thus, students who fail to practice academic honesty not only risk losing the trust of the academic community, they also fail to develop the most essential skills and abilities that characterize a college graduate.

Any student who violates the integrity of the academic process will be subject to punishment, including possible dismissal from the College. There are many forms of academic dishonesty, including the giving or receiving of help in any form on an examination, the sale or purchase of papers and test materials, the abuse of computer privileges and regulations, the misuse or abuse of online or library resources, and any other action which debases the soundness of the educational process.

Faculty members and librarians are expected to report all instances of academic dishonesty to the Associate Dean of the College, who will provide advice on an appropriate action.

**Plagiarism**

The most common form of academic dishonesty is plagiarism. An essay or term paper is designed to develop a student’s own ability to think clearly and critically about a subject and to express ideas fluently. Similarly, a laboratory report is designed to develop a student’s capacity to record observed phenomena and to interpret them correctly. A creative work in the arts is intended to demonstrate the student’s own creative abilities. If a student confounds these purposes by receiving unacknowledged assistance from an outside source, he or she is guilty of plagiarism. To avoid any suspicion of plagiarism, students should acknowledge any work not their own; in other words, any language, illustration, information, or diagram which is not original must be documented.

Hiram College expects students to develop a thorough understanding of what constitutes plagiarism and to avoid it in all forms of campus communication. When plagiarism occurs in work required for a course, it is particularly serious and becomes a reportable offense. Hiram College’s plagiarism policies are equally binding on both rough and final drafts.

Students must assume that collaboration in completion of assignments is prohibited unless explicitly specified by the instructor. Students must acknowledge any collaboration and its extent in all submitted work. This applies to collaboration on editing as well as collaboration on substance. (This statement is not intended, however, to discourage students from forming study groups.)

There are two categories of plagiarism offenses. Category I includes instances of plagiarism in which there is clear intent to falsify, mislead, or misrepresent another’s work as one’s own. An obvious example would be an attempt to hide the source of plagiarized material by not even including it in the paper’s bibliography. Category II includes instances in which there is not clear intent. Instead, there is evidence that the student made a simple mistake in citation, or did not fully understand what constitutes plagiarism. The process for dealing with cases of plagiarism is intended to facilitate the development of the student as a scholar who practices academic honesty. First offenses involve a penalty left to the discretion of the instructor and the Associate Dean. Students are expected to learn from these mistakes and, therefore, there is less tolerance for subsequent offenses.

Cases of plagiarism are handled in the following ways:

- The course instructor judges whether the offense is Category I or II.
- All cases of plagiarism are reported to the Associate Dean of the College who will maintain a database of plagiarism cases.
- Starting fall 2018, all students who commit plagiarism will be required to complete a free, online tutorial that will give them additional practice on this important topic. After completing the tutorial successfully, students will be issued an electronic certificate that will become part of their academic record maintained by the Associate Dean’s office.
- For first-offense, Category II cases involving an underclass (not a senior) student, the course instructor has the option of allowing a makeup of the paper or assignment, coupled with a penalty. These cases do not require a conference with the Associate Dean and the student.

All other cases require a conference with the Associate Dean:

- Category I cases, even if first offense, may result in an F in the course.
- A pattern of Category II offenses, or any second offense, will usually result in a suspension from the College.
- Records of plagiarism are kept by the Associate Dean. The student’s advisor is informed of the results of plagiarism cases.
- Appeals of plagiarism case decisions may be made to the Dean of the College.

**Grading and Grade-Point Average**

**Undergraduate and Graduate Grading System**

<table>
<thead>
<tr>
<th>Letter Grades</th>
<th>Grade Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00 points per hour</td>
<td>Excellent (undergraduate)</td>
</tr>
<tr>
<td>A-</td>
<td>3.67 points per hour</td>
<td>Superior (graduate)</td>
</tr>
<tr>
<td>B+</td>
<td>3.33 points per hour</td>
<td>Very Good (all levels)</td>
</tr>
<tr>
<td>B</td>
<td>3.00 points per hour</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>2.67 points per hour</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>2.33 points per hour</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>2.00 points per hour</td>
<td>Satisfactory (undergraduate)</td>
</tr>
<tr>
<td>C-</td>
<td>1.67 points per hour</td>
<td>Below Average (graduate)</td>
</tr>
<tr>
<td>D+</td>
<td>1.33 points per hour</td>
<td>Poor (undergraduate)</td>
</tr>
<tr>
<td>D</td>
<td>1.00 points per hour</td>
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<td>0.67 points per hour</td>
<td>Failure (all levels)</td>
</tr>
<tr>
<td>F</td>
<td>0 points or credits</td>
<td></td>
</tr>
</tbody>
</table>
### Course Repeat Policy

**Repeating a Failed Course:** The mark F means failing work; the mark NF means the student never attended the course and therefore failed; the mark SF means the student stopped attending the course and therefore failed. These marks are computed in the grade-point average.

A failed course must be repeated at Hiram College if the student is to receive credit in the grade point average. Successful repetition of the work does not remove the original grade from the transcript but does remove the F from the student’s grade-point average. The grade earned from the most recent enrollment in a repeated course is computed in the student’s grade-point average. (See Course Repeat Policy for additional information)

The mark P indicates passing work (grade of C- or higher) without specific reference to quality; it is not included in the grade-point average. The grades NC (no credit), AU (audit), ANC (no credit in audit course), and I (incomplete) are not included in the grade-point average. The NR (grade not reported) is not included in the grade-point average and is only assigned by the Registrar’s Office in cases where no grade has been reported by faculty.

### Grade-Point Average

To determine a student’s grade-point average, the total number of points earned is divided by the total number of graded hours attempted, which are also known as GPA hours. Thus, a student taking 30 hours of work and earning 90 points would have a grade-point average of 3.00. Grades of W, P, NC, ANC, I, and NR are not included in this computation. When a course is repeated, the grade from the most recent enrollment in the course is the grade included in the student’s grade-point average. See each academic department for procedures to determine grade point average in program/departmental majors.

### Course Repeat Policy

While there is no institutional limit to the number of times a student can repeat a course, students should be aware of the following policies which include new federal financial aid regulations regarding repeated courses:

- The grade and credits earned from the most recent enrollment in a repeated course is computed in the student’s cumulative grade-point average.
- The original grade remains on the transcript with a notation that it has been excluded from the student’s term and cumulative grade-point average, while the most recently earned course grade and credits will be noted as included. The original credits are also excluded from the term and cumulative earned credits (if original was a passing grade).
- For students who are eligible for financial aid, there is a limit to how many times financial aid will pay for repeating a course. If a student has failed a course, he/she may continue to receive financial aid to retake the course until a passing grade has been earned: a minimum passing grade of D- would be needed for a non-major course, while a higher grade may be needed to pass a course as required by a department for a major. If a student is retaking a course which they have already passed, he/she can retake the course once and receive financial aid for it. After that, it will no longer count in the semester hours to determine enrollment status for financial aid purposes (e.g. full-time status). For more information, please see the Financial Aid Handbook (www.hiram.edu/finaid/financialaiddocuments) or call the Financial Aid Office at 330-569-5107.

### Grading Policies

#### Incomplete Grade Policy

The Incomplete (I) mark indicates work incomplete for reasons beyond the student’s control. Normally, the student will have completed at least 75 percent of the course work. The student and instructor jointly file the Incomplete Grade Contract which states the reasons for the incomplete and sets a precise deadline for completion of the work. The Incomplete Grade Contract is available from the Registrar’s Office and through Faculty Portal.

Upon expiration of the contract, which may not exceed one calendar year, the instructor is obliged to record a permanent grade determined by the degree to which course requirements have been met. If no grade is reported by the instructor, the incomplete grade is permanently recorded as an F. Upon graduation, all course work listed on a student’s transcript must have a grade. Any incomplete course work must be assigned a grade by the instructor. If no grade is reported by the instructor, the incomplete grade is permanently recorded on the student’s transcript as an F.

#### Change of Grade

The grade submitted to the Registrar by the faculty member is regarded as the final mark in a course. A grade cannot be changed unless the faculty member requests it, and then only with permission of the Academic Review Board. There will be a one-year time limit for challenging a grade, after which students forfeit their right to petition to change their grades unless extraordinary circumstances intervened.

#### Grade Appeal Process

Students may equate effort exerted on course projects with appropriate grades. Faculty, however, are professional educators charged with
Students with questions about a grade received on an individual assignment should discuss that grade with the instructor. Students with questions about a final grade should contact the instructor to ensure the accuracy of the recorded grade. If the instructor agrees that a grade change is warranted, the instructor will take the case to the Academic Review Board (ARB). If, after discussion with the instructor, the student still believes that his or her grade resulted from prejudicial, capricious, or otherwise unjust evaluation, he or she may appeal using the following process and timeline.

1. Step One, to occur within 10 working days of official grade posting on Web4student: The student sends a formal letter of appeal to the instructor stating the rationale for the appeal and meets with the instructor to discuss the grade.

2. Step Two, to occur within 13 working days of official grade posting on Web4student: If the issue is not resolved, the student may appeal to the department chair, or, if the department chair has issued the grade in his or her faculty capacity, to the associate dean.

3. Step Three, within 15 working days of official grade posting on Web4student: If resolution is not reached within the department after every effort has been made, the student may write a formal letter of appeal to the associate dean stating the rationale for the appeal and request a hearing before the associate dean.

4. Step Four, with 18 working days of official grade posting on Web4student: The associate dean, in consultation with the chair and the instructor, will make a final decision.

Documented extenuating circumstances may alter the timeline stated above.

This process is designed to protect both the student, whose voice needs to be heard, and faculty, whose expertise needs to be trusted.

**Program-Departmental and Graduation Honors**

**Program-Departmental Honors**

Graduating seniors may receive Program-Departmental Honors if they meet the following criteria:

- An overall grade-point average of at least 2.80 and
- A major/program grade-point average of at least 3.60 and
- A sum of grade-point average (1 and 2) which equals 6.80
- Further requirements for program/departmental honors such as papers, examinations, performances, or productions. These will be determined by each program/major conferring the honors.

In addition, the student must be recommended by the program for these honors.

**Graduation with Honors**

Students may graduate *cum laude*, *magna cum laude*, and *summa cum laude* from Hiram College. Students who receive one of these honors are judged on the basis of cumulative grade-point average. The minimum grade-point requirements are 3.50 for *cum laude*, 3.70 for *magna cum laude*, and 3.90 for *summa cum laude*. *Summa cum laude* will be awarded only on the basis of an academic record with no more than three Pass/No Credit courses for a total of 12 semester hours, elected by the student. *Summa cum laude* will be awarded to transfer students only on the basis of no more than two Pass/No Credit grades elected by the student under the Pass/No Credit option.

**Honor Societies**

Hiram College has local chapters of many nationally organized honor societies. Each of these in its own right reflects the seriousness of academic pursuits. Together they exemplify the liberal arts tradition of honoring academic excellence in Hiram College students.

**Phi Beta Kappa** membership has long been recognized as the highest distinction an individual can receive for scholarly excellence in undergraduate studies in the liberal arts and sciences. It is a distinctive honor for an institution to be awarded a Phi Beta Kappa chapter. Since the founding of Phi Beta Kappa in 1776 at the College of William and Mary in Williamsburg, Virginia, only 280 additional colleges and universities have been deemed worthy of sheltering a Phi Beta Kappa chapter.

The Hiram College Chapter, designated Mu of Ohio, was instituted in the spring of 1971 and elected its first class of twenty seniors and two juniors in May of that year. The Chapter is an organization that exists independently of the College and is composed of professors, staff, and students. Admission to Phi Beta Kappa always represents a judgment by the Chapter about the quality of a student’s work at Hiram. Students who wish to be considered for Phi Beta Kappa must take courses in a broad range of liberal studies, including substantive work in the humanities, natural sciences, and social sciences. The national organization of Phi Beta Kappa requires that all candidates study mathematics and a foreign language to a level commensurate with a liberal education.

Criteria for membership in the Hiram chapter include a GPA of 3.7 or above (though students with GPAs of 3.6 or above who have extraordinary breadth may be considered); effective for the graduating class of 2015, the foreign language requirement is four semesters or through 10400. For students graduating before 2015, the foreign language requirement remains at 10300; and at least one college level mathematics course (determined by consultation with members of the Department of Mathematical Sciences to exclude Mathematics 10100-19700). Courses of a pre-professional or vocational nature (i.e., accounting and related courses, music or theater performance, education methods courses, studio art, practica) cannot be considered in determining eligibility for Phi Beta Kappa. Any questions should be directed to the Secretary Erin Lamb.

**Alpha Society** membership is one of Hiram’s highest scholastic honors. Its members receive public recognition each year. Membership is limited to students who have completed 12 or more hours of graded course work at Hiram College and whose cumulative grade-point average is 3.75 or better.

**Dean’s List** is awarded each semester to students who, during the semester, complete 12 or more hours of graded course work at Hiram College with a semester grade-point average of 3.6 or better.

**Kappa Delta Pi** is a national education honor society of men and women devoted to the teaching profession. The purpose of Kappa Delta Pi is to promote excellence in and recognize outstanding contributions to education. Students who have reached junior standing, have maintained a 3.25 or better cumulative and education grade-point average, and have...
at least 12 semester hours of Professional Education courses are eligible for membership.

**Omicron Delta Kappa**, a national leadership honor society, was established at Hiram College in 1962. Juniors and seniors selected to membership hold responsible positions on the campus, have gained the respect of the student body for the quality of their achievements, and rank in the top 35 percent of their class.

**Phi Alpha Theta** is the national history honor society. Hiram College's chapter, Alpha Iota Pi, was established in 2001. Membership is open to students who have achieved a minimum of a 3.1 average in at least 12 semester hours of history courses, have attained a minimum of a 3.0 average in all other courses, and are in the top 35 percent of their class.

**Lambda Pi Eta** is the official communication studies honor society of the National Communication Association. Hiram Colleges chapter, Zeta Lambda, was established in 2011. Membership is determined by an overall GPA of at least 3.00, a GPA in communication courses (equivalent of 12 semester credit-hours) of at least 3.25, junior standing, and a ranking in the top 35 percent of the class.

**Degree Completion Requirements**

Hiram College students are candidates for a Bachelor of Arts degree, which requires completion of 120 or more semester hours, or a Bachelor of Science degree in Nursing, which requires 133 or more semester hours. Graduate students who are candidates for a Master of Arts degree in Interdisciplinary Studies are required to complete 30 semester hours.

Both the BA and the BSN degrees require a cumulative grade-point average of at least 2.00. In addition, students may attain a cumulative grade-point average of 2.00 in their major field of study and minor field (where applicable). Each program calculates their program GPA differently, please check with your advisor or School Director for the particulars. The degree is awarded upon successful completion of all coursework and fulfillment of all requirements. We consider each student to be responsible for fulfilling the current graduation requirements. Faculty advisors and the Registrar's Office can provide assistance in explaining the graduation requirements.

In addition to meeting the above degree completion requirements, all traditional undergraduate Hiram College students must complete a major (a minor is not required) and fulfill the Core Requirements included in the following Urgent Challenges Curriculum beginning with the students entering fall 2019. (Continuing students should refer to the catalog from the academic year they entered Hiram for their overall requirements as these requirements are new fall 2019):

- First-Year Enduring Questions Seminar
- First-Year Urgent Questions Seminar
- Core Curriculum Requirements: Creative Methods (CM), Interpretive Methods (IM), Modeling Methods (MM), Experimental Scientific Methods (SM), Social and Cultural Analysis Methods (CA), Experiencing the World (EW), Understanding Diversity in the United States (UD), Meaning, Ethics, and Social Responsibility (ES).
- The Interdisciplinary Urgent Challenges Requirement (INTD - Team-Taught)
- Hiram Connect
- Capstone Experience

For more detail on each requirement, please see Academic Program: Urgent Challenges Curriculum (p. 17) section.

**Residency Requirement**

Students must complete a minimum of 45 passed hours in residence at Hiram College, the last 30 hours must be done on the Hiram College campus or approved program.

A minimum of fifty percent of major and minor coursework must be completed with Hiram College courses; some majors, including the individualized major, may require more. Transfer courses explicitly specified in an articulation agreement may be exempt from this requirement. Study abroad and study away programs that count toward a student's Hiram College earned hours count toward the residency requirement. Any exceptions to this policy must be granted by either the Associate Dean or Dean of the College.

**Degree Completion Policy After Withdrawal**

Major and general education requirements that are in effect the year (known as the catalog year) when the student initially enters Hiram College will remain in effect for the student during the five-year period from his/her date of entrance.

Students who wish to return to the College after being withdrawn for longer than a calendar year and have First-year or Sophomore standing (55 or fewer earned hours) will be required to complete the current general education requirements, which may or may not be the same as those of the initial catalog year.

Students with Junior or Senior standing will be required to complete the general education and major requirements of their initial catalog year. However, students who have been withdrawn from the college for longer than four years beyond their initial catalog year should be aware that Hiram College cannot guarantee the initial catalog year's general education and major requirements will be accommodated. Moreover, any special arrangements for meeting the major requirements may be withdrawn after a one-year period.

Questions regarding general education requirements for readmitted traditional students should be directed to the Registrar’s Office.

**Posthumous Degree Policy**

An academic program/department may request the awarding of a degree posthumously; an honor bestowed at the discretion of the faculty. Minimum requirements for eligibility are:

1. The student was enrolled or medically withdrawn at the time of death.
2. The student was in good standing.
3. The student had a minimum 2.0 cumulative grade point average.
4. The student was within 30 credit hours of earning their bachelor's degree or 6 hours of earning their master's degree.

A posthumous certificate of recognition may be awarded, at the discretion of the faculty, for students not meeting one or more of the above requirements.
Senior Requirements

Senior Requirements: Residency and Graduation Application

The work of the senior year (the final 30 hours) must be completed at Hiram College or in a program approved by Hiram College. Any exception requires approval of the Associate Academic Dean of the College.

In order to graduate and walk in Commencement, a formal application for graduation must be filed with the Registrar’s Office at least one full semester before degree requirements will be completed. Students may petition to graduate for either August (summer semester), December (fall semester), or May (spring semester). Students must have all degree requirements in order to participate in the Commencement ceremony in either May or December.

Additional Degrees, Majors, or Minors

Additional Hiram College Bachelor’s Degree

Hiram graduates who have already received either the B.A. or the B.S.N. degree may wish to obtain the other bachelor degree. Students interested in pursuing this must adhere to the following graduation requirements:

- Students who have completed a Hiram College bachelor’s degree and thus all general education requirements within the last five years may be exempt from completing general education requirements for their second Hiram bachelor’s degree. All requirements for the major of the second bachelor’s degree must be completed as well as maintaining a major and cumulative grade point average of 2.00. Major requirements are set by each academic program. Therefore, students should consult with an advisor in the major on requirements for the major.
- Students returning to Hiram for their second bachelor’s degree and who have been away from the College for five or more years may be required to follow the College’s Core Curriculum general education requirements. Questions regarding status of general education requirements should be directed to the Registrar’s Office.

Additional Hiram College Major or Minor After Hiram College Graduation

Hiram graduates who wish to return to Hiram to complete an additional major or minor may do so by contacting the Center for Adult Studies. In most cases, students returning to complete an additional major/minor will not be eligible for financial aid. Questions regarding financial aid should be directed to the Financial Aid Office.

Commencement Ceremony Participation

Undergraduate and Graduate students completing their degree requirements by the end of Spring semester, will walk in May’s Commencement ceremony. Undergraduate and Graduate students completing their degree requirements in August or December will walk in the December Commencement ceremony.

In order to be reviewed for graduation and walk in Commencement, a formal application for graduation must be filed with the Registrar’s Office at least one full semester before degree requirements will be completed. Students may apply to graduate for either August (summer semester), December (fall semester), or May (spring semester). Students may participate in only one Commencement ceremony.

Hiram College Academic Review Board Policies

All policies, procedures, and standards regarding academic probation, suspension, and readmission are determined by the Hiram College Academic Review Board (ARB). The ARB consists of eight voting faculty members and additional non-voting resource staff, including representatives from the offices of the Academic Dean and the Dean of Students.

Any student with both a cumulative and term Grade Point Average above 2.00 is considered to be in Good Academic Standing.

Any student whose cumulative Grade Point Average (GPA) is below 2.00 does not meet the academic standards of the college and is subject to Academic Probation or Suspension.

Each student’s academic standing is determined at the end of each semester, after grades have been processed by the Registrar. At this time, the cumulative GPA is calculated. For the purposes of this Board, a semester includes both the 12 and 3 week sessions, and/or both 8 week sessions, as appropriate.

Traditional Students in Their First Semester at Hiram College

For a traditional student in his or her first semester at Hiram College, the following guidelines are used by the Board:

- 0.00–1.24 GPA: The student will be Suspended from the College.
- 1.25–1.99 GPA: The student receives Probation and must follow the Conditions of Academic Probation for Traditional College Students below.

All Other Traditional College Students

For a traditional student in his or her second or subsequent semester at Hiram, the following guidelines are used by the Board:

- 0.1–1.99 cumulative GPA: Probation or may be Suspended. If a student receives Probation, the Conditions of Academic Probation described below must be followed.
- 2.00 cumulative GPA (or above) and a semester GPA below 2.00: Academic Warning.
Conditions of Academic Probation – Traditional College Students

A student on Academic Probation must satisfy all of the following Conditions of Probation for each semester that the student remains on probation:

Each Fall Semester and Spring Semester on Probation
1. The student must enroll in and complete at least two courses in the 12-week session and one course in the 3-week session. Each of these three courses must carry at least three semester hours of credit, and they must be graded (not Pass/No Credit). The student may not withdraw from any of these three courses (grade of W) nor take an Incomplete in any of these three courses (grade of I).
2. None of the courses chosen for the semester may be courses taken independently (for example, tutorials or 28100 courses), nor may they be courses already taken for which the grade received was C or better.
3. The student must achieve a GPA for all courses taken in the semester of at least 2.00.
4. During the first week of each semester the student is on probation, the student is required to make an appointment with the Coordinator of Academic Development (Hinsdale 101, 330-569-6185), to review the Conditions of Probation and to create a written plan to maximize the student’s chances for academic success. Failure to follow this procedure could cause the Academic Review Board to view future petitions with disfavor.

Note that Conditions 2 and 3 above apply to all courses taken in the semester, not just the three courses required in Condition 1.

Each Summer Semester on Probation

The student may choose not to enroll in the Summer Session at Hiram. However, if the student does take classes during the Summer Semester at Hiram, he or she must satisfy Conditions 2 and 3 above.

A student who fails to satisfy the Conditions of Probation is subject to Suspension from the college at the end of the semester.

All Center for Adult Studies (CAS) and College Credit Plus (CCP) Students

For CAS and CCP students, the following guidelines are used by the Board:

• In the first semester of enrollment at Hiram College
  • A cumulative GPA of 0.00 – 1.99: Probation or may be Suspended. If on Probation, the Conditions of Academic Probation for CAS and CCP students described below must be followed.
  • In subsequent semesters, if not already on Probation
    • a cumulative GPA of 0.00-1.99: Probation or may be Suspended. If on Probation, the Conditions of Academic Probation for CAS and CCP students described below must be followed.
    • a cumulative GPA of 2.00 or above, but a semester GPA below 2.00: Academic Warning.

Conditions of Academic Probation – CAS and CCP Students

A student is on Academic Probation, or may be Suspended, as long as their cumulative GPA is below a 2.00. A student on Academic Probation must satisfy all of the following Conditions of Academic Probation for each semester that the student remains on probation:

Each Semester on Probation
1. At least one course must be taken that carries at least three semester hours of credit, and must be graded (not Pass/No Credit). The student may not withdraw (grade of W) nor take an Incomplete (grade of I) from this course.
2. None of the courses chosen for the semester may be courses taken independently (for example, tutorials or 28100 courses), nor may they be courses already taken for which the grade received was C or better.
3. The student must achieve a GPA for all courses taken in the semester of at least 2.00.

A student who fails to satisfy the Conditions of Academic Probation is subject to Suspension from the college at the end of the semester.

Suspension

A student who has been suspended once by the Academic Review Board is not eligible for readmission for two semesters (counting the Summer Session). In order to be readmitted, the student must provide the board with convincing evidence that the conditions that led to the suspension have been effectively dealt with and that he or she will now be able to meet the academic standards of the college. A student who has been suspended twice by the Academic Review Board is not eligible for readmission for five years.

1 Requesting Exemption from Suspension for all Students

A request for exemption may be made to the Academic Review Board (ARB@hiram.edu). Students making such a request may also approach a faculty or staff member to request that they write a letter on the student’s behalf. All petitions and supporting documents must reach the Chair of ARB by a deadline that will be communicated to all students when grades roll. The date will be chosen to give students a minimum of 48 hours to prepare and submit their materials.

ARB requests the following information be in the request for exemption of suspension letter:

• For each of the classes in which the student performed poorly, the student must explain the reason for their grade. ARB is looking for specific student actions that led to this result, whenever possible.
• The student is to identify the courses they plan to take next semester and provide a plan of action for performing well in the courses.

Students who request an exemption will be notified of the Board’s decision.

Appeal of an ARB Decision

A student who wishes to appeal an ARB decision must submit a written statement to the Dean of the College within 4 business days after the decision has been communicated. Appeals may be made only on two grounds:

1. The ARB failed to follow its policies and procedures correctly;
2. There is new information that was not available to ARB at the time of the decision.

The Dean will review the case and will make a final decision of whether to allow the student to return to the College on Academic Probation.
Withdrawal and Readmission, Leave of Absence Policies

- Withdrawal and Readmission (p. 45)
- Leave of Absence Policy (p. 45)

Withdrawal and Readmission

Students who withdraw from Hiram College are not considered officially withdrawn until they have submitted a completed withdrawal form to the Dean of Students and have had an exit interview. All students who wish to return to Hiram College after having withdrawn for any reason must apply for readmission. Readmission forms are available to download at www.hiram.edu/registrar (http://www.hiram.edu/registrar/). Readmission procedures must be completed prior to the beginning of the term for which the student has applied. There is a $100 deposit fee for readmission and a $100 deposit fee for housing, if housing is desired. Those who need financial assistance should contact the Director of Student Financial Aid, since previous loans, jobs, or scholarships are not automatically reinstated upon readmission.

Note: Application materials for Readmission following academic dismissal may also be found at www.hiram.edu/registrar (http://www.hiram.edu/registrar/), and should be completed and sent to the Academic Review Board Chairperson, c/o the Associate Dean's Office.

Hiram College reserves the right to deny readmission to any student for reasons including but not limited to outstanding financial obligations, academic deficiencies, college disciplinary actions, or convictions of criminal activity. Students will be informed in writing about the College's readmission decision, and may appeal a denial of readmission to the Dean of the College. Appeals must be made in writing within three (3) business days of received denial and submitted to the Registrar’s Office

Hiram College
PO Box 67
Hiram, OH 44234

Leave of Absence Policy

Students in academic good standing who qualify for any of the following may apply in the Vice President & Dean of Students Office for a Leave of Absence:

1. Students studying or traveling away, but with Hiram College advisor and Associate Dean approval.
2. Students working on an incomplete grade authorized by a Hiram College faculty member.
3. A senior who needs one or more courses that are only offered the following semester (graduation audit required).
4. A student who needs a semester off in order to remain in the sequence of a particular program (advisor approval required).
5. Students participating in a Hiram College approved 3/2 program, or other accelerated collaborative program.
6. Students called to active duty in the military (military order required).
7. Students who have been approved by the Associate Academic Dean to finish course hours elsewhere needed to fulfill graduation requirements.

Students on an approved Leave of Absence may stop out for a period of time not to exceed two semesters. Extension of a Leave of Absence may only be permitted with express authorization by the Dean of the College. The student should contact the Registrar's Office when ready to return to campus.

An administrative Leave of Absence may be granted if one of the above criteria is met and the student is unable to complete the coursework, or at the discretion of the Vice President and Dean of Students or Associate Dean of the College.

Note: A student who fails to return from an authorized Leave of Absence will be withdrawn from Hiram College as of the date the student last attended classes. Students should note that even an approved Leave of Absence may have financial aid and graduation consequences.

Awarding of Transfer Credit Policy

Summary of Transfer Credit Policy

Hiram College follows an established policy in the awarding of transfer credit to ensure degree integrity. At the discretion of the Registrar’s Office, transfer credits are initially accepted to fulfill core curriculum credit or elective credit. Applicability of any accepted transfer credits to a major or a departmental requirement is expressly approved by the individual major departments. A student may transfer in unlimited hours of transfer credit; however, in order to receive a Hiram College degree, the student must complete a minimum of 45 semester hours at Hiram College. Therefore, students transferring to Hiram should expect to spend at least three semesters to receive their degree. The work of the senior year (the final 30 hours) must be completed at Hiram College or in a Hiram College approved program. Any exception requires approval of the Associate Academic Dean of the College.

Credit hour values transfer; grades do not. The credit hours from the awarding institution are applied to the student’s degree, not the credit hours of the Hiram College equivalent course, if applicable. Hiram College operates on a semester hour system. Generally, semester hours transfer in equally as awarded by the issuing institution. Please see additional credit hour criteria below for more information. In the case of quarter hours, a quarter hour to semester equation is applied. Quarter hours are divided by 1.5 to provide the equivalent semester hours. For example, a course worth 4 quarter hours converts to 2.66 semester hours. If fractions remain in the total number of hours transferred in, that number is rounded down to the next whole number. For example, if a student transfers in 52 quarter credit hours, 34.66 semester hours remain after the conversion process. The 34 semester hours would be applied to the student’s academic record, and the student must successfully earn 86 semester hours in order to graduate.

Progressing towards graduation, transfer students may take a maximum of one-sixth of their Hiram course work under the Pass/No Credit option. For additional Pass/No Credit information, please refer to the ‘Pass/No Credit Regulations’ and the ‘Graduation with Honors’ sections of the catalog.

Statement of Criteria Established by Hiram College Regarding Transfer of Credit Earned at Another Institution

When determining transferability of credits, Hiram College follows the guidelines of the American Association of Collegiate Registrars and Admissions Officers, the American Council on Education, and the Council
for Higher Education Accreditation’s, Inter-Institutional Transfer and Award of Credit guidelines. Therefore, the following three criteria are employed when evaluating transfer courses:

1. The educational quality of the learning experience being evaluated for transfer;
2. The comparability of the level, nature, and content of the learning experience to that offered by the receiving institution;
   • Transfer institution must be fully accredited by a Hiram-approved regional, national, international, or professional accrediting body.
   • Transfer courses must reflect a similar level of rigor to courses listed in the Hiram College catalog.
   • Transfer courses with no corresponding Hiram College course are evaluated based on the general standard of academic content.

3. The appropriateness and applicability of the learning experience to the programs offered by Hiram College, in light of the student’s educational goals;
   • Hiram College reserves the right to deny or award partial transfer credit for courses that do not meet these standards.
   • Only applicable courses, in which the student received a grade of ‘C’ or better, are considered for transfer. This demonstrates that the coursework was completed at a satisfactory level.
   • Courses graded as ‘P' (Pass) or ‘S' (Satisfactory) are not accepted unless officially designated as equivalent to a grade of ‘C’ or better by the institution which issued the grade.
   • A maximum of 75 hours of transfer credit may be applied toward the minimum 120 hours that are required to earn a Hiram College degree.
   • Certain programs with outside accrediting agencies or other departmental restrictions may not accept transfer courses older than 7 years.
   • Previously transcripted experience credits by a regionally accredited institution will be accepted by Hiram College; those students bringing experience directly to the College for consideration of credit must be reviewed and approved by individual academic departments and will be limited to 30 credit hours. For further information, please see Additional Methods of Gaining Transfer Credit.
   • An official transfer credit evaluation requires that an official transcript be received in a sealed envelope (unopened by the student) by the College Registrar’s Office, Admissions Office, or Professional and Graduate Studies. For information regarding international transcripts, please see the Origination of Coursework section below.
   • Upon receipt of an official transfer credit evaluation, students who wish to appeal a decision may request that the Registrar’s Office complete a re-evaluation. If, upon completion of the re-evaluation, the student has further concerns, the Dean of the College or the Associate Dean of the College may be asked to make the final determination.

Accreditation Criteria

Determination of the institutional source and quality of coursework, as reflected by the accreditation held by the originating institution, is the overarching criterion used to assess the eligibility of a course for evaluation and the awarding of Hiram College transfer credit.

Accreditation affords reason for confidence in an institution’s or a program’s purposes, in the appropriateness of its resources and plans for carrying out these purposes, and in its effectiveness in accomplishing its goals, insofar as these things can be judged. Accreditation speaks to the probability, but does not guarantee, that students have met acceptable standards of educational accomplishment. While coursework from both collegiate and non-collegiate originating institutions may be considered in this process, each institution must be accredited by a regional, national, international, or professional accrediting body that is recognized by Hiram College. Coursework from institutions that do not have accredited status are not eligible for evaluation and awarding of Hiram College credit.

1. University Level Institutions
   • Consistent with established educational practices, Hiram College evaluates and awards credit for courses at accredited post-secondary institutions (e.g., colleges, universities, community and junior colleges, technical colleges and institutes).

2. Non-University Level Institutions
   • On a case-by-case basis, seminars, workshops, training programs and other formal learning experiences provided by non-collegiate agencies and organizations (e.g. Armed Forces, General Motors, licensure through national registries, recognition by foreign ministries of education, etc) may be eligible for consideration in the evaluation process. While some courses may be denied Hiram College credit, other courses may be deferred to the appropriate major department for further assessment and a Pass/No Credit determination. For further information, please see Additional Methods of Gaining Transfer Credit.

3. Other Institutions
   • Credits earned at institutions such as proprietary business schools, vocational/technical schools, or other single purpose institutions are not transferable without individual assessment.

Origination of Coursework

Courses originating from accredited domestic, international, and inter-institutional affiliated institutions may be considered for transfer credit at Hiram College.

1. Domestic Institutions
   • The evaluation and awarding of Hiram College transfer credit for coursework originating at U.S. institutions is based on official transcripts. To be eligible for evaluation, coursework must appear on an official transcript from the institution that offered the coursework and initially conferred the credit. Students may be asked to provide additional documentation such as course descriptions, syllabi, etc, for clear determination of applicability.

2. International Institutions
   • The evaluation and awarding of Hiram College transfer credit for coursework originating at non-U.S. institutions is also based on official transcripts from the institution that offered the coursework and initially conferred the credit. Students may be asked to provide additional documentation such as course descriptions, syllabi, and certified true copies of translations if the original documents are not in English.

3. Inter-institutional Affiliations
   • Coursework originating at a branch or regional campus of an institution will, for the purposes of evaluation and award of Hiram College transfer credit, be treated in a manner similar to coursework originating at the institution’s main campus. This principle shall not apply unless the branch or regional campus is specifically and separately accredited.
Further, it is recognized that some free-standing institutions have established close contractual relationships that, in terms of interdependent course offerings and academic record keeping, resemble a main-regional campus configuration. In those cases where such a relationship can be documented, the coursework is evaluated based on the accreditation criteria in this policy. For example, a student, while enrolled at Home University, a domestic, regionally accredited institution, takes courses at an affiliated foreign institution. The coursework is recorded on the Home University transcript in a manner similar to courses taken on the main campus of said university. In this case, the coursework is evaluated in the same way as courses taken on the main campus of Home University.

Level and Nature of Coursework Criteria
The following levels of coursework are eligible for evaluation by Hiram College.

1. Post-Secondary Level
   • Undergraduate and graduate level coursework is considered for the evaluation and awarding of transfer credit at Hiram College, regardless of whether the coursework is completed prior to or after high school graduation. Coursework that is clearly secondary is not awarded credit.

2. Undergraduate Level
   • Lower division coursework typically taken during the first half of a degree, as well as upper division courses usually associated with the last half of a degree program, are determined to be undergraduate level coursework.

3. Graduate Level
   • Hiram College grants up to six semester hours of applicable graduate level transfer credit, at the discretion of the Office of Graduate Studies.

4. Non-University Level
   • Courses determined to be at a developmental level are not awarded Hiram College credit. This category includes but may not be limited to study skills, career skills, or employment focused courses.
   • Hiram College does not award credit for host-based orientation courses, music lessons, or most physical education courses.
   • Technical or skills-based courses are evaluated on an individual basis.

Additional Methods of Gaining Transfer Credit
Hiram College awards credit based on minimum score requirements for select college level examinations. Examples include, Advanced Placement Level (AP), College Level Examination Program (CLEP), International Baccalaureate Examinations (IB), and Cambridge International Examinations (CIE). Guidelines for awarding these types of credit can be found on the Registrar’s Office website:

Hiram College also recognizes that students may have acquired knowledge through life and work experience. Such learning may have come from outside seminars through one’s employer, volunteer work, community service, travel, military service, or extensive reading. It must be emphasized, however, that the awarding of advanced credit cannot be allowed to detract from the College’s commitment to the highest standards of academic performance. Hiram College does not award credit for the actual experience, but rather for the learning that has resulted from the experience. For example, a student would not receive credit for having lived in a foreign country, but must demonstrate that he/she acquired and possesses college-level knowledge as a result of the experience in that country. The quantity and quality are the basis for awarding credit. It is important to keep this in mind when considering whether or not to apply for experiential learning or outside seminar credit. For further information on additional ways of gaining transfer credit, please contact the Registrar’s Office or Professional and Graduate Studies.

Awarding of Credit to Fulfill Core, General Education, or Elective Requirements
Hiram College is committed to a rigorous, creative, and demanding intellectual environment that focuses on methods for acquiring knowledge and understanding about human beings and the world and to the development of socially responsible, ethical citizens.

The Registrar’s Office determines if transferred courses, after meeting the requirements within the above Statement of Criteria, align with the learning outcomes of our Core Curriculum and General Education Requirements respectively, and therefore, fulfill said requirements. Decisions are made based upon course descriptions, syllabi, and, when needed, student writing samples from the course. If the Registrar’s Office is unable to determine clear alignment, the Dean of the College or the Associate Dean of the College will be asked to make the final determination.

Courses that do not fulfill Core Curriculum or General Education Requirements but align with the learning outcomes of Hiram College courses will be transferred in as elective hours, and may be applied to the student’s major upon approval by the appropriate department. Courses that do not have a similar Core or General Education course to align with, will be reviewed for transfer as such based upon course descriptions, syllabi, and, if needed, student writing samples, in order to determine a reasonable match with the appropriate goals of a Core Curriculum or General Education Requirement.

Awarding of Credit to Fulfill First-Year Colloquium Requirements
All Hiram College traditional students are required to complete both a First-Year Colloquium (FRCL) and a First-Year Seminar (FSEM). The Colloquia are a series of seminars on special topics across the liberal arts and sciences, designed to introduce students to college-level writing and oral communication. The First-Year Seminars continue the students’ introduction to the examination of substantial intellectual issues, while seeking to improve the students’ college-level writing and analytical abilities by emphasizing research across disciplines. Professional and Graduate Studies students are required to complete both Writing in the Liberal Arts and Foundations of the Liberal Arts (FDLA), which have similar learning outcome goals as the First-Year Colloquium and First-Year Seminar. For additional information on the goals of Core Curriculum, please see Hiram’s Core Curriculum section below.

The Registrar’s Office determines if transferred courses, after meeting the requirements within the above Statement of Criteria, align with the learning outcomes of our FRCL and WRLA, respectively, and therefore, fulfill such requirements. Decisions are made based upon course descriptions, syllabi, and, when needed, writing samples from the course. Those students, for whom the First Year Colloquium or Writing in the Liberal Arts is waived, are required to take FDLA, which is considered...
to be essential for a student’s future success at Hiram College. In addition to honing research writing skills, the course strengthens oral communication, critical thinking and analytical skills. It is a top centered, discussion based course which provides a solid introduction to the liberal arts.

Transient Coursework

A currently enrolled Hiram College student may take courses as a transient student at another accredited college or university. A Transient Student Authorization Form must be completed and submitted to the Registrar’s Office for written approval of the courses prior to the student registering for the courses. Students must receive a letter grade of C or higher and prior approval in order for the credits to be considered transferable toward their Hiram degree. If courses are to be applied toward a student’s major or minor, written approval from the student’s major department or advisor must be obtained on the Transient Student Authorization Form.

Students who are regularly enrolled in another college or university may register as transient students to take a limited amount of work at Hiram College without becoming candidates for a Hiram degree. Contact the Registrar’s Office or the Office of Professional and Graduate Studies for additional information.

For information regarding transient courses taken during a study abroad not under Hiram College purview, refer to the Study Away section in this catalog.

Centers of Distinction

Centers of Distinction at Hiram College were established as part of our Education that Works strategic plan in 2006. They represent academic structures that transcend individual academic departments and majors, extending the long-term strength of the College to provide engaged, transformative learning environments for our students. Centers offer students distinctive learning opportunities, in and out of the classroom; these experiences are designed to connect knowledge to face the challenges of work and life. Fundamentally, they are a tool for preparing students for the present and the future, for possibilities they can anticipate and for those they cannot. Students participate in Centers in a variety of ways: entering student academic competitions; hosting visiting scholars; organizing panel discussions; engaging in undergraduate research; and attending seminars and national conferences, to name but a few.

• The Lindsay-Crane Center for Writing and Literature (p. 48)
• The Center For Integrated Entrepreneurship (p. 49)
• The Center For Literature and Medicine (p. 49)
• The Center for Scientific Engagement (p. 50)
• The Garfield Center for Public Leadership (p. 50)
• The James A. Garfield Center for the Study of the American Presidency (p. 50)
• The James H. Barrow Field Station (p. 51)
• Marine Science Opportunities (p. 51)
• Northwoods Field Station, Hiawatha Campus (p. 51)

The Lindsay-Crane Center for Writing and Literature

Website: http://www.hiram.edu/lindsaycrane (http://www.hiram.edu/lindsaycrane/)
Facebook page: https://www.facebook.com/lindsaycranecenter (https://www.facebook.com/lindsaycranecenter/)

Words and language are at the heart of how we communicate with one another, how we interpret the world, and how we understand what it means to be human. The Lindsay-Crane Center for Writing and Literature places the value of the written word at the core of its programming. The Center builds on the College’s strengths in creative writing, literature, and writing across the curriculum while developing exciting college and community-wide programs that enhance all students’ educations and provide Hiram College graduates with more expansive career choices. The Lindsay-Crane Center is known for its commitment to the interdisciplinary nature of writing, its lively community of writers, its innovative programming, and the distinctive writing experiences it makes available to students.

Areas of Distinction

• The Hiram College writing program specializes in creative nonfiction and is well-known for the expansive writing opportunities available in this genre for majors and minors, as well as for non-majors.
• A distinguished Visiting Writers Series that always brings writers into the classroom has featured authors Tim O’Brien, Ian Frazier, Donovan Hohn, Alissa Nutting, Roger Rosenblatt, Thrity Umrigar, Marvin Bell, Lynn Powell, Barry Lopez, and many others.
• The Lindsay-Crane Center runs writing contests in the genres of fiction, creative nonfiction, and poetry, giving students the chance to have their work judged by professionals and to receive public recognition for their achievements.
• The Lindsay-Crane Center is located in two unique buildings: an 1892 Queen Anne house, offering students a rare studio-environment in which to learn and work; and Bonney Castle, a former nineteenth-century inn offering cozy classroom and discussion spaces.
• Students are given numerous on-campus professional writing and editing opportunities, including editing the Hiram Poetry Review; writing for the Lindsay-Crane newsletter; reading their work publicly; and working with faculty in programs sponsored by the Lindsay-Crane Center (the Emerging Writers Workshop and community reading programs).
• The Lindsay-Crane Center works closely with students to identify and apply for internship opportunities with editors and managers of small presses, magazines, and journals, corporations, and arts organizations.
• Since the 1970s, Hiram College has been nationally known for its Writing Across the Curriculum program, and since 1990 has trained undergraduate writing assistants to help implement and sustain it, while also providing these students with professional teaching experience.

Primary Academic Programs Associated With This Center

• Creative Writing major
• Minor in Writing
• English major and minor
The Center For Integrated Entrepreneurship

At Hiram College, entrepreneurship is more than organizing and starting a business. It is a way of thinking. The skills and character fostered by the liberal arts are an excellent foundation for successful entrepreneurs, who use their passion to create valued products, services, and programs. The synergy of liberal arts and entrepreneurship helps students develop the knowledge, skills, and mindset necessary to enhance their own lives, and those of their communities and society, no matter their areas of study or chosen career paths.

The mission of Integrated Entrepreneurship at Hiram is to foster an expansive sense of the possible, an exploration of personal passion, an ownership of one's ideas and actions, and a commitment to add value to one's self and one's community. This center is designed to help all members of the Hiram community explore and develop their ideas beyond the classroom, to see themselves as entrepreneurs who can add value to their communities and profit from their passions.

- The Integrated Entrepreneurship Program (IE) is not housed within a business program – it seeks to engage ideas and enterprise concepts from all academic disciplines.
- IE and the Center are housed in the Burton D. Morgan Entrepreneurship Center of East Hall, a residence hall with suites that form a learning community of students with an interest in entrepreneurship.
- The Center is a resource for students to research and develop their entrepreneurial ideas into start-up businesses. In the Center, students have access to workspace, desk space, wireless internet, computer/printer, business software, whiteboards, chalkboards, storage space, resource materials, and a network of experienced entrepreneurs.
- The Center hosts two annual idea competitions – ideablitz! and ideabuild! – that are open to all students. Participants have access to significant mentoring by faculty and area entrepreneurs, cash prizes to help develop their concepts, and regional competitions.
- The Center’s E-Network is a rich resource for students, providing mentoring, guidance and internship opportunities.
- Through its partnership with the Regional Economic Growth Corporation (REGC) the Center co-hosts business basic workshops for students, faculty, staff, alumni and the broader community. REGC also provides its small business counseling services to students on site and at no charge.
- A growing support system for Student Run Ventures, which are college owned, faculty championed, curriculum connected and student run campus-based enterprises. These include: The Terrier Bakery, The Olive Branch, Art with Heart and The Terrier Trader.
- The Center is a member of the Northeast Ohio Entrepreneurship Education Consortium, allowing Hiram students to participate in a regional idea competition and a weeklong entrepreneurship immersion experience.

Key Personnel
- Kirsten L. Parkinson, Ph.D., Director of the Lindsay-Crane Center, John S. Kenyon Professor of English,
- Kathy Luschek, Program Coordinator

Academic Programs Associated with the Center (others may also be influenced by the Center)
- Entrepreneurship Minor
- Integrated coursework across the curriculum
- Experiential learning opportunities for any major

Key Personnel
- TBA, Center Director
- David J. Kukurza, Academic Program Director and Visiting Professor of Integrated Entrepreneurship

The Center For Literature and Medicine

The Center for Literature and Medicine is the home of a distinctive interdisciplinary program that serves undergraduates, healthcare professionals and the wider community.

The College’s unique biomedical humanities major gives the students important advantages in preparation for medical school and other graduate programs.

The mission of the Center is to examine thoroughly questions of human values in healthcare contexts through literary works and to do so within clinical settings, medical and other health professional schools, and the liberal arts environment.

Founded in 1990, the Center for Literature and Medicine provides interdisciplinary programs, courses, and summer seminars integrating humanities and health care. Through the study of the humanities, and in particular, through literary works, the Center examines critical healthcare issues. This work has application in clinical settings, academic medicine, health policy, and the liberal arts environment, and serves to deepen participants’ ability to recognize, understand, and address ethical and humanistic issues in healthcare contexts.

What distinguishes the Center from conventional medical ethics programs are its special emphases:

- Using literary works to raise humanities issues in medical settings;
- Developing techniques for teaching literary works in a variety of health care environments, from medical schools to nursing homes;
- Using readers’ theater as a method for understanding different perspectives of patients, families and health care professionals; and
- Applying narrative theory and practice to health care interactions; for example, the patient as story, the doctor as reader.

Primary Academic Programs Associated with the Center (others may also be influenced by the Center)
- Biomedical Humanities major and minor
- Nursing

Key Personnel
- Erin Lamb, Assistant Professor of Biomedical Humanities and Co-Director of the Center
The Center for Scientific Engagement

Life has its own language at the molecular level, composed of DNA and protein sequences, and this information determines how cells and organisms function. Hiram College understands the increasing importance of molecular information in today's world and the need for more young scientists who understand, interpret, and use this information to solve new problems and to communicate their findings in a way that increases the scientific literacy of our society. The Center for Deciphering Life's Language involves undergraduate and high school students in novel research projects as part of the classroom in order to teach basic scientific principles, excite students about getting the most out of their biology education, and encourage students to seek out further research experiences beyond the classroom.

Areas of Distinction
- National recognition for undergraduate involvement in novel research as part of courses
- Strong disciplinary and interdisciplinary teaching and research in the natural sciences
- Strong research outreach to area high school students via collaborative research projects with high school classes during academic year and Hiram Genomics Academy summer research program.
- National recognition for undergraduate involvement in genomics and bioinformatics research

Primary Academic Programs Associated with this Center (others may also be influenced by the Center)
- Biology
- Biochemistry
- Physics
- Neuroscience
- Nursing
- Computer Science – Bioinformatics – Computational Biology

Key Personnel
- Brad Goodner, Director and Edward Smerek Professor of Science, Department of Biology
- Kathy Luschek, Coordinator

Areas of Distinction
- The innovative Garfield Scholars program attracts students from across campus, engaging them in matters of public policy by connecting them with scholars and expert practitioners both on and off campus.
- The Center serves to attract students and faculty from across campus by developing collaborative programs related to cross-disciplinary issues such as global warming, finance and economics, intelligence, security.

Primary Academic Programs Associated with this Center (others may also be influenced by the Center)
- Public Leadership Minor
- Political science
- Economics
- Management
- Communication
- Sociology

Key Personnel
- James A. Thompson – Director
- Kathy Luschek – Operations Director

The Garfield Center for Public Leadership

The Garfield Center honors James A. Garfield, student, teacher, and then president of Hiram College who became an incorruptible icon of American statesmanship and inspired the nation to establish the modern merit-based civil service system. The Garfield Center, grounded in the liberal arts education that Hiram College has maintained throughout its history, prepares students for leadership in matters of public policy, both foreign and domestic.

Areas of Distinction
- Each academic year, the Center engages a coterie of accomplished students of diverse academic backgrounds Garfield Presidency Scholars around issues that get at the very core of presidential leadership, both in theory and in practice. Across a program cycle, the Presidency Scholars scrutinize the life, values, decisions, and ultimate effectiveness of an American president of significant historical standing. Over the course of four years in the program, a student has the opportunity to engage in deep examination of four exceptional presidents.
- The academic inquiry is animated by the reading of several books on the president in question, focused discussions led by student working groups, interaction with guest speakers, and travel to Washington, D.C., and other destinations most relevant to a particular president’s life. The desideratum is that students will come to profess profound appreciation for that president as a person, as a leader in a particular time and setting, and as a governmental actor within the broader and intricate constitutional system.
Primary Academic Programs Associated with this Center (others may also be influenced by the Center)

- Political Science
- History
- Communication
- Public Leadership (minor)
- Ethics (minor)
- Sociology
- Psychology
- Philosophy

Key Personnel

- Douglas M. Brattebo, Director and Associate Professor of Political Science

The James H. Barrow Field Station

The James H. Barrow Field Station

Jim Metzinger (2012), Co-Director, James H. Barrow Field Station B.A., Hiram College
Jennifer Clark, (2012), Co-Director, James H. Barrow Field Station Ph.D., Kent State University

The James H. Barrow Field Station was established in 1967 to provide Hiram College students and visitors the opportunity to fully engage with the natural world through hands-on learning experiences that illuminate how life works and to promote the conservation of all life. For over 45 years, the Station has grown and developed from its initial 75 acres into an active research and educational facility of over 500 acres that not only enhances the College’s science and environmental studies programs, but also provides a means for both students and the general public to increase their understanding and appreciation of natural history and their role in our environment. Experiences gained at the Field Station allow students to develop essential skills in research, teaching, and leadership that are carried forward into their professional lives.

The Station comprises 533 acres, including about 150 acres of mature beech-maple forest; a large stretch of Silver Creek; a cold-water stream; two built ponds; old-fields of varying ages; young and intermediate aged forests; and a five-mile interpretive nature trail. The Station also benefits from the Kennedy Observation Building for classes, meetings and viewing wildlife and the Frohriping Laboratory building, which was renovated and expanded in 2007, with a modern and spacious teaching lab and several smaller spaces for student/faculty research, and for animal research and wildlife rehabilitation. The Station also has natural history displays, including live animal exhibits, and an endangered waterfowl conservation center for the care, research, and conservation of internationally and regionally endangered birds such as the Madagascar teal, the white winged wood duck, and the trumpeter swan. Student involvement in all aspects of the Station makes such research possible and guides its direction by collaboration among students, faculty, and staff. Students who are involved in the projects often gain valuable experiences and make contacts with other students and faculty through presentation of their work at professional meetings.

The Field Station’s buildings, experimental fields, and natural and semi-natural areas are maintained entirely by college students under the supervision of an excellent staff. Student workers also gain experience in the practical aspects of operating an educational facility. Teaching experience is gained through the nature education outreach programs, which are developed and executed by Hiram faculty and staff, with full collaboration of the students. These programs are designed to educate pre-college students about the natural history of northeastern Ohio and about such critical issues as habitat preservation and conservation of natural resources. Alumni often credit their experiences at the station as inspiration for further study in science, education, and environmental studies. In all activities, direct involvement of students in the learning process is the key to success.

Marine Science Opportunities

Marine Science Opportunities

Jennifer Clark (2012) Associate Professor of Biology
B.S., Kent State University;
Ph.D., Kent State University

Students who are interested in Marine Science can enroll in Hiram College courses with built-in marine field experiences. Courses include but are not limited to marine ecology (Gulf of Mexico), and fisheries biology (Alaska). In addition, many Hiram College students pursue internships as part of their graduation requirements for a biology major at sites ranging from the North Atlantic to the Caribbean and Florida Keys. Students also engage in independent research in marine biology with faculty. Hiram College is affiliated with the Shoals Marine Laboratory (SML), through which students may participate in summer courses and internship opportunities. Shoals programs are administered by Cornell University and the University of New Hampshire on Appledore Island in the Gulf of Maine. Details about SML programs, facilities, and financial aid can be obtained by contacting Professor Clark.

Northwoods Field Station, Hiawatha Campus

Co-Directors:

Jenn Clark, Director of the Center for Science Education
TBA, Campus Visit Coordinator

The Northwoods Field Station, located in the Hiawatha National Forest in the upper Peninsula of Michigan, serves as a headquarters for trips in the spring, summer, and fall. The station is twelve miles from Lake Superior at the western boundary of the Pictured Rocks National lakeshore and provides a wilderness setting for special courses, field research in the summer, and general visits by students and alumni.

Hiawatha Campus is for those who enjoy interacting with the great outdoors. Emphasis is on living in harmony with nature. The camp has a beautiful lodge and six sleeping cabins, built by Hiram students and faculty in the late 1970’s. Facilities can house up to 24 people. Although ‘rustic’ (there is no electricity, cell phone access is very limited, and composting outhouses are the preferred method of sanitation), the main lodge is outfitted with a modern kitchen and indoor plumbing, including flush toilets and showers (powered by hand-pumping from the well).

The camp is on the shore of Cherry Lake and is surrounded by federal forest lands, meadows, bogs, a river, and more than a dozen other undeveloped lakes, all within a two-mile hike of the station.
Course offerings have included field biology, field botany, geology, environmental studies, natural history, and photography. Other recent offerings include: astronomy, storytelling, writing, literature, and leadership. The Spring Three-Week term has been especially successful with team-taught interdisciplinary courses about subjects as diverse as water and Shakespeare.

### Student Opportunities and Resources

- Eclectic Scholars Honors Program (p. 52)
- Emerging Scholars (p. 53)
- Computer Resources (p. 53)
- Peace Corps Program (p. 53)
- Reserve Officers' Training Corps (ROTC) (p. 54)
- Study Away (p. 55)

### Eclectic Scholars Honors Program

Honors students take a series of seminar-style courses with fellow Eclectic Scholars. The courses are based around self-exploration, problem solving, and discussions and projects that span disciplines. By spending time inside and outside of class tackling complex issues, Honors students form a strong cohort and gain an understanding about how their skills and talents within their individual disciplines can cross boundaries.

#### Enrollment Policies:

**Required Courses**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HONR 10000</td>
<td>INTRO INTD STUDIES ECLECT SCLR ¹</td>
<td>1</td>
</tr>
<tr>
<td>HONR 30000</td>
<td>REFLECTING URGENT CHALLENGES ²</td>
<td>2</td>
</tr>
<tr>
<td>HONR 30100</td>
<td>ADDRESSING URGENT CHALLENGES ³</td>
<td>2</td>
</tr>
<tr>
<td>HONR 40000</td>
<td>CAPSTONE ⁴</td>
<td>1</td>
</tr>
</tbody>
</table>

Successful completion of these four courses also satisfies a non-team taught interdisciplinary core graduation requirements.

Total Hours: 6

1. **Introduction to Interdisciplinary Studies for the Eclectic Scholar (HONR 10000).** This course will serve as an introduction to interdisciplinary studies, and establish a foundation for new honors students. The course will review the goals and expectations of student participation in the program, and engage students in multi- and interdisciplinary thinking, with the aim of challenging students to take up Hiram's mission to "face the urgent challenges of the times." With that aim, the course explores what it means to be a leader, as well as how members of a learning community engage in service and community outreach. *(Offered every fall 12-week term. 1 credit hour, P/NC.)*

2. **Reflecting on Urgent Challenges (HONR 30000).** This course provides an in-depth exploration of literature aligned with the annual ethics theme, examined from an interdisciplinary perspective. Additionally, this course continues developing leadership skills introduced and discussed in the introductory course, including opportunities to explore mentorship and leadership positions on campus and in the community. Budget-depending, this course will also include a field trip component appropriate to the specific course theme. *(Offered every fall 12-week term. 2 credit hours. Must earn B- or better to progress through program.)*

3. **Addressing Urgent Challenges (HONR 30100).** Addressing the urgent challenges of our times requires more than a deep awareness of the world around us and an ability to identify the connections between a complex set of circumstances, causes, and consequences and to see the possibility of change. It requires the ability to innovate, to collaborate, to manage, and to create. It requires that we bridge the gap between the theoretical and the practical and become agents of change. In this course, students will address an urgent challenge in our community aligned with the annual ethics theme by engaging in a service project, collaborating to take an idea for change from development of a vision to implementation and assessment. Specific projects will be defined by students and their faculty mentors. *(Offered every spring 12-week term. 2 credit hours. Must earn B- or better to progress through program.)*

4. **Eclectic Scholars Honors Capstone (HONR 40000).** This course completes the Honors program requirements. Students will develop an Honors thesis project that reflects upon and examines their Honors program experience, including coursework and experiential learning, and applies this knowledge to inform how they would approach an urgent challenge they find personally meaningful. Students will submit a written thesis prospectus and present a public presentation at the end of the spring 12-week term. The course will also provide professional development opportunities as students prepare for post-Hiram education and/or entering their chosen career. *(Offered every spring 12-week term. 1 credit hour. Must earn B- or better to complete the program.)*

#### Honors Privileges:

Students admitted to the program can take advantage of Honors housing, the Eclectic Scholarship, private study space, and may enroll cost-free in one overload course per year with satisfactory academic performance (no grade below a B- in prior term). Also, students are eligible for junior-status registration for one class per semester starting in their second semester at Hiram College, conditional upon their superior academic performance in their first semester and subsequent terms.

#### Recognition upon Graduation:

Eclectic Scholars Honors students receive the special designation, "in cursu honorum" (in a course of honors), on their diplomas. This is in addition to any other honors earned, such as cum laude, magna cum laude, and summa cum laude. In order to graduate in cursu honorum, a student must have a GPA of 3.5 at the end of senior year, and successfully complete the Eclectic Honors Capstone Course, as determined by the Eclectic Scholars Advisory Board.

#### Maintaining Enrollment:

Beginning with students starting the program Fall 2018, scholars are expected to maintain a cumulative GPA of 3.5 to remain in the program, an increase from the current 3.3 minimum GPA standard for students entering prior to the 2018-2019 academic year, or a demonstration of exceptional intellectual engagement in or outside the classroom. Students not meeting these criteria will be placed on probation for the following semester, and subsequent low performance will result in removal from the program.

#### Entering the Program After a Student’s First Year:

Students demonstrating exceptional intellectual engagement are encouraged to explore this program; however, the College reserves the right to limit the size of the program. Students will only be considered for entry into the program as a first or second year student. Interested
students should contact a member of the Eclectic Scholars Advisor Board to explore their options.

**Code of Conduct:**

Academic dishonesty cases with a negative judgment by the Associate Academic Dean's office will result in removal from the Eclectic Scholars Honors Program. This applies to the first offense. Conduct issues emanating from outside of the classroom that draw into question the personal ethics of Eclectic Scholars may also result in removal from this program, as determined via consultation between the Dean of Students Office and the Eclectic Scholars Advisory Board.

**Emerging Scholars**

**Stephanie Simpson**, Director  
B.A., Flagler College;  
M.Ed. Cleveland State University

Hiram College's Emerging Scholars Program gives promising students the boost they need to succeed in college.

Incoming freshmen selected for the program are accepted to Hiram College with additional conditions. With limited spacing, the program accepts students on a first-come, first-serve basis.

Hiram's Emerging Scholars Program provides specialized academic support to keep students on track of their studies. Designed to help students succeed at Hiram, the program requires Emerging Scholars to:

- Live on campus
- Take prescribed courses
- Attend mandatory weekly tutoring and success coaching sessions
- Participate in biweekly faculty advising
- Attend two mandatory Emerging Scholars events
- Complete an end-of-year Emerging Scholars Reflection essay

Emerging Scholars who complete the program have the preparation they need to graduate from Hiram College with a bachelor's degree in four years.

**Computer Resources**

The computer facilities at Hiram College include the Ellucian Banner software package for administrative use, and a variety of workstations and servers for file storage, email, word processing, and general office automation. These computers are networked via fast Ethernet to all campus buildings and offices, including the residence halls. Wireless connectivity to the network is available in primary classroom buildings and residence halls. Some personal computers are available for student use in multiple computer labs located in the library, residence halls, and other locations across campus. All students are encouraged to use their laptops and other computer facilities for their academic work.

Dray Computer Center assists our faculty, staff, and students with all technology integral to Hiram College.  
Hours: 8 AM-5 PM M-F (Fall and Spring semester) *Summer hours may vary

Additional resources can be found on the Information Technology website (https://www.hiram.edu/informationtechnology/).

**Peace Corps Program**

**PEACE CORPS PREPARATORY CERTIFICATE PROGRAM**

Merose Hwang, (2012) Associate Professor of History; Co-Coordinator of Asian Studies Minor; Coordinator of the Peace Corps Prep Program  
B.A., University of Colorado at Boulder; M.A., Yonsei University, South Korea; Ph.D., University of Toronto  
hwangm@hiram.edu  
330-569-5465

Hiram College began offering a Peace Corps Preparatory Program in Fall 2014. We are one of only three colleges/universities in Ohio to offer a program officially designated as preparation for Peace Corps service.

The program's curriculum is designed to prepare students to serve in the Peace Corps upon graduation. Upon completion, you will earn a certificate from the Peace Corps Completion does not guarantee placement in the Peace Corps but makes you a stronger candidate.

**Program Learning Goals:**

The Peace Corps Preparatory Program is well integrated into our broad liberal education curriculum, attends to our global urgent challenges, builds on our strong tradition of service learning and study abroad.

**Requirements for the certificate**

- Four courses in a single language  
- Six courses with a focus on communication, education, history, sociology, political science, or an interdisciplinary field related to (a) contemporary global issue(s).  
- At least one co-curricular experience, including study abroad, a volunteer/service project, internship, teaching experience, etc.  
- Three courses in education, if you wish to teach in the Peace Corps

**Required Courses:**

**Foreign Language Study:**

A minimum of FOUR courses in a single language: (students may test out of one or more)

**Required Gateway Course (choose one):**

- HIST 13800: World History 1800-Present  
- SOAN 15500: Introduction to Sociology  
- INTD 22500: Humans and the Environment  
- ECON 22700: Globalization an Economic Perspective  
- POLS 22300 Comparative Politics

**Choice of FIVE from the following list (minimum of ONE INTD course and TWO total from either ECON, EVST/BIOL, MGMT, HIST, SOAN or POLS):**

**BIOLOGY:**

- BIOL 280: Seminar: Water in Crisis  
- BIOL 380: Tropical Biome Restoration

**COMMUNICATION:**

- COMM 24800: Media and Multiculturalism  
- COMM 25000: Communication Between Cultures  
- COMM 35400: Intercultural Health Care Communication
ENGLISH:
• ENGL 22600: India in Fiction and Film
• ENGL 33100: Studies in World Literature
• ENGL 43800: Advanced Studies in World Literature: Visions of India

LITERATURE IN TRANSLATION:
• LITR 15600: Meso-American Literature
• LITR 16000: Japanese Literature

ETHICS:
• ETH 30100: Ethics Service and Reflection

ENVIRONMENTAL STUDIES:
• EVST 20500: Environmental Education
• EVST 20900: Environmental Geology
• EVST 21000: Interdisciplinary Readings in Environmental Studies
• EVST 23210: Managing for Sustainability: Organizational Ecology
• EVST/BIOL 24100: Principles of Ecology
• EVST 27000: Environmental Ethics
• EVST/BIOL 27800: Ecology
• EVST 33800: Environmental Activism and Policy
• EVST 35500: Wetlands, Rivers, and Coastal Areas

HISTORY:
• HIST 12800: World History 1000-1800
• HIST 13000: The World Since 1945
• HIST 20800: Modern East Asia
• HIST 20700: Modern Japan 1600-Present
• HIST 21100: Sino-Japanese Relations
• HIST 21300: Selling Shanghai
• HIST 21400: Consumerism and Culture in Modern Japan
• HIST 21700: Modern China 1842 to Present
• HIST 21900: Japan Since 1868
• HIST 22700: Colonization and Exploitation
• HIST 23020: Brothel to Factory—History of Female Labor in Asia
• HIST 24500: History of North Korea
• HIST 24000: Environmental History
• HIST 25650: Gender and Sexuality in East Asia
• HIST 27000: The Civilization of China
• HIST 27100: Qing China 1644-1911
• HIST 27600: Locating Manchuria
• HIST 28000: Shamans & Superstition
• HIST 28000: Chosŏn Korea: 1392-1910
• HIST 30500: Japan and Empire in East Asia

POLITICAL SCIENCE:
• POLS 20500: World Geography
• POLS 21100: Government and Politics of the Middle East
• POLS 22300: Comparative Politics
• POLS 22800: International Law
• POLS 22900: International Organization
• POLS 23100: International Relations
• POLS 23300: Politics of International Economic Relations
• POLS 23400: Politics of Developing Areas
• POLS 27400: Modern Political Philosophy
• POLS 30600: International Relations of South Asia
• POLS 31100: Middle East and World Politics
• POLS 31600: Comparative Elections
• POLS 31700: Comparative Foreign Policy
• POLS 32000: Ethnicity, Nationalism, and Political Violence
• POLS 33200: Islam and Politics
• POLS 33500: Towards a Global State
• POLS 33800: Globalization
• POLS 35100: Political Philosophy for a Dangerous World

SOCILOGY:
• SOAN 15500: Introduction to Sociology
• SOAN 20100: Social Problems
• SOAN 20300: Cultural Anthropology
• SOAN 21500: Human Settlements: Urbanization, Sprawl, and Transition
• SOAN 25100: Population Patterns: An Introduction to Social Demography
• SOAN 30300: Environmental Sociology
• SOAN 35100: Stratification and Health
• SOAN 35900: Medical Sociology
• SOAN 38700: Sociology of Food

INTERDISCIPLINARY:
• Any Study Abroad course

Sector-Specific Courses: For those interested in teaching: THREE courses in Education, choose from:
• EDUC 20300: Education, Culture, and Society
• EDUC 20500: Environmental Education
• EDUC 231: Human Growth and Development and Learning Theory (taken with EDUC 234 or 235: Lab/Field experience, a 6 hour combination)
• EDUC 232: Developmentally Appropriate Practice Birth to Eight (taken with EDUC 233: Lab/Field experience, a 6 hour combination)
• EDUC 29000: Ethics of Collaboration
• EDUC 38700: Pedagogy and Instruction

Co-curricular Enhancements: Choose at least one of either:
• A Study Abroad course
• A volunteer service learning project in the community
• A management or accounting internship (if appropriate to their major or to the emphasis of their International Studies Minor)
• Agriculture, forestry, construction or skilled trade work experience
• Tutoring/teaching experience (serve as an assistant in English as a Second Language courses offered by the college)
• Health care/health education experience (if appropriate to their major or to the emphasis of their International Studies Minor)

Reserve Officers’ Training Corps (ROTC)

Hiram College is affiliated with Army ROTC through John Carroll University and Air Force ROTC through Kent State University. Students interested in pursuing either of these options should contact the Hiram
Study Away

Brittany L. Jackson (2008) Assistant Director of Strategic Academic Initiatives and Study Away Coordinator,
136/137 Hinsdale Hall
B.A., Hiram College;
M.A., Hiram College

The opening of the Office of Extra Mural Studies in 1970 established the College’s early commitment to international education. Today Hiram’s study away programs offer students an even greater array of opportunities. Program participants live and learn in cultures that are different from their own. Students learn about life as others live it, whether that is in a country that appears to have a culture very similar to that of the U.S., for example, Great Britain, or one that stems from a different tradition, such as China. The typical program centers on the disciplines of Hiram College faculty, who offer courses in a host country. Since 1970, more than 120 Hiram College faculty members have led over 4,000 students on educational programs to Europe, South and Central America, Africa, Asia, and Australia.

Students apply to participate in these programs. While it is expected that most students who apply will participate, acceptance is not guaranteed. Criteria for selection are not limited to, but may include, grade-point average, class year, recommendations, and participation in previous programs. For the most part, there is no language requirement for these programs, the principal exceptions being those sponsored by the foreign language department. Students participating in a program in a non-English-speaking country are, of course, encouraged to study the local language.

Students are charged normal fees for tuition depending on the length of the scheduled program. Program costs include travel to and from the program site, housing, in-country transportation, site fees, and at least two meals per day, based on the location, nature, and length of the program. Financial aid is available. Students who elect to study in programs offered by other academic institutions are not permitted the transfer of Hiram College scholarships and grants to the sponsoring institution. **Study Away course fees: Students are responsible for all field trip fees at the time of registration for the trip. Once the trip expenses have been incurred by the College, trip fees related to the incurred expenses will not be refunded, even if a student withdraws from (or swaps out of) the course.** Please see the Study Away Refund Policy (http://www.hiram.edu/campus-life/resources/student-accounts/study-abroad-refund-policy/) for more information.

The College's academic calendar, The Hiram Plan, provides students with opportunities for study away each semester and summer.

Students enrolling in study abroad programs offered outside of Hiram College purview must have the courses they intend to take approved by the appropriate department(s) prior to enrolling in the program to ensure accurate credit is awarded.

**Twelve-Week Session:** During the twelve-week session, students complete three courses while spending an extended time abroad. A variety of disciplines and sites are available in the twelve-week session. Each of the modern foreign languages offers its majors, as well as other students interested in foreign languages, the opportunity to study in an appropriate country. These programs are offered on a rotating basis.

The French and Spanish programs are centered in French and Spanish speaking countries, respectively. Students may be taught by Hiram faculty, live with native-speaking host families, and visit places of literary, historic, and cultural importance.

Summer or Spring Break Session: Overseas programs offered in the summer or during spring break may or may not provide academic credit. For additional information, please contact the study away office.

**Three-Week Session:** Students may elect to study away during the three-week sessions, which fall in December and May. This is the most common time for students to study away at Hiram College. Participants complete a single course of intensive experience in the host country. Students select courses encompassing a variety of disciplines.

**Exchange Programs:** Semester-long overseas programs are available to Hiram students who have completed a minimum of 30 credit hours. Credits earned are transferable. Program offerings include Kansai Gaidai University in Japan, Kanda University (https://www.kandagaigo.ac.jp/kuis/english/) in Japan, Bogazici University in Turkey, Istanbul Ayden University (https://www.aydin.edu.tr/en-us/international/int/Pages/index.aspx) in Turkey, IDC Herztliya (https://www.idc.ac.il/en/pages/home.aspx) in Israel, and our longest running exchange John Cabot University in Italy.

To learn more about overseas programs, visit www.hiram.edu/academics/study-abroad (http://www.hiram.edu/academics/study-abroad/).

Hiram students who wish to participate in an overseas independent study must go through a process, beginning with the study away office, in order to qualify for a transfer of credits.

Student Life

Elizabeth M. Okuma, Vice President and Dean of Students
B.S., Bowling Green State University;
M.Ed., University of Georgia;
Ph.D., Colorado State University

Shelley Gordon, Administrative Assistant
B.A., Hiram College

The primary goal of the Student Life Division is to know and understand students and to address student learning and living needs. Through direct student contact, staff members engage with, challenge and support students on their journey toward graduation.

Under the leadership of the vice president and dean of students, the division is responsible for student academic support services, campus activities and involvement, campus safety, career and internship services, citizenship education, commuter and transfer student services, counseling, health and disability services, campus emergency response services, ethnic diversity affairs, family/parent communications, first year programs (e.g. orientation, Institute Days), senior celebration planning, Greek clubs, housing and residential education, international student services, leadership and mentor programs, retention initiatives, student event planning and welcome center services.

Additional Student Life Information and Policies can be found in the Student Handbook (https://www.hiram.edu/campus-life/resources/student-handbook/).
Career and Academic Development

Bethani Burkhart, Director, Career and Academic Development
B.A., Tiffin University
M.H. Tiffin University

Adam Santavy, Coordinator of Academic Development
B.A., Indiana University of Pennsylvania
M.A., Indiana University of Pennsylvania

Career and Academic Development - Academic Development

Web Address: http://www.hiram.edu/academics/academic-support-services/student-academic-services (http://www.hiram.edu/academics/academic-support-services/student-academic-services/)

Mission: The Career and Academic Development program is committed to helping the diverse population at Hiram become more effective and empowered learners and professionals. We promote understanding of course concepts, reinforce successful habits, provide high quality career and academic development experiences, and encourage active independent learning to help students and alumni reach their educational and career goals.

The following academic services are available to students free of charge:

Academic Counseling: Students who take advantage of this service will work one on one with professional staff to establish personally meaningful goals, develop an individualized self-management system, and learn effective study strategies based on his/her unique learning style. Students who participate will be engaged in a team effort with their professors, their faculty advisor, and other essential college resources to assist them in achieving their academic and personal goals.

Peer Tutoring: Academic Development offers a variety of free tutoring options for all students. Academic Resource Center at Hinsdale (ARCH) Tutoring is a drop-in peer tutoring service that occurs Monday-Thursday from 8-10pm in Hinsdale Hall. Student may come in at any time to ask questions and receive assistance with course material and study skills. One-to-one peer tutoring is also available. The student meets with the same tutor for up to an hour a week to work on a specific subject. All tutors, who have taken and passed the course with an A or B, are hired and trained by professional staff, and are available for most subjects.

Student Success Programming: Designed to assist all students, Academic Development offers many presentations and workshops throughout the year on a variety of academic success topics. Staff collaborate with instructors, residence hall staff, and campus clubs and organizations to plan a variety of events.

The Writing Center: Directed by Dr. Jeffrey Swenson and located in the Lindsay-Crane Writing House, the Writing Center exists to support the school's comprehensive commitment to writing. Students in all courses are encouraged to bring papers to the Writing Center at any stage in the writing process for feedback. Writing assistants - skilled writers of almost every major trained to help students improve their writing - work with Hiram students on papers, writing assignments, capstone projects and other written work. The Center is open in the afternoon and evening Sunday through Thursday. We also have satellite hours in the library on Monday and Thursday evening.

Career and Academic Development - Career Planning

Hiram College recognizes that career planning is an important part of college. Career and Academic Development offers students opportunities to develop lifelong skills in self-assessment, the exploration process, and career planning techniques. Career and Academic Development offers individual career advising and three separate classes in career planning. The Career and Academic Development website includes extensive resources for career exploration and job searching, including access for students and alumni to Hiram CareerNet, our online employment and internship database.

Internships are an important part of the career planning process. Students work with their advisers and with Career and Academic Development to plan their internships. Hiram students have learned from internships in such diverse settings as the International Crane Foundation, the Smithsonian, NASA, and the Cleveland Browns. As students near graduation, they may participate in a wide range of activities to learn lifelong job-seeking skills. Workshops on resume and job-search writing, interviewing, and marketing liberal arts skills are held throughout the year. Career and Academic Development also assists students with applying to graduate school and the graduate school application process. In addition, employers and graduate school recruiters visit the campus to recruit students for graduate school programs, and full-time jobs and internships. Career and Academic Development participates in multiple consortium to provide our students and alumni access to employers through job and internship fairs throughout the region.
STDV 10100: **HIRAM 101: SUCCESS IN COLLEGE** ~ 1 Hour(s)

**HIRAM 101: HOW TO BE SUCCESSFUL IN COLLEGE** ~ Starting college can be like moving to a foreign country without knowing the language or the customs. This course introduces elements that first-year students need to adjust to the college setting and become successful managers of their own education and lives. Topics covered include identifying short- and long-term goals, finding your way around campus, learning and using the language of the Hiram College environment, reading a syllabus and assignments, creating a study plan and managing your time, reaching out to professors, knowing who to go to when you need help (academic, financial, personal), becoming an active learner, and managing stress and anxiety. Students will be required to attend all classes, participate in discussions and activities, complete assignments, and write a short essay concerning their experience at Hiram College.

STDV 10200: **MAKING CONNECTIONS: TRANSFER STUDENTS** ~ 1 Hour(s)

MAKING CONNECTIONS: TRANSFER STUDENTS ~ This course is specifically designed to provide transfer students an ongoing orientation to college life at Hiram.

STDV 10300: **MAKING CONNECTIONS: INT'L** ~ 1 Hour(s)

MAKING CONNECTIONS: INTERNATIONAL STUDENTS ~ This course will build upon the discussions begun during International Student Orientation on topics relevant to navigating Hiram College and life in the U.S. In addition to short readings, class discussions, and reflection essays, students will be encouraged to actively engage in campus activities and off-campus excursions.

STDV 10600: **CONNECTING TO AND THROUGH HIRAM COLLEGE** ~ 1 Hour(s)

CONNECTING TO AND THROUGH HIRAM COLLEGE ~ Attaining a college degree is a major accomplishment. Whether you are completing a bachelor's degree following your associate degree at a community college, coming back to school after many years, or embarking on your college journey for the first time, this course is designed to help you make that transition successfully. Not only will this course include topics like time management skills and navigating the challenges that go along with being an adult learner, balancing school with work and life responsibilities, but it will also explore the roots of a liberal arts education. What does that mean? Why is it important to know? What are the benefits? Finally, this course will begin your journey through Hiram Connect, a program of experiential learning and reflection that focuses on fundamental questions like where do you want to go in this life and who do you want to be?

STDV 10800: **EXPERIMENTS IN EFFECTIVE LEARNING** ~ 1 Hour(s)

EXPERIMENTS IN EFFECTIVE LEARNING ~ This course will emphasize basic learning theories and their practical application as they relate to the mastery of content material in a student's current courses. Students will study a hierarchical model of learning and knowledge mastery. Students will refine their abilities to develop study strategies and time management plans, which they will analyze and execute in their current courses. The course will also focus on the process of active versus passive knowledge mastery, as well as collaborative, student-centered models of learning. Pass/No Credit ONLY.

STDV 11000: **EVERYDAY ETIQUETTE** ~ 1 Hour(s)

EVERYDAY ETIQUETTE ~ Have you wondered which fork to use at a fancy restaurant? Have you been unsure of how to email a supervisor or potential employer? Do you wish you had a better idea of how to deal with others who are rude to you? In this course we will use examples from some of our favorite literary characters to analyze how we treat one another, how we treat ourselves, and how we are accountable for our actions. Students will leave this course with a better understanding of civility and etiquette.

STDV 11100: **EXPLORING MAJORS & CAREERS** ~ 1 Hour(s)

EXPLORING MAJORS AND CAREERS ~ This course will present an overview of the issues involved in career planning. Students will participate in self-assessment activities to identify their interests, abilities and values. They will also learn research techniques which will help them explore career options. Pass/No Credit Only.

STDV 12200: **LEADERSHIP IN PRACTICE** ~ 1 Hour(s)

LEADERSHIP IN PRACTICE ~ This course is designed for students who are current leaders or who have had significant leadership experience on campus. The course provides a forum for those students to apply leadership theory to their own experiences in leadership positions. Students will read case studies, participate in field experiences and complete extensive writings on leadership and theory. Prerequisite: STDV 12000 or permission. Prerequisite: STDV 12000

STDV 13000: **HONEST CONVERSATIONS** ~ 1 Hour(s)

HONEST CONVERSATIONS ~ This course will provide an opportunity for students to examine the concept and history of dialogue as a change agent. In addition, they will be participating in an active study circle group. One topic will be addressed in each section including: Racism and Race Relations, Violence in Our Communities, Civil Rights for Gays and Lesbians, and Education in our Communities. This class may not be repeated for credit. Pass/No Credit Only.

STDV 15000: **STUDENT SUCCESS** ~ 1 Hour(s)

STUDENT SUCCESS ~ This course will equip students with the tools, knowledge and resources to improve their academic performance. Students will have an opportunity to meet and hear from several representatives of on-campus student support services and explore topics common to students.

STDV 18000: **WKSP:** ~ 1 Hour(s)

WKSP: ~ This workshop will provide the opportunity for students to examine a special topic in Student Development. Through readings, discussions and written assignments there will be opportunities to evaluate the topic at issue. Workshops may be taken Pass/No Credit only. Students may take no more than nine workshops for credit toward graduation. Workshops can be used as elective credit only. (For PGS students only.)

STDV 19300: **MONEY: FINANCIAL SURVIVAL** ~ 1 Hour(s)

MONEY: FINANCIAL SURVIVAL: ~ This course will address many critical personal financial management topics in order to help students learn prudent habits both while in school and for their lifetimes. Some of the topics that will be explored include: basic cash management, credit (including credit scores and reports), savings, investing, compound interest and the impact of interest rates. The course is activity-based with emphasis on the student's life as the basis for their work. (Please note: this course was based upon and modified from a 3-credit course developed by the University of Wisconsin in conjunction with Great Lakes Higher Education Corporation with approval.) This course is Pass/No Credit only.
STDV 19500: EFFECTIVE/REFLECTIVE LEARNING: 2 Hour(s)
Effective LEARNING, REFLECTIVE LEARNING ~ This course trains students both to be more engaged and effective learners even as they work to be consciously and regularly self-reflective to understand how their college education integrates with other aspects of their life. * Effective Learning: Students will gain an understanding of basic learning theories and their practical application as they relate to the mastery of content material in a student's current courses. Students will refine their abilities to develop study strategies and time management plans, which they will analyze and execute in their current courses. The course will also focus on the process of active versus passive knowledge mastery, as well as collaborative, student-centered models of learning. * Reflective Learning: Students will look beyond daily work in the classroom to see how class content connects to other aspects of their lives, including their place in the community and their future calling and career. Students will be required to attend all classes, participate in discussions and activities, complete written work and other assignments, keep an online reflective journal of their academic and collegiate experience, and to write a final essay concerning their experience in at Hiram College.

STDV 21100: PUTTING YOUR MAJOR TO WORK: 1 Hour(s)
Putting your Major to Work~ Experts predict most adults will have between five and seven careers in their adult lives. This course teaches basic lifelong job search skills including skills identification, targeting employers, resume writing, correspondence in the job search, networking, and interviewing. Pass/No Credit Only.

STDV 28000: SEM: 4 Hour(s)
Seminar~

STDV 28100: INDEPENDENT STUDY: 1-4 Hour(s)
Independent Study~

STDV 29800: FIELD EXPERIENCE: 1-4 Hour(s)
Field Experience~

STDV 31200: STEPS TO GRAD SCHOOL: 1 Hour(s)
Steps to Graduate School~ This new one credit Student Development course is recommended for juniors and seniors who will be graduating within the next year. We will examine the important decision about attending graduate and professional school from several angles. First – is graduate or professional school the right step to take? What are the intellectual, career and personal advantages of gaining another degree? How will additional education enhance and/or focus your strong liberal arts background? Further, what are the challenges and downsides – the time, the added loans, the challenging curriculum, the job market in your field? Second – the course will clearly identify the steps to take to research and apply to grad school including topics such as exploring the wide variety of grad school programs, working closely with faculty advisers, preparing for the dreaded testing, the application process, funding options, and the final decision. Students will come out of the course with a clear set of steps to take to move their educational plans forward. Pass/No credit Only. This class is recommended for juniors and seniors.

STDV 38000: SEM: 1-4 Hour(s)
Seminar~

STDV 38100: SPC TPC: 1-4 Hour(s)
Special Topic~

STDV 48100: INDEPENDENT RESEARCH: 1-4 Hour(s)
Independent Research~

STDV 49800: INTERNSHIP: 4 Hour(s)
Internship~

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Office of International, Commuter, and Transfer Student Services

Nicole Gatrell, Director, International, Commuter, and Transfer Student Services
B.A., Kent State University;
M.A.Ed., Baldwin Wallace University

The Office for International, Commuter, and Transfer Student Services is dedicated to providing support to prospective and current international, commuter, and transfer students.
International student support includes a wide range of topics that include immigration matters, social and cultural differences, financial matters and personal concerns.

Commuter and Transfer Student Services strive to ensure the success of our commuter and transfer student population and connections to Hiram College.

The Internship Program
Bethani Burkhart, Director, Career and Academic Development

Hiram College is committed to experiential education. Through internships, students have opportunities for a variety of intensive learning, working situations to assist in their total educational and individual growth. These experiences are part of a career development process which helps students clarify values, develop skills, and set personal and academic goals. Through the academic program, Hiram College clearly defines knowledge, concepts, and competencies required for successful completion of a liberal arts education. Hiram College’s internship program permits students to bridge the distance between the theories they have learned in the classroom and application of their knowledge. Further, the program enables students and the college itself to be aware of procedures, methodologies, systems, and techniques employed in working environments, and the ways these may influence contemporary liberal education.

Each academic department may offer field experiences and internships. Field experiences are designed for students to observe a work situation, and to contribute, when possible, to the functioning of the work environment. By working 40 to 80 hours at the cooperating institution, students may earn one to four semester hours of academic credit for the term in which they are enrolled. Internships are more intense and require the active involvement of the students in the work situation at the cooperating institution for a minimum of 120 hours. A maximum of eight semester hours of academic credit are given for the successful completion of the internship. The same four-credit internship with identical course content or placement may be taken only once. Students with exceptional circumstances and opportunities may petition the associate dean for an exception to this policy.

Many departments assist students in the placement process for the internship program. The departments establish prerequisites for the application procedure in setting class rank, grade-point requirements, and judgments regarding social and personal maturity. Prospective interns are required to have a faculty advisor who will monitor the experience, grade the academic requirements, and coordinate departmental efforts with the campus-wide program. Some internships, appropriate for liberal arts students, do not fall directly under the jurisdiction of one department. These opportunities are coordinated by the Director of the Career Center who also helps students plan and prepare for their internship experience.

Campus Safety
Daniel Fynes, Director, Campus Safety
B.S., Youngstown State University

Kevin Joyce, Safety Officer
Robert Lax, Safety Officer
Carl Lipcsik, Safety Officer
Ron Loveland, Safety Officer
Shelby Mueller, Safety Officer

Stephanie Tickemyer, Safety Officer
K. Samuel Adams, Technical Specialist
Nikole Benjamin, Administrative Assistant

The Office of Campus Safety is committed to making the Hiram College environment as safe as possible for students, faculty, staff, and visitors to the campus. Campus Safety Officers collaborate closely with the Hiram Village police department and fire department to provide comprehensive public safety services. Campus parking is also under the auspices of Campus Safety. Information on campus parking policies can be found on the College website (https://www.hiram.edu/campus-life/resources/parking/) or online in the Student Handbook (http://home.hiram.edu/doc/hiramstudenthandbook.pdf). While safety relies on people making sensible individual choices, the department complements individual choices with educational programs and services such as property engraving, escorts after dark, and personal safety programs. The Office of Campus Safety is located on the 2nd floor of the Kennedy Center. You can reach the office by calling 330.569.5110, or 330.569.3211, option 1 or by pressing 0, option 1 on any campus phone.

Citizenship Education
Ed Frato-Sweeney, Director of Residential and Citizenship Education
B.A., M.A., Miami University

Citizenship Education coordinates all student conduct procedures, training, hearings, and communications. It also initiates efforts to educate students about voting and other citizenship opportunities, and produces the Hiram College Student Handbook. The director’s office is located on the top floor of Bates Hall (Hayden entrance).

A copy of the current student handbook can be downloaded from the website - Student Handbook (https://www.hiram.edu/campus-life/resources/student-handbook/).

Office of Campus Involvement
Sarah Dowd Dyer, Director of Campus Involvement
B.S., University of Louisiana


The Office of Campus Involvement (OCI) seeks to engage, inspire, and empower the students and student leaders of Hiram College. OCI strives to provide opportunities for students to get involved and find their place in the Hiram community. OCI supports many aspects of campus life including student organizations, leadership development, and major event programming.

Hiram College has nearly 90 registered student clubs and organizations, including academic societies, cultural groups, sports clubs, political action and special interest groups. These clubs and organizations provide students with endless opportunities to experience new activities, ideas and beliefs, develop public speaking and leadership skills, and to meet and interact with other students, faculty, staff and community members who share similar interests. Serving as a resource, OCI assists students and student organizations in various areas related to program planning and organization development. The Director of Campus Involvement also advises the Kennedy Center Programming Board, a student run
organization that plans many of the comedians, artists, excursions, and events throughout the year.

Our mission at Hiram College is to enable students of all ages to develop as intellectually alive, socially responsible, ethical citizens ready for leadership and for continuous personal and professional growth. The Office of Campus Involvement provides a variety of opportunities for students to enhance their leadership skills and empowers them to assume roles in all forms of leadership on campus and beyond. Programs such as the annual Emerging Leaders Retreat and yearly Student Leadership Awards ceremony recognize the importance of student leaders on campus.

OCI supports major events and traditions on campus including the Involvement Fair, Welcome Week, Homecoming, and Springfest. The Involvement Fair is an opportunity for students who are interested in getting involved to connect with student organizations. Welcome Week takes place in the first week of classes and aims to engage students, during their first week on campus for the fall semester. Homecoming is a weekend full of activities including a parade, bon fire, and the homecoming dance. Lastly, Springfest is a cluster of activities that culminate during the spring semester.

Office of Civic Engagement

The Office of Civic Engagement at Hiram College strives to enable students of all ages to develop as intellectually alive, socially responsible, ethical citizens ready for leadership and for continuous professional growth. The Office of Civic Engagement is a collaborative partnership with Hiram’s Center for Engaged Ethics and seeks to engage students in opportunities to connect lessons from the classroom with the needs of our community, all the while helping students to reflect on ethical issues and consider how they will utilize their Hiram education in the future to better their communities. Engaging in a process of Awareness, Reflection, and Action, students engage and serve in the community through diverse service learning courses, annual days of service, alternative spring break trips, individual community service opportunities, and participation with service clubs, athletic teams, sororities and fraternities. Community partners include Hiram House Camp which serves urban youth and was founded in 1898 by Hiram Alumni, Hiram Farm Living and Learning Community which is an organic farm in Hiram serving adults on the Autism spectrum, several area schools and community centers, the Hiram Community Garden, several animal and land preservation related organizations, Hattie Larlham which serveschildren and adults with developmental disabilities, Robinson Memorial Hospital, and area organizations serving the elderly.

Service Learning Courses

Service Learning, as defined by Learn and Serve America, ’is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities.’

Service Learning Courses (SL) are 1-4 credit hour courses which fulfill the following criteria:

- Identify and provide a service, such as volunteering of time and giving of resources, to members of a local, national, global or ecological community
- Offer structured opportunities for reflection
- Enhance civic responsibility and create a broader understanding of opportunities for civic engagement within the discipline being taught
- Provide student preparation and support for service activities
- Respect and acknowledge the sustainability of the service and relationship with the community partner(s)
- Maintain mutual respect and reciprocity between students and the community partner
- Include systems for student, course, and community partner evaluations
- Include a minimal of 20 hours of service, including at least five direct contact hours with an agency and/or its clientele. Up to 10% of service hours may include transportation and/or an orientation given by the agency.

Areas of Distinction

- Service-learning serves as a distinctive program that provides opportunities for interdisciplinary and collaborative education, service, and entrepreneurial activities. Additionally, service-learning integrates student life initiatives with the academic curriculum.
- The annual Ethics theme for the campus serves as a corner stone for academic discourse across all disciplines.
- The Center builds relationships, interdisciplinary collaborations, and programmatic opportunities with the other Centers of Excellence.

Diversity and Inclusion

Detra M. West, Associate Dean of Students/Director, Office of Diversity and Inclusion
B.S., Valdosta State University; M.A., Cleveland State University

Web address: http://www.hiram.edu/campus-life/get-involved/diversity (http://www.hiram.edu/campus-life/get-involved/diversity/)

Diversity at Hiram encompasses acceptance, respect, collaboration, empowerment, and inclusion. Diversity also means understanding that each individual is unique and that our commonalities and differences make the opinions, ideas, and contributions we have to offer all the more valuable.

The Office of Diversity and Inclusion (ODI) is organized to work in a focused way with individuals and groups to advance the College’s long standing goal of attracting and sustaining a vibrant and healthy multicultural community. Throughout the year, ODI actively engages in a variety of programs and strategic initiatives that are intended to promote mutual understanding and respect for all members and guests of our diverse community.

Counseling Center

Kevin P. Feisthamel, Director of Counseling, Health and Disability Services
B.A. University of Connecticut; M.A. John Carroll University; Ph.D. University of Akron

Web address: http://www.hiram.edu/resources/health-counseling-and-disability-services/counseling-services (http://www.hiram.edu/...
resources/health-counseling-and-disability-services/counseling-services/)

Emotional health is important to an overall sense of well-being. The Counseling Center is available to help Hiram students to be able to fully participate in both their academic life and their campus involvement. College can be the best of times, but there also may be times of challenges, stresses, and distresses. The Counseling Center staff is available to provide assistance and support to students during difficult times in their lives or simply to provide a listening ear.

Problems and concerns that interfere with a student’s ability to focus on coursework or to enjoy the many opportunities for learning and having fun outside the classroom are the kinds of issues that students often bring to the Counseling Center. The focus of the Hiram College Counseling Center is to help students with the short-term issues that are typical of this age. Students who have mental health issues that are long term in nature, that are chronic, or that require specialized treatment or monitoring will need to seek treatment with a private mental health professional in one of the neighboring communities.

On-campus counseling services are free of charge to full-time, traditional students. Fees for off-campus services will be the financial responsibility of the student. Students are also responsible for providing their own transportation to off-campus appointments.

Information shared with a counselor remains confidential and in no way reflects upon the student’s academic record. The Counseling Center does not release information without the student’s knowledge and consent, unless state or federal law mandates release of that information or there is clear indication of threat to the safety of the student or to the community at large.

Disability Services

Kevin P. Feisthamel, Director of Counseling, Health and Disability Services
B.A. University of Connecticut
M.A. John Carroll University
Ph.D. University of Akron

Web address: http://www.hiram.edu/resources/health-counseling-and-disability-services/disability-services/disability-services/)

The College makes every effort to provide reasonable assistance to students with permanent or temporary disabling conditions. In providing support services to students with special needs, our goal is not only to provide the support that is needed in order to have the opportunity for academic success here at Hiram, but also to help develop both the functional skills and the skills of self-advocacy that will help students in their lives after Hiram.

In order for accommodation requests to be considered, the following documentation must be provided: a self-disclosure form identifying the specific diagnosis of the disability; current documentation of the disability (a copy of the most recent IEP or 504 plan is helpful, but typically does not contain all of the documentation needed); educational, developmental and medical history relevant to the disability; copy of the most recent reports or evaluations containing the actual scores of testing/assessments; specific information as to how the disability impedes college life and academic performance; and suggested accommodations. The College reserves the right to require more detailed or more current documentation when necessary to consider accommodation requests. Students are encouraged to contact the Director of Disability Services early in their college career to discuss any anticipated special needs.

The Hiram College Library

TBA, Library Director

Terri Foy, Circulation/Reserve/Interlibrary Loan/OhioLINK Officer
B.A. Hiram College
M.L.S. Kent State University

Marc Freeman, Media Services Manager
B.A. Bowling Green State University

Christopher Schmidt, Electronic Resources/Systems Librarian
B.A. Washington University
M.L.S. University of Missouri – Columbia

Laurence Skirvin, Technical Services Librarian
B.A. University of West Georgia
M.A. Kent State University
M.L.S. Kent State University

The Hiram College Library offers an exciting mix of the old and new, especially in its collections, where print and physical items compete with a growing digital collection. The library has a physical collection of more than 200,000 books, nearly 200 current print periodical subscriptions, more than 10,000 CDs from all music genres, and 2,500 videos.

At the same time, the library offers access to more than 136,000 e-books, 70,000 periodicals (with more than 7,000 current titles), and thousands of digital images, videos, and sound files.

Opened in 1995, the Library offers a variety of physical spaces for student use, ranging from quiet study space for individuals, to group study rooms, to areas for group collaborations. The library offers 16 public-access computers, as well as laptops that are available for checkout at the Circulation Desk for use within the library. Media Services, located on the lower level of the building, offers additional technology options, such as scanners, a printer capable of poster size, and a 3D printer.

The library is a member of OhioLINK, a consortium of 121 academic libraries and the State Library of Ohio. The combined catalog of OhioLINK members provides members of the Hiram College community with access to more than 50 million books and other library materials. Students, faculty, and staff are able to borrow items through the OhioLINK catalog under the rules set forth by the OhioLINK community.

Instruction in how to use the library’s many resources is part of the First-Year Program. Additional formal instruction is offered, and reference librarians are available to assist library users. Many of the library’s digital resources are available 24/7 from wherever Hiram students, faculty, and staff have Internet access.

Hiram Library (https://www.hiram.edu/visit/locations/library/)

Registrar’s Office

Theresa Drake Fuller, Registrar
B.S.B.A., Ashland University
M.B.A., Syracuse University

Virginia Taylor, Associate Registrar
B.S., Alderson-Broaddus College
The Registrar's Office provides many services to the Hiram community, including the following:

- Enrollment verification
- Transcripts
- Verification of Good standing
- Registration and Class Schedule
- Declaration of major, minor, and advisor
- Processing of Advanced Placement, International Baccalaureate, and all transfer credit
- Processing grade mailers upon student request

**Academic records**

Hiram College is committed to the protection and confidentiality of student educational records, adhering closely to the guidelines established by the Family Educational Rights and Privacy Act (FERPA), which is a federal legislation established to regulate access and maintenance of student educational records.

The Family Educational Rights and Privacy Act (FERPA) affords certain rights to students in respect to their education records, including the right to inspect their education records; to request an amendment of the records that the student believes are inaccurate; and to control disclosures of their records except to the extent that FERPA authorizes disclosure without consent. It is important to note that all rights to access move to the student when that student (regardless of age) is in a post-secondary educational institution; parents, spouses, and significant others have no inherent right to access to student education records. Education records, for the most part and with certain exceptions, include all records maintained in any medium which can identify the student.

Please visit the Registrar’s Office website or see below to view Hiram’s Annual Notification to Students regarding their FERPA rights and the exceptions to the requirement of prior student consent for release of student record information.

**Directory Information**

Under the Family Educational Rights and Privacy Act of 1974 (FERPA), Hiram College may release, on an unlimited basis, a student’s Directory Information, which is defined as that information not generally considered harmful or an invasion of privacy if disclosed. Directory Information includes:

- Student’s name
- Local and permanent addresses
- Email address
- Telephone listing
- Date of birth
- Dates of attendance
- Class level (undergraduate/graduate, first-year, sophomore, etc.)
- Degrees conferred
- Honors and awards received
- Major field(s) of study
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Final theses/Capstones titles
- Photograph
- Most recent previous educational agency or institution attended
- Hiram students may withhold the release of their Directory Information by notifying the Registrar within the first week of the fall semester using the Request To Withhold Directory Information Form available in the Registrar’s Office or on our website. Such a request to withhold information remains in effect until revoked in writing by the student, regardless of whether the student is a current, withdrawn, or graduated student. Please note that such a request is binding for all of the above Directory Information listing and to all parties other than for those exceptions allowed under the Act.

Students should carefully consider the consequences of any decision made to withhold directory information as any future requests for such information (even those received after graduation) from other schools, prospective employers or other persons or organizations will be refused. Hiram College will honor the request to withhold all directory information, but cannot assume responsibility to contact the student every time a request is received. Regardless of the effect upon the student, Hiram College assumes no liability for honoring the student’s instructions that such information be withheld. Any questions can be directed to the Registrar’s Office, Student Service Suite, Teachout-Price Building, or PO Box 67, Hiram OH 44234; 330.569.5210.

**Annual Notification of Students Rights Under the Family Educational Rights and Privacy Act (FERPA)**

In accordance with the Family Educational Rights and Privacy Act (FERPA), students enrolled at Hiram College are hereby notified of their rights to their education records:

1. Students have the right to inspect and review their education records within 45 days of the day Hiram College receives a request for access. Students should submit to the Registrar’s Office written requests that identify the record(s) they wish to inspect. The Registrar 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 Registrar’s Office, the student shall be advised of the correct official to whom the request should be addressed.

   a. A student is defined as any person for whom an education record is maintained by Hiram College and who has begun attending classes at Hiram College.

   b. In general, an education record is defined as any records in any medium directly related to a student and maintained by the institution...
or by a party acting for the institution. An education record is any record in handwriting, print, tape, microfilm, electronic file or other medium maintained by Hiram College.

The following exemptions are not part of the education record or subject to this Act:

i. Personal records maintained by the College staff/faculty if kept in the sole possessions of that individual, and the information is not accessible or revealed to any other person, e.g. faculty grade book, advising file.

ii. Employment records not contingent on the student’s enrollment. (Therefore, student worker records, evaluations, files are part of a student’s education record).

iii. Law enforcement records that are created by a law enforcement agency for that purpose.

iv. Medical and psychological records used solely for treatment.

v. Alumni records containing information relating to a person after that person is no longer a student at Hiram.

2. Students have the right to request that the College amend an education record that the student believes to be inaccurate. Students should write to the Registrar, clearly identifying the part of the record they want changed and specifying why it is inaccurate. If Hiram College decides not to amend the record as requested by the student, the student shall be notified of the decision and advised as to his or her right to a hearing regarding the request for amendment.

3. Students have the right to provide written consent before Hiram College discloses personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests.

a. A school official is a person employed by Hiram College in an administrative, supervisory, academic, research, or support staff position (including law enforcement personnel and health staff); a person or company with whom Hiram College has contracted (such as an attorney, auditor, collection agent, degree conferral agent, document managing agent, and placement sites for internship, clinical, or similar student work/study opportunities); a person serving on the Board of Trustees; a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks; consultants, volunteers or other outside parties to whom Hiram College has outsourced institutional services or functions that it would otherwise use employees to perform. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

b. As allowed within FERPA guidelines, Hiram College may disclose education records without consent to officials of another school, upon request, in which a student seeks or intends to enroll.

4. Students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by Hiram College to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW., Washington, DC, 20202-4605.

5. At its discretion, Hiram College may provide Directory Information in accordance with the provisions of the Family Education Rights and Privacy Act. Directory Information is defined as that information which would not generally be considered harmful or invasive of privacy if disclosed. Designated Directory Information at Hiram College includes the following: student name, permanent address, local address, temporary address, electronic mail address, telephone number(s), date of birth, dates of attendance, class level (undergraduate/graduate, first-year, sophomore, etc.), degrees conferred, honors and awards received, major field(s) of study, participation in officially recognized activities and sports, weight and height of athletic team members, final theses/capstones, photograph, most recent previous educational agency or institution attended.

Students may withhold Directory Information by notifying the Registrar in writing within the first week of the academic semester the request is to become effective. (A request form to withhold Directory Information is available in the Registrar’s Office). Please note that such withholding requests are binding for all information to all parties other than for those exceptions allowed under the Act. Students should carefully consider the consequences of any decision made to withhold directory information as any future requests for such information from other schools, prospective employers or other persons or organizations will be refused. Hiram College will honor the request to withhold all directory information, but cannot assume responsibility to contact the student every time a request is received. Regardless of the effect upon the student, Hiram College assumes no liability for honoring the student’s instructions that such information be withheld.

Documentation of FERPA violations is maintained in the Registrar’s Office and in the Office of the Vice President and Dean of the College.

6. As of January 3, 2012, the U.S. Department of Education’s FERPA regulations expand the circumstances under which your education records and personally identifiable information (PII) contained in such records — including your Social Security Number, grades, or other private information — may be accessed without your consent. First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local education authorities (‘Federal and State Authorities’) may allow access to your records and PII without your consent to any third party designated by a Federal or State Authority to evaluate a federal- or state-supported education program. The evaluation may relate to any program that is ‘principally engaged in the provision of education,’ such as early childhood education and job training, as well as any program that is administered by an education agency or institution. Second, Federal and State Authorities may allow access to your education records and PII without your consent to researchers performing certain types of studies, in certain cases even when we object to or do not request such research. Federal and State Authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive your PII, but the Authorities need not maintain direct control over such entities. In addition, in connection with Statewide Longitudinal Data Systems, State Authorities may collect, compile, permanently retain, and share without your consent PII from your education records, and they may track your participation in education and other programs by linking such PII to other personal information about you that they obtain from other Federal or State Authority systems and programs.
data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service, and migrant student records systems.

**Academic Records of Deceased Students**

Upon a student’s death, education records are no longer protected under FERPA. As such, the disposal of records pertaining to a deceased individual is not a FERPA issue but a matter of institutional policy. Hiram College maintains full discretion in deciding whether, and under what conditions, education records of deceased students should be disclosed.

In general, the College will not release education records but may do so under the following conditions:

- The Registrar’s Office will release such records if the College receives a valid subpoena requesting such records.
- The Registrar’s Office may choose to release such records with the written authorization of the executor of the deceased student’s estate or next of kin, if an executor has not been appointed. Such individual would need to provide proof of the student’s death (i.e., death certificate or obituary notice). The request will be reviewed by the Registrar and the Academic Dean of the College, or their designates, who will make the determination on a case-by-case basis. Requests should be sent to Hiram College Registrar’s Office, PO Box 67, Hiram, OH 44234.

**Religious Life**

**Christopher McCreight**, Chaplain  
B.A., Hiram College  
M.Div., Emory University

The Hiram College religious tradition is well-represented by James A. Garfield, 20th President of the United States, who gained local renown as a lay preacher through his debates with itinerant atheists. Hiram has a continuing relationship with the Christian Church (Disciples of Christ), and a special scholarship fund exists for children of Disciples of Christ families and ministers. Because of this tradition, current religious life at the College is open and free of any sectarian emphasis.

Organized opportunities for worship and religious education, fellowship, and service exist for Protestant, Catholic, Jewish, and Muslim students. All are welcome. The College Chaplain, along with student groups, seeks to plan programs of interest to all students and to assist any student to express his or her religious tradition. Special attention is paid to both tradition-specific and interfaith programming in the Fisher All Faith Chapel and Meeting House.

The College has a special relationship with the Hiram Christian Church, which is adjacent to the campus. The church welcomes persons of many religious traditions, and students may retain membership in their home churches while affiliating as associate members of the Hiram church.

The College Chaplain is available for personal and spiritual counseling, as well as for advising religious groups and assisting Religious Life programming.

**Residential Education**

**Ed Frato-Sweeney**, Director of Residential and Citizenship Education  
B. Phil., Miami University

**M.A., Miami University**

**Kyle Wolfe**, Assistant Director of Residential Education  
B.A., Wilkes University  
M.A., Fairleigh Dickinson University

**Kelly Johns**, Coordinator of Housing Operations  
B.A., Kent State University

**James Workman**, Area Coordinator  
B.A., Hiram College  
M.A.Ed., Baldwin Wallace University

**Tessa Conville**, Area Coordinator  
B.S., Saint Vincent College  
M.A., Slippery Rock University

**Danielle Thompson**, Resident Director  
B.S., Friends University


The Office of Residential Education at Hiram aims to supplement as well as complement the classroom experience of each student. A goal of our Residential Education program is to motivate students to become interested in the process of their own education and development. In the classroom, the professor is concerned with the development of the intellect. In the Residential Education Office, the staff is concerned with the total effectiveness of individuals in dealing with all aspects of their environment. The staff is concerned with the students’ ability to relate to others, solve problems, make decisions and compromises, and above all, to better understand who they are, through increased awareness of their interests, aptitudes, abilities, and limitations.

The staff is responsible for providing activities and programs that will enhance the educational process and provide interesting and entertaining opportunities for students to enjoy. If you have any ideas, questions or concerns, please stop by or call the office.

The Residential Education Office is located in Bates Hall. The telephone number is 330.569.5232.

**Special Events**

**Martha Schettler**, Director, Special Events and Conferences  
Title IX Coordinator  
B.A., Slippery Rock University

schettlerma@hiram.edu  
330-569-6116

Special Events are held throughout the academic year and are scheduled through the Special Events office. The types of events that take place include student coordinated activities, faculty/staff led convocations, concerts and artist series, along with many educational and community focused forums. This diverse selection of events seeks to expose the College community to new ideas and experiences that both further education and provide entertainment. The Special Events office assists event owners in scheduling, planning, and successfully holding their events.

Hiram students, faculty, and staff are admitted free of charge to most Special Events functions and often are able to engage in informal
conversation with the authors, artists, presenters and fellow participants following the event.

**Student Health Services**

**Gayle Galan**, M.D., Medical Director  
B.A., Case Western Reserve University;  
M.D., Case Western Reserve University

**Asha Goodner**, APRN-BC, FNP, Director of Student Health Services  
B.S., University of Richmond;  
B.S., M.S., Virginia Commonwealth University

**Marjie Billock**, RN, Student Health Center  
BSN, Virginia Commonwealth University

**Tricia Fincham**, Health Center Coordinator  
B.A., Hiram College

**Web address:** https://www.hiram.edu/campus-life/resources/health-counseling-and-disability-services/health-center/

Hiram College Student Health Services, located in the Julia Church Health Center, offers primary health care for a residential college community. In addition, we integrate primary care with epidemiological and educational services that both prevent and heal. Good physical/mental/spiritual health and healthy habits enhance one’s ability to learn and achieve.

Appointments are available Monday through Friday with a nurse practitioner and once a week with a physician. A physician is on call 24 hours a day, 7 days a week. Health education programming is available at various locations on campus throughout the academic year.

**Academic Programs**

Majors in the natural sciences, education, and nursing must be started in earnest, but most other majors should begin by the sophomore year.

**Undergraduate Degrees and Majors in the Traditional College**

- Accounting and Financial Management Major (p. 138)
- Applied Computer Science Major (p. 252)
- Art and Design Major (p. 77)
- Biochemistry Major (p. 230)
- Biology Major (p. 240)
- Biomedical Humanities Major (p. 201)
- Chemistry Major (p. 246)
- Communication Major (p. 144)
- Computer Science Major (p. 253)
- Creative Writing Major (p. 86)
- Crime, Law, and Justice Major (p. 162)
- Education - Teacher Licensure Program (p. 172)
- Educational Studies Major (p. 177)
- English Major (p. 93)
- Environmental Studies Major (p. 183)
- History Major (p. 108)
- Integrative Exercise Science Major (p. 209)
- International Studies Major (p. 110)
- Management Major (p. 155)
- Marketing Major (p. 158)
- Neuroscience Major (p. 262)
- Nursing Major (p. 214)
- Other Pre-Professional Studies (p. 66)
- Performing Arts Major (p. 129)
- Physics Major (p. 267)
- Physics Major (Engineering 3+2) (p. 257)
- Political Science Major (p. 190)
- Pre-Law (p. 67)
- Pre-Medical Studies (p. 66)
- Pre-Veterinary Medicine (p. 68)
- Psychology Major (p. 222)
- Public Health Major (p. 227)
- Sociology Major (p. 197)
- Sport Management Major (p. 160)

**Individualized Majors**

A student may also choose to propose an individualized major that combines coursework from two or more departments. These are designed in consultation with academic advisors in each department. The individualized major must be sponsored by at least one faculty member and must be approved by the Academic Program Committee. Individualized Majors will also need to include a capstone experience approved through their advisor. Students with an Individualized Major may apply for departmental honors through their advisors who will make application to the Academic Policy Committee.

Students interested in pursuing an individualized major should consult with the Associate Dean of the College.

International students must have the approval of the Director of International Studies to submit and Individual Major proposal.

**Academic Minors**

Students may also choose a minor at Hiram. Minors are offered in almost every department. Some minors offered are interdisciplinary in nature. Usually a minor consists of 18 to 20 semester hours. Most minors cannot be taken in the same academic department as the major. Information about the requirements for both majors and minors is available from either the department chair or the program coordinator.

- Accounting and Financial Management Minor (p. 139)
- Art and Design Minor (p. 78)
- Asian Studies Minor (p. 79)
- Biology Minor (p. 242)
- Biomedical Humanities Minor (p. 204)
- Chemistry Minor (p. 248)
- Classical and Medieval Studies Minor (p. 81)
- Communication Minor (p. 145)
- Computer Science Minor (p. 255)
- Crime, Law, and Justice Minor (p. 163)
- Economics Minor (p. 148)
- Educational Studies Minor (p. 178)
- English Minor (p. 95)
- Entrepreneurship Minor (p. 151)
- Entrepreneurship Minor - Biochemistry (p. 231)
• Entrepreneurship Minor - Chemistry (p. 248)
• Environmental Studies Minor (p. 184)
• Ethics Minor (p. 97)
• Film Studies Minor (p. 98)
• French Minor (p. 118)
• Gender Studies Minor (p. 99)
• History Minor (p. 110)
• Integrative Exercise Science Minor (https://catalog.hiram.edu/undergraduate/schools/health-medical-humanities/integrative-exercise-science/integrative-exercise-science-minor/)
• International Studies Minor (p. 112)
• Management Minor (p. 156)
• Mathematics Minor (p. 261)
• Natural History Minor (p. 261)
• Natural History Minor - Biology (p. 243)
• Performing Arts Minor (p. 131)
• Philosophy Minor (p. 135)
• Photography Minor (p. 78)
• Physics Minor (p. 269)
• Political Science Minor (p. 192)
• Psychology Minor (p. 226)
• Public Health Minor (p. 229)
• Public Leadership Minor (p. 193)
• Sociology Minor (p. 199)
• Spanish Minor (p. 118)
• Sport Management Minor (p. 161)
• Writing Minor (p. 88)

Declaration of Major, Minor, Advisor

Effective Fall 2012, all traditional students must declare their major by March 1st of their Sophomore year, or before earning 56 hours and becoming juniors. If a student is not declared by March registration for the following Fall semester, the student will be blocked from registration. Students transferring in with sophomore, junior or senior standing must declare a major prior to registration for their third semester at Hiram College. Minors should be declared no later than the semester in which the student graduates.

Advising is a key component of a student's major and minor declaration. Therefore, after discussing their interest in a particular major or minor with the chair of the department, and if required a faculty member within the department, traditional students can officially declare their major and minor in the following manner:

1. Obtain the Declaration of Major/Advisor or Declaration of Minor/Advisor form from the Registrar's Office. Consult with proposed major advisor to discuss Connect Major Declaration essay along with obtaining the appropriate signatures.
2. Obtain the signature of the School Director on the appropriate form and the signature of the new advisor.
3. Submit form with all signatures to the Registrar’s Office for processing.

Health Science Programs

http://www.hiram.edu/health/pre-health-advising (http://www.hiram.edu/health/pre-health-advising/)

Introduction

Hiram believes that the best training in the health professions is obtained through rigorous, specialized study within the context of a broad liberal arts background. Hiram College students can prepare for post-baccalaureate study in medicine and other health science fields through several courses of study.

Students interested in health science are strongly advised to discuss their interest with a member of the Health Science Board. A variety of health sciences catalogs and literature are on file in the Career Center office.

Academic Offerings

• Other Pre-Professional Studies (p. 66)
• Pre-Medical Studies (p. 66)

Faculty

Health Science Board
Bradley Goodner, Professor of Biology; Edward J. Smerek Endowed Chair of Mathematics, the Sciences, & Technology; Director of the Center for Scientific Engagement
Cara Constance, Associate Professor of Biology
Nick Hirsch, Associate Professor of Biology
Brian Knettle, Associate Professor of Chemistry
Erin Lamb, Associate Professor of Biomedical Humanities
Jill Rankin, Director of Nursing, Assistant Professor of Nursing
Carol Shreiner, Associate Professor of Chemistry
Bethani Burkhart, Director of Career and Academic Development

Other Pre-Professional Studies

Other Pre-Professional Studies

Students preparing for doctoral-level professional programs in other medical areas, such as dentistry, physical therapy, optometry, podiatry, and veterinary medicine take the same First-Year courses as a pre-medical school student. The remainder of the student’s course work may vary considerably; therefore, early consultation with a member of the Health Science Board is imperative. It is occasionally possible to enter the professional school program after the junior year at Hiram. The remaining requirements for the B.A. degree can then be completed during the first year of the professional program.

Pre-Medical Studies

Pre-Medical Studies

Medical schools usually seek students with broad backgrounds in the liberal arts, excellent work in a core of science courses, and a strong concentration in one academic area. The major field need not be in the sciences, although it frequently is. Indeed, statistics supplied by the Association of American Medical Colleges indicate that a student majoring in the humanities has as good a chance of being accepted by a medical school as a student majoring in the sciences. However, both
must take a specified minimum number of courses in biology, chemistry, mathematics, and physics.

Students considering a career in medicine will usually take the MCAT exam in the spring of their junior year. Before this time, students will need to complete the following courses:

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- PHYS 11300 | PRINCIPLES PHYSICS I-W/LAB:SM
- PHYS 11400 | PRINCIPLES PHYSICS II-W/LAB:SM

MATH 19800 CALCULUS I:MM and MATH 19900 CALCULUS II:MM are prerequisites for the calculus-based Physics courses.

The Board urges that all serious candidates for medical school complete at least one of the following course sequences during their first year at Hiram:

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Before the end of the first year, the student is advised to meet with a member of the Health Science Board to discuss and plan course work for subsequent years. Along with the courses listed above, some medical schools require additional courses in chemistry and biology. Hiram graduation requirements in composition and literature meet the English requirements of most medical schools. Some admissions committees may require courses in the humanities. Students should consult the catalogs of specific medical schools to determine which additional science and non-science courses are required for admission.

Students interested in preparing for medical and other health related professional programs may consider a major or minor in biomedical humanities. However, medical schools will accept students from any major, so students are encouraged to pursue majors aligned with their academic interests. We have had successful entrants to medical school from majors such as music and Spanish, in addition to the sciences. Our biomedical humanities program includes the basic science core required for most programs, as well as a strong liberal arts foundation stressing communication skills, diversity sensitivity, ethical development, and service learning. Students should consult the catalog description of the major or members of the Health Science Board for further information.

### Pre-Professional Programs

#### Academic Offerings

- Engineering 3/2 (p. 67)
- Pre-Law (p. 67)
- Pre-Veterinary Medicine (p. 68)
- Social Work 3/2 (p. 68)

#### Engineering 3/2

The dual degree engineering program (also called a binary engineering program or 3+2 program) gives students the advantages of a liberal arts education: focus on written and oral communication skills, exposure to a broad range of topics, ways of thinking that employers value, and close, personal attention from faculty. Along with these benefits, the student also has the advantage of training in a technical field.

Dual degree students are eligible for admission to the engineering school if the required academic and disciplinary standards are met. Hiram College has agreements with Case Western Reserve University in Cleveland (They require students to have a 3.0 GPA overall and a 3.0 GPA in their required science and math courses while at Hiram.) and Washington University in St. Louis (They require students to have a 3.25 GPA overall and a 3.25 GPA in their required science and math courses while at Hiram. Courses with less than a C-will not be accepted for transfer).

Students who participate in the dual degree program graduate after five years (three at Hiram, two at the engineering school) with a Bachelor of Arts degree from Hiram College and a Bachelor of Science degree from the engineering school. Washington University also has a 3+3 option in which students can spend a third year at the engineering school to obtain both a bachelor’s and master’s degree in engineering.

Students are still eligible for financial aid their fourth and fifth years though they have to apply for that at the engineering school. Hiram College financial aid packages do not carry over for the last two years. As a student is then enrolled at a different institution, all financial aid packages are in conjunction with and at the discretion of the engineering university.

The choice of academic major depends on what type of engineering the student wishes to pursue. Consult our web page for further information about types of engineering and the related majors as well as typical schedules for the various types of engineering: [http://www.hiram.edu/academics/majors-and-minors/engineering/](http://www.hiram.edu/academics/majors-and-minors/engineering/).

#### Pre-Law

Hiram students are encouraged to seek advice about law school and the legal profession from the pre-law advisor. Pre-law students at Hiram College may select from several different programs of study. They may complete a traditional four-year degree in any major such as English, History, Political Science, or Crime, Law and Justice Studies. They may instead complete the 3+3 BA/JD program, which allows eligible students
to enter one of three law schools after completing three years at Hiram College. The law schools are:

- The University of Akron School of Law,
- Case Western Reserve University School of Law, and
- Cleveland-Marshall College of Law.

Hiram College does not identify any specific package of courses as preparation for law school because there are a variety of courses and fields of study through which students can acquire the skills necessary to achieve success in law. Advice can be very helpful, though, in assisting students who have set their sights on law school in planning their curriculum and preparing to take the law school application examination. Certain courses, for example American government, history of the Supreme Court, logic, or those in American constitutional law, are normally selected by the preponderance of law school candidates not only at Hiram but elsewhere. At their own initiative and under the auspices of the pre-law advisor, Hiram students have formed their own pre-law club, which has the authority to request funds from student government in order to sponsor various activities. These include excursions to pre-law “caravans” at neighboring schools to meet representatives from law schools and on-campus gatherings with current law students and practicing lawyers, judges, and paralegals.

Hiram College’s Career Center has various materials of use to law school candidates.

### Pre-Veterinary Medicine

#### Unique Pre-Veterinary Experience

Most students who choose the pre-veterinary concentration major in biology, but some study biochemistry, chemistry or biomedical humanities. The unique combination of a broad science curriculum and a liberal arts foundation at Hiram prepares pre-vet students to use their knowledge and creativity to tackle new challenges.

Students experience an intimate learning environment and hands-on opportunities at Hiram, preparing them to excel in vet school and their careers. Practical experience starts in on-campus labs and the nearby James H. Barrow Biological Field Station.

The Field Station’s resources and partnerships give students a chance to:

- Perform coursework in outdoor settings.
- Research white-winged wood ducks, Madagascar teals, trumpeter swans, and various fish, frog, turtle and snake species.
- Work with staff to care for injured birds in the avian rehabilitation wing.
- Pursue opportunities with partner wildlife facilities including the Akron Zoo, Medina Raptor Center, Penitentiary Glen Reservation, Sylvan Heights Bird Park and Portage County Soil and Water Conservation District.

These opportunities make it easy for students to explore their interests. Depending on their interests and goals, they can further specialize by choosing a minor such as environmental studies or neuroscience.

Students also get experience in real work environments by fulfilling their job shadowing requirement.

### Getting into Veterinary School

The number one goal of the pre-veterinary program concentration is to prepare students for veterinary school. Many Hiram graduates go on to attend Ohio State University, which offers one of the top veterinary programs in the country. Graduates have also been admitted to veterinary programs at Michigan State University and Mississippi State University.

#### Veterinary Medicine

Most students who choose the pre-veterinary concentration major in biology, but some study biochemistry, chemistry or biomedical humanities. The unique combination of a broad science curriculum and a liberal arts foundation at Hiram prepares pre-vet students to use their knowledge and creativity to tackle new challenges. Before the end of the fall semester of their senior year, students interested in veterinary medicine should complete the following courses in order to be considered for admission to Colleges or Universities for Veterinary Medicine.

This program is not a major, you must complete a major along with these courses.

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**Total Hours:** 48

Hiram’s pre-vet advisor is Nick Hirsch, Associate Professor of Biology.

### Social Work 3/2

#### 3+2 SOCIAL WORK PROGRAM

##### HOW THE 3+2 SOCIAL WORK PROGRAM WORKS

The social work program at Hiram isn’t a traditional major. Rather, it’s a 3+2-year program that partners with Case Western Reserve University in Cleveland to allow you to get your bachelor’s and master’s degrees in five years instead of six. The program prepares you not only for social work testing requirements, but also for a diverse range of careers.

You start by completing 90 credit hours at Hiram College in your chosen major, usually sociology or psychology. Within those 90 hours, you complete all your core requirements, major requirements, and social or behavioral science requirements for the 3+2 program. You must complete these 90 credit hours within three years, which means you’ll complete your capstone project in your junior year. Successful students are highly motivated and self-directed as they complete this accelerated program.
Pursuing a minor in the 3+2 social work program is possible, but challenging. To complete all the requirements for your minor on top of your core, major and 3+2 requirements, you need to start pursuing the 3+2 program by the time you are in your second semester at Hiram.

During your third year at Hiram, you’ll go through a rigorous application process to the Master of Science in Social Administration (equivalent to the Master of Social Work, or M.S.W.) at Case. The two-year program has a 100-year history of educating social workers and is ranked first in Ohio and ninth in the nation for social work, so it is highly selective.

After you complete all your academic and admission requirements, you’ll gain entry to Case’s MSSA program. At the end of your first year at Case, you’ll graduate from Hiram with a Bachelor of Arts degree in your chosen major. After that, you’ll complete your fifth and final year of school at Case.

**A CAREER-FOCUSED SOCIAL WORK BACHELOR’S-MASTER’S DEGREE PROGRAM**

The MSSA degree fulfills many of the requirements of social work licensure in all 50 states. To become licensed in any state, you must also complete the licensure exam and complete supervised hours (post-master’s). For an explanation of the various licensing requirements for social workers, visit the Association of Social Work Boards (ASWB) (https://www.aswb.org/).

Social work is a profession dedicated to helping people function in their environment. After graduation (http://www.hiram.edu/academics/majors-minors/social-work/after-hiram/), you can pursue a diverse number of careers in a growing field. They include the areas of:

- child welfare
- substance abuse counseling
- health care
- public policy
- industry and business
- school social work
- gerontology
- mental health service

For more information about the MSSA degree program at Case, including information on the specializations Case offers, visit their Social Administration affiliation with Case Western Reserve University (http://msass.case.edu/social-administration/). If you have any questions about the social work degree program, please feel free to contact our faculty and staff (http://www.hiram.edu/academics/majors-minors/social-work/faculty-and-staff/).

Hiram College offers a 3+2 Bachelor of Arts to Master of Science in Social Administration affiliation with Case Western Reserve University (http://msass.case.edu/social-administration/) for future social work professionals.

After spending three years at Hiram College, students who meet academic and admission requirements advance into Case’s Mandel School of Applied Social Sciences’ two-year M.S.S.A. program. Most students who participate in this program choose to major in sociology (http://www.hiram.edu/sociology/) at Hiram College, but students of any major who meet required semester credit hours can matriculate.

**PROGRAM REQUIREMENTS**

In order to advance into the M.S.S.A. program at Case Western Reserve University, students must complete the following while at Hiram:

- Apply for admission into the M.S.S.A. program before the second semester of junior year (includes interview)
- Complete at least 24 semester credit hours in the social and behavioral sciences before the end of junior year
- Maintain a cumulative grade point average 3.2

Upon completing the first year of the M.S.S.A. program (31 semester credit hours), a student will earn a Bachelor of Arts degree from Hiram College.

**FINANCIAL AID**

During the student’s two years at Case Western Reserve University, students are fully enrolled in that institution. Hiram College financial aid packages do not carry over, so students must apply for financial aid through Case.

**RECOMMENDATIONS**

Students must work closely with Hiram College faculty liaisons (Elena Fox, Ph.D and Jennifer McCreight, Ph.D.) in order to ensure all requirements are met. They recommend students interested in the 3+2 social work program meet with Case’s Mandel School Admission Office (http://msass.case.edu/admissions/) during their sophomore year. The Hiram College liaison can help set up that appointment.

**Student Development**

**Introduction**

Student Development courses are designed to provide students with applied skills in a variety of areas. Courses are offered in career exploration, community service, diversity awareness, leadership, personal finance, and the sophomore experience. Courses are offered for one credit on a graded or Pass/No Credit basis. Credit is counted toward the total required for graduation, but is not counted toward fulfillment of core curriculum requirements.

**Elizabeth M. Okuma**, Vice President and Dean of Students  
B.S., Bowling Green State University;  
M.Ed., University of Georgia;  
Ph.D., Colorado State University

**Bethani Burkhart**, Director of Career and Academic Development  
B.A., Tiffin University;  
M.S., Tiffin University

**Cara Constance**, Associate Professor, Biology  
B.A., Hiram College;  
Ph.D., University of Virginia

**Ed Frato-Sweeney**, Director, Residential and Citizenship Education  
B.A., M.A., Miami University

**Nicole Gatrell**, Director, International, Commuter, and Transfer Student Services  
B.A., Kent State University;  
M.A.Ed., Baldwin Wallace University
**Course Descriptions**

**STDV 10100: HIRAM 101: SUCCESS IN COLLEGE: 1 Hour(s)**
**HIRAM 101: HOW TO BE SUCCESSFUL IN COLLEGE ~** Starting college can be like moving to a foreign country without knowing the language or the customs. This course introduces elements that first-year students need to adjust to the college setting and become successful managers of their own education and lives. Topics covered include identifying short- and long-term goals, finding your way around campus, learning and using the language of the Hiram College environment, reading a syllabus and assignments, creating a study plan and managing your time, reaching out to professors, knowing who to go to when you need help (academic, financial, personal), becoming an active learner, and managing stress and anxiety. Students will be required to attend all classes, participate in discussions and activities, complete assignments, and write a short essay concerning their experience at Hiram College.

**STDV 10200: MAKING CONNECTIONS: TRANSFER: 1 Hour(s)**
**MAKING CONNECTIONS: TRANSFER STUDENTS ~** This course is specifically designed to provide transfer students an ongoing orientation to college life at Hiram.

**STDV 10300: MAKING CONNECTIONS: INT’L: 1 Hour(s)**
**MAKING CONNECTIONS: INTERNATIONAL STUDENTS ~** This course will build upon the discussions begun during International Student Orientation on topics relevant to navigating Hiram College and life in the U.S. In addition to short readings, class discussions, and reflection essays, students will be encouraged to actively engage in campus activities and off-campus excursions.

**STDV 10600: CONNECTING TO/THRU HIRAM: 1 Hour(s)**
**CONNECTING TO AND THROUGH HIRAM COLLEGE ~** Attaining a college degree is a major accomplishment. Whether you are completing a bachelor’s degree following your associate degree at a community college, coming back to school after many years, or embarking on your college journey for the first time, this course is designed to help you make that transition successfully. Not only will this course include topics like time management skills and navigating the challenges that go along with being an adult learner, balancing school with work and life responsibilities, but it will also explore the roots of a liberal arts education. What does that mean? Why is it important to know? What are the benefits? Finally, this course will begin your journey through Hiram Connect, a program of experiential learning and reflection that focuses on fundamental questions like where do you want to go in this life and who do you want to be?

**STDV 10800: EXPERIMENTS IN EFFECTIVE LEARNING: 1 Hour(s)**
**EXPERIMENTS IN EFFECTIVE LEARNING~** This course will emphasize basic learning theories and their practical application as they relate to the mastery of content material in a student’s current courses. Students will study a hierarchical model of learning and knowledge mastery. Students will refine their abilities to develop study strategies and time management plans, which they will analyze and execute in their current courses. The course will also focus on the process of active versus passive knowledge mastery, as well as collaborative, student-centered models of learning. Pass/No Credit ONLY.

**STDV 11000: EVERYDAY ETIQUETTE: 1 Hour(s)**
**EVERYDAY ETIQUETTE ~** Have you wondered which fork to use at a fancy restaurant? Have you been unsure of how to email a supervisor or potential employer? Do you wish you had a better idea of how to deal with others who are rude to you? In this course we will use examples from some of our favorite literary characters to analyze how we treat one another, how we treat ourselves, and how we are accountable for our actions. Students will leave this course with a better understanding of civility and etiquette.

**STDV 11100: EXPLORING MAJORS & CAREERS: 1 Hour(s)**
**EXPLORING MAJORS AND CAREERS~** This course will present an overview of the issues involved in career planning. Students will participate in self-assessment activities to identify their interests, abilities and values. They will also learn research techniques which will help them explore career options. Pass/No Credit Only.

**STDV 12200: LEADERSHIP IN PRACTICE: 1 Hour(s)**
**LEADERSHIP IN PRACTICE~** This course is designed for students who are current leaders or who have had significant leadership experience on campus. The course provides a forum for those students to apply leadership theory to their own experiences in leadership positions. Students will read case studies, participate in field experiences and complete extensive writings on leadership and theory. Prerequisite: STDV 12000 or permission. Prerequisite: STDV 12000

**STDV 13000: HONEST CONVERSATIONS: 1 Hour(s)**
**HONEST CONVERSATIONS~** This course will provide an opportunity for students to examine the concept and history of dialogue as a change agent. In addition, they will be participating in an active study circle group. One topic will be addressed in each section including: Racism and Race Relations, Violence in Our Communities, Civil Rights for Gays and Lesbians, and Education in our Communities. This class may not be repeated for credit. Pass/No Credit Only.
STDV 19300: MONEY: FINANCIAL SURVIVAL: 1 Hour(s)
MONEY MONEY MONEY FINANCIAL SURVIVAL SKILLS~ This course will address many critical personal financial management topics in order to help students learn prudent habits both while in school and for their lifetimes. Some of the topics that will be explored include: basic cash management, credit (including credit scores and reports), savings, investing, compound interest and the impact of interest rates. The course is activity-based with emphasis on the student’s life as the basis for their work. (Please note: this course was based upon and modified from a 3-credit course developed by the University of Wisconsin in conjunction with Great Lakes Higher Education Corporation with approval.) This course is Pass/No Credit only.

STDV 19500: EFFECTIVE/REFLECTIVE LEARNING: 2 Hour(s)
EFFECTIVE LEARNING, REFLECTIVE LEARNING ~ This course trains students both to be more engaged and effective learners even as they work to be consciously and regularly self-reflective to understand how their college education integrates with other aspects of their life. * Effective Learning: Students will gain an understanding of basic learning theories and their practical application as they relate to the mastery of content material in a student’s current courses. Students will refine their abilities to develop study strategies and time management plans, which they will analyze and execute in their current courses. The course will also focus on the process of active versus passive knowledge mastery, as well as collaborative, student-centered models of learning. * Reflective Learning: Students will look beyond daily work in the classroom to see how class content connects to other aspects of their lives, including their place in the community and their future calling and career. Students will be required to attend all classes, participate in discussions and activities, complete written work and other assignments, keep an online reflective journal of their academic and collegiate experience, and to write a final essay concerning their experience in at Hiram College.

STDV 21100: PUTTING YOUR MAJOR TO WORK: 1 Hour(s)
PUTTING YOUR MAJOR TO WORK~ Experts predict most adults will have between five and seven careers in their adult lives. This course teaches basic lifelong job search skills including skills identification, targeting employers, resume writing, correspondence in the job search, networking, and interviewing. Pass/No Credit Only.

STDV 28000: SEM: 4 Hour(s)
SEMINAR~

STDV 28100: INDEPENDENT STUDY: 1-4 Hour(s)
INDEPENDENT STUDY~

STDV 29800: FIELD EXPERIENCE: 1-4 Hour(s)
FIELD EXPERIENCE~

STDV 31200: STEPS TO GRAD SCHOOL: 1 Hour(s)
STEPS TO GRADUATE SCHOOL~ This new one credit Student Development course is recommended for juniors and seniors who will be graduating within the next year. We will examine the important decision about attending graduate and professional school from several angles. First ~ is graduate or professional school the right step to take? What are the intellectual, career and personal advantages of gaining another degree? How will additional education enhance and/or focus your strong liberal arts background? Further, what are the challenges and downsides ~ the time, the added loans, the challenging curriculum, the job market in your field? Second ~ the course will clearly identify the steps to take to research and apply to grad school including topics such as exploring the wide variety of grad school programs, working closely with faculty advisers, preparing for the dreaded testing, the application process, funding options, and the final decision. Students will come out of the course with a clear set of steps to take to move their educational plans forward. Pass/No credit Only. This class is recommended for juniors and seniors.

STDV 38000: SEM: 1-4 Hour(s)
SEMINAR~

STDV 38100: SPC TPC: 1-4 Hour(s)
SPECIAL TOPIC~

STDV 48100: INDEPENDENT RESEARCH: 1-4 Hour(s)
INDEPENDENT RESEARCH~

STDV 49800: INTERNSHIP: 4 Hour(s)
INTERNSHIP~

Schools

THE FIVE SCHOOLS

The academic programs (majors & minors) at Hiram College are organized into five schools. While each school has its own focus, the overall mission of the schools is to foster integrated and experiential learning for all students, through an interdisciplinary and collaborative framework that operates both within each school and among schools. You may want to explore each school on the Hiram College website or at the school links below to learn more about their offerings.

- School of Arts, Humanities & Culture (p. 71)
- Scarborough School of Business & Communication (p. 135)
- School of Education, Civic Leadership & Social Change (p. 161)
- School of Health & Medical Humanities (p. 199)
- School of Science & Technology (p. 229)

School of Arts, Humanities & Culture Programs

- Art and Design (p. 72)
- Art and Design Major (p. 77)
- Art and Design Minor (p. 78)
- Photography Minor (p. 78)
- Asian Studies (p. 79)
- Asian Studies Minor (p. 79)
- Classical and Medieval Studies (p. 80)
- Classical and Medieval Studies Minor (p. 81)
- Creative Writing (p. 82)
Art and Design

Art and Design Program

The Art and Design program strives to engage students in the expressive and communicative power of visual language. Hiram’s art and design program emphasizes inquiry and experimentation, critical evaluation, personal reflection, collaborative dialogue, and engagement with the larger world. Whether working with time-honored traditional media or with ever-evolving digital technologies, the program encourages interdisciplinary exploration and connectedness with ideas and approaches from other disciplines. As part of a larger liberal arts curriculum, the art and design major provides a foundation upon which students can build rewarding careers. Students are encouraged to complement their studies in art and design with other fields of study, such as performing arts, creative writing, psychology, communication, environmental science, management, and many others.

The program offers a Bachelor of Arts degree in art and design. A sequence of Foundations courses prepares all students for the technical, formal, and conceptual skills necessary for a well-rounded creative thinker and visual problem-solver. Upper level students can pursue one of three pathways: studio art (painting/drawing/mixed media), photography/film, or digital design studies. Exploring these pathways, students immerse themselves in upper level courses in their chosen area, culminating in a capstone experience – the presentation of a technically proficient and conceptually cohesive visual portfolio.

In a climate of art-making where boundaries delineating media, techniques, and tools have faded, students are encouraged to take courses across all three pathways to strengthen their technical and conceptual skills. Students may also choose to supplement their studies with electives associated with the communication or computer science major, or the film studies minor.

An Optimal Learning Environment

- The Gelbke Fine Arts Center is a repurposed factory with 26,000 square feet of studio, classroom, and lab space.
- Equipped with updated Apple projection & digital sharing technology, our 70 seat auditorium is ideally suited for presentations and films.
- Majors receive spacious individual studios in order to develop their ideas and work without interruption. These individual work spaces, as well studios and digital lab, remain open for student use around the clock, seven days a week.
- With intimate class sizes, students receive considerable attention, and enjoy close interaction with art & design faculty and fellow art & design students.

Gelbke Fine Arts Center Gallery

Described by one visitor as “a cultural jewel set in a beautiful rural landscape,” our gallery offers opportunities for students and faculty to exhibit their work and to host a regular schedule of exhibitions by regional, national, and international artists. The 1,200 square foot gallery is designed for the display of two and three dimensional artwork, as well as sculptural installations and digital and multi-media projection.

Supporting the educational mission of the program and the college, exhibiting artists are invited to campus to speak and interact with students and the wider community. Students also have the opportunity to network and gain valuable professional experience working as gallery assistants. All Hiram students have the opportunity to exhibit their work in our annual juried student show and compete for a variety of awards. Senior majors also present their final capstone exhibitions in the final semester of their senior year.

Hiram & Beyond

In addition to opportunities to gain professional experience working as art gallery or studio assistants, Hiram students can explore travel experiences either overseas or within the U.S. Art & Design students can also apply for internships at area arts institutions. Students have participated in internships at the Cleveland Museum of Art, the Museum of Contemporary Art, Cleveland, and with other non-profit or commercial arts institutions. Hiram graduates have gone on to find success in fields such as architecture, advertising, commercial photography, graphic design, media relations, medical illustration, journalism, education, and art law.

Faculty

Christopher T Ryan, (2003) Associate Professor of Art
B.A., John Carroll University;
M.A., University of Virginia;
M.F.A., Bowling Green State University
ryanct@hiram.edu
ART 10900: INTRODUCTION TO FILMMAKING:CM: 4 Hour(s)
INTRODUCTION TO FILMMAKING:FORM & PRACTICE:CM: Film is a medium used by the entertainment industry, the arts, and by the information media to communicate many ideas and intentions. Film, video, and digital film are terms that may be used interchangeably or as distinct forms. In this introductory course we will study some of the various approaches to both historical film and current digital video/filmmaking practices. This course is a combination of film study and practice. Approximately one half of the classes will be devoted to viewing, lecture, readings, and discussion. The other half of the classes will be devoted to execution of five basic group in class exercises in technique, an individual exercise in motion and composition, and a final group project using digital filmmaking technology.
Core: Creative Methods

ART 10200: COLOR AND DESIGN:CM: 4 Hour(s)
COLOR AND DESIGN:~ This is an introduction to the principles of two-dimensional organization. Topics will include unity, emphasis, balance, proportion, rhythm, shape, space, value, and color. Problems and concepts in design will be worked out in practice. The course will aim to develop the student’s creative resources and critical ability.
Core: Creative Methods

ART 10800: STUDIO PROCESS: IDEAS & ISSUES:CM: 3 Hour(s)
STUDIO ART COMMUNICATING IDEAS & ISSUES:CM:~ This course explores what it means to be a practicing studio artist. Students examine the working methods and processes of artists past and present in order to understand how artists go about their creative work. Emphasis will be placed upon how artists develop ideas and find effective ways to visually communicate them, rather than on skill and technique development.
In addition to doing research, writing several short essays, discussing readings and film, and making trips to art related locations, students will incorporate what they’re learning into their own studio art projects. Students will have the opportunity to work in drawing, painting, collage, and mixed media. This course fulfills the Creative Methods requirement.
Core: Creative Methods

ART 10900: EXPLORE PRINT & BOOK ART:CM: 4 Hour(s)
EXPLORATIONS IN PRINT & BOOK ART:CM:~ This course will introduce the student to creative printmaking techniques including monoprinting, basic relief printmaking, paper casting, and artist books. Students will acquire the vocabulary necessary to talk intelligently about their own creative art as well as the creative art of others through in class writing assignments, journaling, and class critiques. Class studio projects will include an artist’s sketchbook which the student will compile, draw in, and write in as an out-of-class assignment. Students will acquire technical skills in printmaking as well as aesthetic training and appreciation appropriate for the non-major. A final portfolio and submission of the journal will be required. This course fulfills the Creative Methods requirement. This course will not count toward an Art major.
Core: Creative Methods

ART 11000: BEGINNING DRAWING:CM: 4 Hour(s)
BEGINNING DRAWING:CM:~ This course will seek to develop the student’s sensitivity and awareness of volume and space, light and shade, and surface and structure by addressing fundamental problems in perception and representation. It will also acquaint the beginner with basic principles of pictorial form. Students will work in a variety of media including pencil, charcoal, chalk, and ink. Class work will include drawing from still life, landscape, and the human figure.
Core: Creative Methods

ART 11500: LANDSCAPE PAINTING & DRAWING:CM: 3 Hour(s)
LANDSCAPE PAINTING & DRAWING:~ Building on the tradition of plein air (outdoors) painting, this class will explore ways to represent the natural and man-made landscape using drawing and painting media. Students will work outdoors from observation, as well as in the studio from secondary sources, taking advantage of the surrounding landscape of old growth forest at Hiram’s Field Station, as well as other nearby locations. Students will learn how to address the unique demands of working outdoors on-site, and will explore a variety of different media, supports, compositional strategies, and picture-making techniques. We will also examine art historical and contemporary precedents that will inform our technical and conceptual approaches to representing the landscape. Prior art experience is beneficial, but not required.
Core: Creative Methods

ART 12000: FUNDAMENTALS OF DIGITAL PHOTOGRAPHY:CM: 4 Hour(s)
FUNDAMENTALS OF DIGITAL PHOTOGRAPHY:CM:~ This studio course in an introduction to digital photography as an art medium. Instruction includes basic operation and use of the digital camera, methods of importing files into the computer, image manipulation, inkjet printing, scanning, composition, lighting, and presentation. The course emphasizes the camera as an instrument for seeing and expression, rather than simply recording. The creative potential of the medium is emphasized through assignments, critiques, and examination of work by other photographers. This course fulfills the Creative Methods requirement.
Core: Creative Methods

ART 13000: HISTORY OF WESTERN ART:IM: 4 Hour(s)
HISTORY OF WESTERN ART:IM:~ This course is an overview of the major epochs in Western Art, and establishes a conceptual framework for the further study of Art History. Beginning with the prehistoric period, we will trace the development of art and architecture in the Ancient Near East, Egypt, and the Aegean. We will move to the classical civilizations of Greece and Rome and their successors, the Medieval cultures of Christian Europe, Renaissance Italy, and the Baroque era to modern times. Students will be introduced to art historical method through reading and writing assignments. This course fulfills the Interpretive Methods requirement.
Core: Interpretive Methods

ART 18000: WKSP: 1 Hour(s)
WKSP:~ This workshop will provide the opportunity for students to examine a special topic in art. Through readings, discussions, and written assignments, there will be opportunities to evaluate the selected topic. Workshops may be taken Pass/No Credit only. Students may take no more than nine workshops for credit toward graduation. Workshops can be used as elective credit only.
ART 20400: BEGINNING PAINTING:CM: 4 Hour(s)
BEGINNING PAINTING:CM~ This course offers an in-depth introduction to the materials, techniques, and uniquely expressive possibilities of painting. Students will explore ways in which an artist can structure a painting, with an emphasis on value and issues of color. Students will experience a variety of conceptual and technical approaches to painting, ranging from traditional to contemporary. An emphasis will be placed on observational painting, but students will also explore experimental methods as they begin to formulate their own painterly “language.”
Prerequisites: ART 10200 or ART 10800 or ART 10900 or ART 11000 or ART 12000 or ART 22000 or Instructor permission. This course fulfills the Creative Methods requirement.

ART 21600: BEGINNING DRAWING:CM: 4 Hour(s)
BEGINNING DRAWING:CM~ This course is an introduction to the materials, techniques, and uniquely expressive possibilities of drawing. Students will learn the transfer of designs, methods of cutting and gouging, and the registering and printing of blocks with a variety of inks and papers. Traditional as well as alternative methods will be explored. Linoleum, wood, and paper will be provided by the department. Prerequisites: (ART 102 or ART 10200) or (ART 110 or ART 11000) or permission of the instructor.

ART 21900: PRINTMAKING:RELIEF: 3 Hour(s)
PRINTMAKING RELIEF~ This course is an introduction to the materials and techniques of relief linocut and woodcut print-making. Students will learn the transfer of designs, methods of cutting and gouging, and the registering and printing of blocks with a variety of inks and papers. Traditional as well as alternative methods will be explored. Linoleum, wood, and paper will be provided by the department. Prerequisites: (ART 102 or ART 10200) or (ART 110 or ART 11000) or permission of the instructor.

ART 22000: PRINTMAKING:STUDIO SURVEY:CM: 4 Hour(s)
PRINTMAKING STUDIO SURVEY:CM~ This course will examine the processes of monoprint, linocut, woodcut, relief and intaglio etching. Given assignments in each media, the student will be encouraged to develop a creative approach. It is suggested that student has had some drawing and design at the high school or college level. Some materials will be provided. This course fulfills the Creative Methods requirement. Core: Creative Methods

ART 22500: AMERICAN ART & ARCHITECTURE:IM: 4 Hour(s)
AMERICAN ART AND ARCHITECTURE:IM~ This course will survey the history of painting and sculpture and architecture in America from the early colonial era to the mid-20th century. Aspects of the American experience such as the influence of European culture, the Puritan heritage, the wilderness, the frontier, slavery and racism, war, the industrial revolution and technology will be explored as they affect the development of artistic traditions in America. This course fulfills the Interpretive Methods requirement.
Core: Interpretive Methods

ART 22800: JAPANESE ART HISTORY:IM,EW: 4 Hour(s)
JAPANESE ART HISTORY:IM,EW~ This survey is an introduction to periods in Japanese artistic development from the Neolithic age (3,500-200 B.C.), to the Chinese inspired Buddhist periods (6-9th century, AD), to the emergence of uniquely Japanese art forms in the last millennium. Students will investigate period styles, artistic methods, and aesthetic principles of beauty and truth. This course fulfills the Interpretive Methods requirement and the Experiencing the World requirement.
Core: Experiencing the World, Interpretive Methods

ART 23000: FUNDAMENTALS OF CERAMICS:CM: 4 Hour(s)
FUNDAMENTALS OF CERAMICS:CM~ Designed to provide an introduction to ceramic art for the beginner or for those with some experience in working with clay. The focus of this course is to develop students’ artistic and technical foundation and to prepare for further ceramics courses. Class time will consist of both studio and lecture, and a written exam of concepts and factual material is given. The text will be used to introduce and elaborate on working methods, to illustrate the work of ceramic artists as a basis for class discussion, and to develop historic and cross cultural perspectives of clay work. Studio work explores the creative potential of clay through several projects including pinch, coil, slab and wheel thrown forms. Basic procedures of studio etiquette and safety, forming, drying, decorating, firing, and glazing will also be introduced. Class critiques will involve students in evaluation and constructive criticism of form, function, expression, and refinement of technique. Some materials provided but students must provide their own basic tools. This course fulfills the Creative Methods requirement. Core: Creative Methods

ART 23500: CERAMICS:tileMAKING:CM: 3 Hour(s)
CERAMICS TILEMAKING:CM~ This course provides an intensive study of the history and techniques of handmade ceramic tiles. Students will design and manufacture a series of tiles using a variety of clays and glazes. This course fulfills the Creative Methods requirement. Core: Creative Methods

ART 23600: EXPERIMENTAL FILMMAKING:CM: 3 Hour(s)
EXPERIMENTAL FILMMAKING:CM~ This studio art course has students produce short experimental digital videos and study the evolution of the medium from film in the late 1880s to the digital format and computer editing of today. Significant films and video screenings and interviews with film/video artists will introduce students to a variety of creative approaches that will structure class projects and critiques. Emphasis on abstract, non-narrative, non-linear aesthetic forms and the intersection with conceptual art of the 20th and 21st centuries will be contrast with cultural expectations of the medium to tell stories.
Core: Creative Methods
ART 23700: DIGITAL DARKROOM: 3 Hour(s)
DIGITAL DARKROOM~ Digital Darkroom is an Intermediate Level digital photography course that emphasizes compositing from various sources and the art of retouching. Students will refine their skills using selection tools, adjustment layers, drop shadows, stamp tool, brushes, masking, and color balance. Creative resourcefulness will compliment the discipline of attention to craft. Assignments will be submitted electronically with a limited print portfolio also required. A brief history of digital imaging will also be covered. Some Photoshop experience is desirable. Prerequisite: (Art 120 or 12000) or by permission.
Prerequisite: (Art 120 or Art 12000)

ART 23900: THE ART OF FILMMAKING:CM: 3 Hour(s)
THE ART OF FILMMAKING:CM~ The Art of Filmmaking is a course that combines film study and practice. Students will learn about the development of film language through its history and production practices, as well as through hands-on creative exercises in digital video. There will be daily screenings and readings about significant films that advanced the language of the cinema. Students will create six short video exercises that will demonstrate their ability to script, shoot, edit, stage, and direct short subjects. Two exams will also be given on lecture material and readings. Students will need to provide a DV camera. If you have one great. If not you may borrow from the media center or use video clips from a still camera or smart phone if that feature is available and can be downloaded. This course fulfills the Creative Methods requirement.
Core: Creative Methods

ART 24000: INTERMEDIATE PHOTOGRAPHY:CM: 4 Hour(s)
INTERMEDIATE PHOTOGRAPHY:CM~ For students who wish to further explore the possibilities of photography as an art medium. The structure of the class will be project oriented with assignments and deadlines given. Slide presentations, technical demonstrations, and critiques will be the focus of class time. Emphasis will be placed on further developing the student's seeing and visual expression, including mastering of printing technique and composition. Individual interests will also be encouraged and explored. Five assignments with deadlines are given and a final portfolio of ten images is required. This course fulfills the Creative Methods requirement. Prerequisite: Art (120 or 12000) or permission.
Prerequisite: (ART 120 or ART 12000)

Core: Creative Methods

ART 24300: THE HISTORY OF PHOTOGRAPHY:IM: 3 Hour(s)
THE HISTORY OF PHOTOGRAPHY:IM~ This course begins with a prehistory of photography and the subsequent discoveries of Niepce, Daguerre, and Talbot with the first practical methods using the camera and light-sensitive substances. While significant discoveries and inventions are noted, this course attempts to view photography primarily through the ideas and images of its practitioners. Photography is considered as a major art form of visual expression and communication. Particular attention is given to the dominant visual and aesthetic modes of the 19th and 20th centuries. A revised version of this course is offered for four credit hours as ART 24400. A student may receive credit for only one of these courses. This course fulfills the Interpretive Methods requirement.
Core: Interpretive Methods

ART 24800: CREAT SPACE:FLOR/TUSCANY:EW,CM: 3 Hour(s)
CREATIVE SPACE ART EXPERIENCE IN FLORENCE:EW,CM~ TUSCANY: This course is an intensive studio art experience that will immerse students in the vibrant city of Florence, Italy, as well as nearby towns throughout Tuscany. Students will explore the theme of 'space' and will become acutely aware of our spatial surroundings: how we see and move through them, and how these experiences of space can impact us intellectually, psychologically, and emotionally. Through readings, writing assignments, discussions, walking tours, individual exploration, and directed art projects, students will explore ways to respond artistically to the uniqueness of their new spatial surroundings. Students will work in both traditional drawing and water-based painting materials, as well as utilizing many unconventional and experimental techniques and materials. Students will be exposed to some of the historic sites and artistic treasures of the past, and will also visit the studios of contemporary Florentine artists and take in the local art gallery scene. This course is designed to benefit visual art students, but all enthusiastic, open-minded, and creative individuals are encouraged to find out more about the trip. This course is also offered in a 4 credit hour format as ART 25200. This course fulfills the Creative Methods requirement and the Experiencing the World requirement.
Core: Creative Methods; Experiencing the World

ART 24900: CONTEMPORARY MEDIA: 4 Hour(s)
CONTEMPORARY MEDIA~ This course is intended for art majors and minors and those with an interest in contemporary art. Projects include designing a postcard suite, artist's books, video, and site specific installation. Emphasis will be placed on the development of ideas, composition, sequencing, and experimentation.

ART 25200: CREAT SPACE:FLOR/TUSCANY:EW,CM: 4 Hour(s)
CREATIVE SPACE ART EXPERIENCE IN FLORENCE:EW,CM~ TUSCANY: This course is an intensive studio art experience that will immerse students in the vibrant city of Florence, Italy, as well as nearby towns throughout Tuscany. Students will explore the theme of 'space' and will become acutely aware of our spatial surroundings: how we see and move through them, and how these experiences of space can impact us intellectually, psychologically, and emotionally. Through readings, writing assignments, discussions, walking tours, individual exploration, and directed art projects, students will explore ways to respond artistically to the uniqueness of their new spatial surroundings. Students will work in both traditional drawing and water-based painting materials, as well as utilizing many unconventional and experimental techniques and materials. Students will be exposed to some of the historic sites and artistic treasures of the past, and will also visit the studios of contemporary Florentine artists and take in the local art gallery scene. This course is designed to benefit visual art students, but all enthusiastic, open-minded, and creative individuals are encouraged to find out more about the trip. This course is also offered in a 3 credit hour format as ART 24800. This course fulfills the Creative Methods requirement and the Experiencing the World requirement.
Core: Creative Methods; Experiencing the World
ART 25900: ENVIRONMENTAL ART:CM: 3 Hour(s)
ENVIRONMENTAL ART:CM~ This course will incorporate environmental awareness with creative artistic responses to issues through the contemporary visual arts. It is intended to stimulate students seeking to learn about art placed in natural environments, art originating from natural objects, as well as to express statements on the environment through art. The primary studio focus will be on students creating their own art work in response to the study of environmental issues as well as what is learned from readings about contemporary environmental artists and their works. This course is also offered for four (4) credit hours as ART 26000. This course fulfills the Creative Methods requirement. Also listed as EVST 259 or 25900
Core: Creative Methods

ART 28000: SEM: 1-4 Hour(s)
SEMINAR~

ART 28100: INDEPENDENT STUDY: 1-4 Hour(s)
INDEPENDENT STUDY~

ART 29800: FIELD EXPERIENCE: 1-4 Hour(s)
FIELD EXPERIENCE~

ART 32000: ART OF INDIA:IM,EW: 3 Hour(s)
THE ART OF INDIA:IM,EW~ The South Asian sub-continent possesses one of the richest artistic reserves on earth produced by continuously active cultural centers among the oldest in the world. It is a region that gave rise to two world religions—Hinduism and Buddhism, and was the home to two others - Islam and Christianity, all of which fostered artistic production on a magnificent scale. This is an illustrated lecture course on the fine arts of India, with some references to art produced in Pakistan, Bangladesh , Nepal and Sri Lanka. The course will examine the arts of paintings, sculpture, and architecture created from Prehistoric times to the era of British occupation. Corresponding to the three weeks of the course, three eras will be highlighted: The prehistoric and Vedic Age, when the roots of Hinduism were established; the Buddhist era; and the Islamic era. Emphasis will be placed on understanding the historical and cultural events and significant individuals who shaped the appearance and content of Indian art, the purposes of works of art; their media and technique, and their style. Significant contextual issues relating to geography, religion, literature, and other art forms will be addressed both in class discussions and via student research papers. This course fulfills the Interpretive Methods requirement and the Experiencing the World requirement.
Core: Experiencing the World; Interpretive Methods

ART 32400: BAROQUE ART:IM: 4 Hour(s)
BAROQUE ART:IM~ The Roman church enlisted artists and architects in the spiritual armies of the Counter-Reformation, calling for the creation of a new art, persuasive and magnificent. The result was an explosion of brilliant artistic activity which spread to all parts of a newly wealthy and cosmopolitan Europe. Baroque is the age of the great virtuoso artists — Bernini, Caravaggio, Rembrandt, Rubens, Velazquez, Poussin — and of their great courtly patrons, such as Louis XIV, the Roman popes, and the Hapsburg and Stuart monarchs. The art is marked by a broad range of styles and themes, from the grandiloquent to the most intimate. The course will explore this dynamic period, from the Counter-Reformation through the Rococo phase of the 18th century, taking advantage of the excellent Baroque collections in local museums. This course fulfills the Interpretive Methods requirement.
Core: Interpretive Methods

ART 33000: INTERMEDIATE CERAMICS: 4 Hour(s)
INTERMEDIATE CERAMICS~ For students who wish to further explore the possibilities of clay as an artistic medium. Students should have previous experience with basic hand building techniques, wheel work, and glazing. Emphasis will be on the application of more advanced construction techniques and the development of individual ideas. Areas that will be investigated include: methods of clay body development, the potential of various clay bodies, glaze types and glaze formulation and testing, and firing methods including pit, raku, electric, gas, and wood. These concepts and methods will be taught through group and individual projects. Students must provide their own basic tools Prerequisite: Art (230 or 23000).
Prerequisite: (ART 230 or ART 23000)

ART 34000: INTERMEDIATE PAINTING: 4 Hour(s)
INTERMEDIATE PAINTING~ This course will continue the exploration of painting methods and processes begun in ART 204/20400: Beginning Painting. Students will expand their repertoire of materials and techniques, and explore a variety of formal and conceptual approaches to painting. Issues pertaining to color, spatial composition, mark-making, and surface texture, and the use of direct and indirect visual sources will be examined in-depth. Students will have the opportunity to develop individual subject-matter and content in their work as they discover their own unique pictorial “language.” Prerequisite: Art (204 or 20400) or permission.
Prerequisite: (ART 204 or ART 20400)

ART 34600: ADVANCED PHOTOGRAPHY: 4 Hour(s)
ADVANCED PHOTOGRAPHY~ A studio course concerned with advanced problems of photographic image making and exploration of the entrepreneurial mindset of the creative photographer. Emphasis will be placed on developing a unified body of work and furthering technical mastery as well as research into the professional practices and development of the fine art photographer. An effort is made to recognize and focus individual interests. Prerequisites: ART (120 or 12000) and ART (240 or 24000) or ART (245 or 24500) or ART (237 or 23700). Prerequisite: (ART 120 or ART 12000) and (ART 240 or ART 24000 or ART 245 or ART 24500 or ART 247 or ART 24700)

ART 35000: DIGITAL ART:CM: 4 Hour(s)
DIGITAL ART:CM~ This studio course begins using digital media with traditional 2-D art techniques that originate from the disciplines of drawing, painting and printmaking. Creative exercises will be given to introduce students to raster and vector software, scanning, and inkjet printing. The second half of the course explores time-based work and virtual galleries with exercises using power point slideshows with animation and creating a website including work from the first half of the semester. In addition, students will explore the aesthetics, concepts, and recent history of digital art production. To further assess and assist comprehension, students will produce a visual journal that will use methods from graphic design to produce. Students design a banner, logo, and page layouts that incorporate projects and written reflection on class sessions and digital art readings, websites, and virtual galleries. This course fulfills the Creative Methods requirement.
Core: Creative Methods
ART 36100: SILKSCREEN:CM: 4 Hour(s)
SILKSCREEN:CM:~ This course covers the concepts and use of silkscreen techniques including stencil; positive and negative block-out; photo process; registration; and printing procedures. The course also explores investigative and experimental print development, encouraging the student’s discovery of the medium’s potential. The student will acquire technical skill, with emphasis on aesthetic theory, history, technique, and printmaking etiquette and critique. This course fulfills the Creative Methods requirement. Prerequisite: Art (110 or 11000) or Art (220 or 22000) or permission.
Prerequisite: (ART 110 or ART 11000) or (ART 220 or ART 22000) or (ART 102 or ART 10200)
Core: Creative Methods

ART 38000: SEM:~ 1-4 Hour(s)
SEMINAR:~

ART 38100: SPC TPC:~ 1-4 Hour(s)
SPECIAL TOPICS:~

ART 42600: 20TH CENTURY ART: MOD&BEYOND:IM:~ 4 Hour(s)
ART 42600: 20TH CENTURY ART: MODERN AND BEYOND:IM:~ This illustrated lecture and discussion course will chart in chronological order the key moments in the history of modern art, from the late nineteenth century to the present day. It covers Europe from Impressionism through Surrealism; America through Pop Art and Minimalism, diverse Post-Modern directions, and the course ends with a look at artwork being made today. Necessarily selective, the narrative developed throughout the course will stress those episodes in the history of art that have proven to be decisive influences on the production and reception of contemporary art. Each class session will consist of lectures and discussions of images and texts. Students will be evaluated on the basis of their comprehension of course materials, attendance and preparation, critical engagement with ideas presented in the course, and the ability to synthesize key issues developed.
Core: Interpretive Methods

ART 47100: SENIOR STUDIO I:~ 4 Hour(s)
SENIOR STUDIO:~ This course serves as a culminating experience for senior art majors. Students will refine their skills in their chosen medium and will create a body of artwork that investigates a particular theme, issue, or idea that will be featured in a public exhibition at the end of the term. Students will be responsible for planning, publicizing, installing and hosting the Senior Exhibition. Students will strengthen their artwork technically and conceptually through individual instruction, regular group critiques, and the use of an Artist Journal as an integral part of the art-making process. Students will also engage in activities related to "professional practice" in preparation for life as an artist or art professional after college. Prerequisite: Senior Art Majors. Non-Art Majors may qualify to take this course under special circumstances with the instructor’s permission.

ART 48000: SENIOR SEMINAR:~ 1-4 Hour(s)
SENIOR SEMINAR:~

ART 48100: INDEPENDENT RESEARCH:~ 1-4 Hour(s)
INDEPENDENT RESEARCH:~

ART 49800: INTERNSHIP:~ 4 Hour(s)
INTERNSHIP:~
- Art and Design Major (p. 77)
- Art and Design Minor (p. 78)
- Photography Minor (p. 78)

### Art and Design Major

The Art and Design program leads to a Bachelor of Arts degree. A sequence of Foundations courses prepares all students for the technical, formal, and conceptual skills necessary for a well-rounded creative thinker and visual problem-solver. Upper level students can pursue one of three pathways: studio art (painting/drawing/mixed media), photography/film, or digital design studies. Exploring these pathways, students immerse themselves in upper level courses in their chosen area, culminating in a capstone experience — the presentation of a technically proficient and conceptually cohesive visual portfolio.

In a climate of art-making where boundaries delineating media, techniques, and tools have faded, students are encouraged to take courses across all three pathways to strengthen their technical and conceptual skills. Students may also choose to supplement their studies with electives associated with the communication or computer science majors, or the film studies minor.

### Degree Requirements

All students are required to complete overall degree requirements in addition to their major. Please see Degree Completion Requirements (p. 42) for full details for students entering in the 2019-2020 catalog year.

For those students who started at Hiram prior to the 2019-2020 academic year, you will follow the Degree Requirements which are outlined in your catalog of record.

### Majoring in Art & Design

The major requires the completion of a minimum of nine courses (35 hours) in art & design. Majors are required to present a portfolio for review by the faculty during the junior year and a capstone exhibition of a coherent body of visual work, approved by program faculty, in the spring of the senior year.

### Art & Design Major Requirements

All majors take a sequence of foundations courses (20 hours), and then specialize in one of three pathways (listed below).

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>ART 10200</td>
<td>COLOR AND DESIGN:CM</td>
<td>4</td>
</tr>
<tr>
<td>ART 11000</td>
<td>BEGINNING DRAWING:CM</td>
<td>4</td>
</tr>
<tr>
<td>ART 1XXXX</td>
<td>Digital Imaging</td>
<td>4</td>
</tr>
<tr>
<td>ART 13000</td>
<td>HISTORY OF WESTERN ART:IM</td>
<td>4</td>
</tr>
<tr>
<td>or ART 42600</td>
<td>20TH CENTURY ART: MOD&amp;BEYOND:IM</td>
<td></td>
</tr>
<tr>
<td>ART 24900</td>
<td>CONTEMPORARY MEDIA</td>
<td>4</td>
</tr>
</tbody>
</table>

### Pathways

Select one of the following pathways: 15-16

- Studio Art (painting/drawing/mixed media) Pathway
- Select two 20000- and 30000-level courses
- Select one 10000- and 30000-level elective in Painting or Drawing
- Select 40000-level Senior Studio capstone preparation course
- Select one additional Art History course (recommended)
- Select Independent Study in drawing or painting course (recommended)
Photography/Film Pathway

Select two 10000- and 20000-level courses in Painting
Select one 20000-level class in Filmmaking
Select 40000-level Senior Studio capstone preparation course
Select Advanced Photography or Independent Study in Photography course (recommended)
Select additional art history course, including discipline-specific “History of…” course (recommended)
Select additional course associated with film studies minor (recommended)

Digital Design Studies Pathway

Select one 10000-level class in Digital Photography
Select two 10000- and 30000-level courses in Digital Art/Design
Select 40000-level Senior Studio capstone preparation course
Select additional art history course, including discipline-specific “History of…” course (recommended)
Select a 20000-level course in Filmmaking or Independent Study in digital art/design course(s) in associated disciplines (communication, computer science, performing arts technology)(recommended)

Total Hours 35-36

Photography / Film Pathway Offerings that Satisfy Required & Electives Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 12000</td>
<td>FUNDAMTLS DIGITAL PHOTO:CM</td>
<td>4</td>
</tr>
<tr>
<td>ART XXXXX</td>
<td>Topics in Graphic Design (New)</td>
<td></td>
</tr>
<tr>
<td>ART XXXXX</td>
<td>3-D Modelling/Motion Graphics (New)</td>
<td></td>
</tr>
<tr>
<td>ART 24000</td>
<td>INTERMEDIATE PHOTOGRAPHY:CM</td>
<td>4</td>
</tr>
<tr>
<td>ART 23900</td>
<td>THE ART OF FILMMAKING:CM</td>
<td>3</td>
</tr>
<tr>
<td>ART 23600</td>
<td>EXPERIMENTAL FILMMAKING:CM</td>
<td>3</td>
</tr>
<tr>
<td>ART XXXXX</td>
<td>Design Internship</td>
<td></td>
</tr>
<tr>
<td>INTD 28000</td>
<td>SEM:</td>
<td>1-4</td>
</tr>
</tbody>
</table>

1 courses listed reflect current offerings. New courses may count for required or elective credits.

Students are required total of 35-36 credits in art and design major.

Art and Design Minor

Art & Design Minor Requirements

A minimum of 20 semester hours of art & design courses, which must include:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>ART 11000</td>
<td>BEGINNING DRAWING:CM</td>
<td>4</td>
</tr>
<tr>
<td>ART 10200</td>
<td>COLOR AND DESIGN:CM</td>
<td>4</td>
</tr>
</tbody>
</table>

One elective (10000-20000 level) 4

Two or three courses (minimum 8 credits hours) of art & design courses (20000-30000 level). Recommended: Art History, Beginning Painting, Graphic Design

Photography Minor

Minor Requirements

The photography minor requires a minimum of 20 semester hours and will include:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>ART 12000</td>
<td>FUNDAMTLS DIGITAL PHOTO:CM</td>
<td>4</td>
</tr>
</tbody>
</table>

Select one of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 10200</td>
<td>COLOR AND DESIGN:CM</td>
<td></td>
</tr>
<tr>
<td>ART 11000</td>
<td>BEGINNING DRAWING:CM</td>
<td></td>
</tr>
</tbody>
</table>

Select one Photography course (200-400 level): 3-4

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 23700</td>
<td>DIGITAL DARKROOM</td>
<td></td>
</tr>
<tr>
<td>ART 24000</td>
<td>INTERMEDIATE PHOTOGRAPHY:CM</td>
<td></td>
</tr>
<tr>
<td>ART 34600</td>
<td>ADVANCED PHOTOGRAPHY</td>
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</tbody>
</table>

Select two - three courses (8-9 credits) of art or art & design courses in consultaion with advisor. Recommended courses include photography courses not taken above or:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 24300</td>
<td>THE HISTORY OF PHOTOGRAPHY:IM</td>
<td></td>
</tr>
<tr>
<td>ART 23900</td>
<td>THE ART OF FILMMAKING:CM</td>
<td></td>
</tr>
<tr>
<td>ART 35000</td>
<td>DIGITAL ART:CM</td>
<td></td>
</tr>
</tbody>
</table>

Total Hours 20-24

1 Courses listed reflect current offerings. New courses may count for required or elective credits.
Asian Studies

Asian studies contributes to developing a fuller and more accurate account of world cultures, societies, and national and ethnic identity formation. It also examines the particular ways Asian political, historical, and cultural developments help to articulate their local interests and our interrelated global citizenry.

This minor is an excellent springboard from which to launch a meaningful vocation in fields where in-depth knowledge of the socio-historical and cultural contexts of Asian ideas and institutions are essential. This program will offer students analytical paradigms, interpretative tools, and critical thinking skills; encourage a lifelong pursuit of strategies for community empowerment, engagement, and social change; create the foundation for vocations in the peace corps, health and medicine, business, law, social work, public policy, government, the arts, or academics. This will ultimately create truly “global citizens.”

Students will integrate both social scientific and humanistic disciplines, gaining both breadth and depth as they engage in the study of particular Asian areas. The Asian studies minor is a cross-cultural and cross-disciplinary minor program led by two Asianist faculty in history and political science. The primary areas of study will be Korea, China, Japan, India, Pakistan, and Sri Lanka. The program also boasts a broad range of additional associated faculty members in disciplines ranging from biology, communication, business management, foreign language, and English.

Requirements

• Asian Studies Minor (p. 79)

Program Learning Goals

While students pursuing the minor will fulfill learning goals in inquiry and analysis, critical and creative thinking, information literacy, and written and oral communication, this minor will go beyond these goals by pursuing two disciplinary approaches and substantive empirical topics on two areas of Asia. Assessment will be embedded into the minor in the form of exit interviews, job placement, graduate school placement, and related indicators.

Faculty

Jugdep S Chima, (2012) Associate Professor of Political Science; Co-Coordinator of Asian Studies Minor; Coordinator of International Studies Minor
B.A., University of California, Berkeley;
Ph.D., University of Missouri, Columbia
chimajs@hiram.edu

Merose Hwang, (2012) Associate Professor of History; Co-Coordinator of Asian Studies Minor
B.A., University of Colorado at Boulder;
M.A., Yonsei University, South Korea;
Ph.D., University of Toronto
hwangm@hiram.edu

Kirsten L Parkinson, (2001) John S. Kenyon Professor of English; Director of the Lindsay-Crane Center for Writing and Literature; Coordinator of Gender Studies Minor
A.B., Harvard University;
M.A., Ph.D., University of Southern California;
Graduate Certificate in Gender Studies, University of Southern California
parkinsonkl@hiram.edu

Mary Quade, (2006) Associate Professor of English
A.B., University of Chicago;
M.A., Ph.D., University of Iowa Writer’s Workshop
quadmr@hiram.edu

Xinlu Yu, (2002) Associate Professor of Communication
B.A., Beijing Foreign Studies University;
M.F.A., University of Iowa Writer’s Workshop
yux@hiram.edu

Academic Offerings

• Asian Studies Minor (p. 79)

Asian Studies Minor

Minor Requirements

You should choose one advisor from the “Advisory Committee” list. To fulfill the minor you must take the INTD 21100 Seminar in Asia (4 hours); cover two disciplines in one of the following disciplines: political sciences, history, religion, and art; and have a total of 5 courses between 3 and 4 credit hours. Study abroad and language coursework are encouraged but not required. Possible study abroad destinations include India, Bhutan, China, Japan, and Vietnam.

Program Learning Goals

While students pursuing the minor will fulfill learning goals in inquiry and analysis, critical and creative thinking, information literacy, and written and oral communication, this minor will go beyond these goals by pursuing two disciplinary approaches and substantive empirical topics on two areas of Asia. Assessment will be embedded into the minor in the form of exit interviews, job placement, graduate school placement, and related indicators.

Core Discipline Requirement

Select two of the following, at least one course from each: 2 12-16

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTD 21100</td>
<td>SEMINAR IN ASIAN STUDIES:TT</td>
<td>4</td>
</tr>
<tr>
<td>HIST 20800</td>
<td>ASIA’S GLOBAL POWER:CA, EW</td>
<td></td>
</tr>
<tr>
<td>INTD 21300</td>
<td>SELLING SHANGHAI:EW</td>
<td></td>
</tr>
<tr>
<td>HIST 24500</td>
<td>HISTORY OF NORTH KOREA</td>
<td></td>
</tr>
<tr>
<td>HIST 28000</td>
<td>SEM: (Shamans &amp; Superstition, CA, EW)</td>
<td></td>
</tr>
<tr>
<td>HIST 27800</td>
<td>HIST TRAVL WRITING ASIA:CA, EW</td>
<td></td>
</tr>
<tr>
<td>HIST 25650</td>
<td>HIST GEN&amp;SEX E ASIA:CA, EW</td>
<td></td>
</tr>
<tr>
<td>HIST 23020</td>
<td>BROTHEL TO FACTORY:CA, EW</td>
<td></td>
</tr>
<tr>
<td>INTD 28000</td>
<td>SEM: (Sikhs and Sikhism:Identity in an Interdisciplinary Context:EW)</td>
<td></td>
</tr>
<tr>
<td>POLS 38000</td>
<td>SEM: (Insurgency &amp; Ethnic Conflict in South Asia)</td>
<td></td>
</tr>
<tr>
<td>POLS 30600</td>
<td>INTL RELATIONS S. ASIA:CA, EW</td>
<td></td>
</tr>
<tr>
<td>POLS XXXXX</td>
<td>Politics of South Asia</td>
<td></td>
</tr>
<tr>
<td>POLS XXXXX</td>
<td>Politics and Development in Asia</td>
<td></td>
</tr>
<tr>
<td>POLS XXXXX</td>
<td>Asian Political Thought</td>
<td></td>
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<tr>
<td>POLS 28000</td>
<td>SEM: (Identity, Expression &amp; Representation in India, EMS - Chima)</td>
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</table>
Elective Courses
The following courses may count towards the Asian studies minor.  

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>ARAB 10100</td>
<td>ARABIC I</td>
</tr>
<tr>
<td>ENGL 22600</td>
<td>READ WORLD LIT:IM,EW (India in Fiction and Film, IM)</td>
</tr>
<tr>
<td>ENGL 43800</td>
<td>ADV WRLD LIT: (Modern Asian Literature)</td>
</tr>
<tr>
<td>BIMD/ENGL 28000</td>
<td>SEM: (Japan: Tradition and Modernity: Prequel E1)</td>
</tr>
<tr>
<td>INTD 38000</td>
<td>SEM: (Japan: Tradition and Modernity, EMS E1)</td>
</tr>
</tbody>
</table>

Total Hours  
16-20

1. This team-taught INTD course is required for students in the minor program. This course will focus on two disciplines and two areas and is meant to introduce students to a variety of Asian cultures, histories, and politics.

2. Courses that count toward the minor are identified in individual course descriptions. Student’s program will be designed and approved in consultation with an advisor from the Committee to ensure they fulfill the requirements for the minor.

3. This list is not comprehensive and may change based on offerings. Advisors should review courses not included in this list to count towards the minor.

4. Required orientation course for INTD 28000 SEM: Japan: Tradition and Modernity, EMS E1, Japan study abroad course in the 3-week.

Classical and Medieval Studies

Introduction to the Classical and Medieval Studies Program

Classical and medieval studies is an interdisciplinary minor deeply rooted in the liberal arts tradition. Although based in cultural history, this minor uniquely combines art history, Latin, English, history, philosophy, and political science into a program predicated upon a comprehensive understanding of Classical civilization as the foundation of Western intellectual culture. Far from being singularly focused upon European culture, however, this minor examines the Classical tradition as a multicultural phenomenon that emanated from an ethnically, linguistically, and culturally diverse ancient world. Students can concentrate their studies in a flexible way so that they may acquire transferable skills that complement a wide range of majors with various career objectives. The most common tracks are either Classical studies and Latin, medieval studies and Latin, or Classical and medieval studies (no Latin requirement).

Academic Offerings

- Classical and Medieval Studies Minor (p. 81)

Program Learning Goals

Students that pursue a Latin concentration will acquire a skill set that is deeply beneficial to either Classical or medieval studies, since Latin remained the lingua franca of Europe from antiquity to the early modern era. Competency in Latin will allow students to read Classical and medieval literature and other primary sources in the original language, which deepens their understanding immeasurably. Furthermore, the study of Latin has proven benefits that extend well beyond this minor. An understanding of Latin has been shown to improve students’ comprehension of English vocabulary, grammar, and structure, which in turns makes them better writers. Since about 60% of English vocabulary is derived from Latin, students increase their understanding of English words, particularly technical, scientific, legal, and other complex terms. This is especially useful to those aspiring to enter graduate school or the fields of law, science, or medicine.

Alternatively, students can choose to focus upon non-language courses within the areas of Classical and medieval studies so that they may broaden their comprehension of Western thought and its cultural institutions. The legacy of the Classical world remained at the heart of medieval culture and society, and a deep knowledge of the ancient world is needed to place the medieval tradition in context. Students who pursue this minor will also acquire a foundation of knowledge and familiarity with a set of methodological tools that span several disciplines, instead of an approach rooted in only one field, such as history. A combination of Classical and medieval studies also broadens the geographic and cultural scope of a student’s education who might otherwise solely focus upon Europe. Classics is a multicultural discipline since it focuses upon not only the Mediterranean basin but also surrounding regions of Africa and the Middle East.

Like the Latin concentration, the Classical and medieval studies track also offers numerous transferable skills that will make minors attractive to employers in a variety of careers. Students will improve their ability to write, conduct independent research, and critically evaluate a wide range of evidence. By learning how to use a diverse range of material as evidence for problem-solving, not only texts but also art and artifacts, Classical and medieval studies students will be ready to tackle new challenges with mental agility.

Faculty

Colin Anderson, (2002) Associate Professor of Philosophy; George and Arlene Foote Chair in Ethics and Values; Classical & Medieval Studies Advisory Committee
B.A., St. John’s College;  
M.A., Ph.D., Loyola University of Chicago  
andersonca@hiram.edu

Paul Gaffney, (2006) Associate Professor of English; Classical & Medieval Studies Advisory Committee
B.A., Western Washington University;  
M.A., Ph.D., University of Virginia  
gaffneypd@hiram.edu

Matthew F Notarian, (2015) Visiting Assistant Professor of Classics; Classical & Medieval Studies Advisory Committee
B.A., University of Delaware;  
M.A., Ph.D., University of Buffalo  
notarianmf@hiram.edu

Janet Pope, (1998) Director of the School of Arts, Humanities, and Culture; Professor of History; Classical & Medieval Studies Advisory Committee; Coordinator of Gender Studies Minor
B.A., Rider College;  
M.A., Ph.D., University of California, Santa Barbara  
popejm@hiram.edu
Course Descriptions

Below are the Classics descriptions. Other course descriptions can be found under their department.

CLAS 22000: ANCIENT HEALTH/MEDICINE:CA: 4 Hour(s)
ANCIENT HEALTH AND MEDICINE:CA - Who was Hippocrates and why do doctors still take a "Hippocratic Oath"? Did ancient Romans inadvertently poison themselves with lead from their water systems? Did Greek doctors actually perform brain surgery, without the aid of antibiotics or anesthesia? Were Roman baths a revolutionary advance in cleanliness and sanitation, or a warren of bacteria and disease? What caused the plague that struck Athens in the middle of the Peloponnesian War, and did the Athenians know how to stop it? These are only some of the questions we will investigate in this class as we examine ancient Greek and Roman medicine from a variety of perspectives. From the radical innovation of a logical and rational approach to disease by the first Greek doctors, to the evidence uncovered by archaeologists in Roman sewers, and the data extracted from ancient skeletons, we will explore what life and death were really like in the ancient Mediterranean. This course is accepted as an elective towards the Biomedical Humanities, Sociology, and Public Health programs.
Core: Social/Cultural Analysis Meth

CLAS 24700: SEM: (Greek Culture of the Ancient World: 4 Hour(s)
The purpose of this course is to compare cinematic adaptations of the classical texts with the original versions. After reading the translated works of selected Greek and Latin authors, students will view the film versions, paying close attention to where the directors have been faithful to the original, where there are divergences, and how successful the adaptations are. Movies to be analyzed will include those dealing with myth, epic, tragedy, comedy, and historical themes.
Core: Social/Cultural Analysis Meth

CLAS 28000: SEM: (Pompeii: Life and Death in a Roman City) 1-4 Hour(s)

CLAS 28100: INDEPENDENT STUDY: 1-4 Hour(s)

Classical and Medieval Studies Minor

Minor Requirements

Students must complete at least 18 credit hours of study (5-6 courses) in at least two of three areas of concentration:

1. Classical Studies,
2. Latin, and

Students who pursue the Latin concentration must complete LATN 10100 BEGINNING LATIN I and LATN 10200 BEGINNING LATIN II at minimum. You must also cover at least 2 disciplines in both the classical studies and medieval studies concentrations.

Study abroad courses are encouraged but not required. Possible destinations include several classical and/or medieval locations that are regularly offered as Hiram programs: Britain, France, Italy, Germany, Spain, and Greece. Semester-long study with Hiram's exchange partners, John Cabot University in Rome, or Bogazici University and Istanbul Aydin University in Istanbul, Turkey, both located in former capitals of the Roman Empire and cities of central importance to the medieval world, would also be deeply beneficial for students in this minor.

Most students will concentrate their studies in one of three tracks:

• Classical Studies and Latin;
• Medieval Studies and Latin; or
• Classical Studies and Medieval Studies.

Concentrations

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>ART 13000</td>
<td>HISTORY OF WESTERN ART:IM</td>
<td>4</td>
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<tr>
<td>CLAS 28000</td>
<td>SEM: (Ancient Rome: Rise and Fall of the Republic)</td>
<td>4</td>
</tr>
<tr>
<td>CLAS 28000</td>
<td>SEM: (The Ancient Olympic Games)</td>
<td>3</td>
</tr>
<tr>
<td>CLAS 28000</td>
<td>SEM: (Reacting to the Past: Athens in 403 BC)</td>
<td>3</td>
</tr>
<tr>
<td>CLAS 24700</td>
<td>THE ANCIENT WORLD IN FILM:CA</td>
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<td>CLAS 28000</td>
<td>SEM: (The Archaeology of Ancient Rome)</td>
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<td>CLAS 22000</td>
<td>ANCIENT HEALTH/MEDICINE:CA</td>
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<td>SEM: (Pompeii: Life and Death in a Roman City)</td>
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<td>INTD 28000</td>
<td>SEM: (Greek Culture of the Ancient World: Archaeology and Art History)</td>
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<td>INTD 3XXX</td>
<td>Ethics and Tragedy</td>
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<td>PHIL 21000</td>
<td>ANCIENT PHILOSOPHY:ES</td>
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<td>POLS 35100</td>
<td>POLITICAL PHILOSOPHY DANGEROUS WORLD</td>
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<td>POLS 37300</td>
<td>CLASSICAL POLITICAL PHILOSOPHY</td>
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Other courses as appropriate with approval

Latin

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Other courses as appropriate with approval

Medieval Studies

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<td>ENGL 35400</td>
<td>RENAISSANCE LITERATURE:CA,IM</td>
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<td>EUROPE 500-1450:CA,EW (Knights, Peasants and Friars)</td>
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<td>CONCUBINES MOTHER/SAINTS:CA,EW</td>
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<td>HIST 22200</td>
<td>KINGS AND VIKINGS:CA</td>
<td>3</td>
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<td>HIST 22300</td>
<td>MEDIEVAL TOWNS &amp; TRADE:CA,EW</td>
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<td>HIST 23300</td>
<td>HIST OF ENGLAND TO 1485:CA,EW</td>
<td>4</td>
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<td>HIST 27400</td>
<td>BISHOP, WITCH, HERETIC:CA,EW</td>
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<tr>
<td>PHIL 21100</td>
<td>MEDIEVAL PHILOSOPHY:IM,ES</td>
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Other courses as appropriate with approval

1 Students with this concentration must cover at least two disciplines.
2 Students with this concentration must cover at least two disciplines.
Creative Writing

**Creative Writing program website:** https://www.hiram.edu/academics/majors-minors/creative-writing/

Live out your personal passion for creativity in the rigorous Creative Writing major. It's one of the few in Ohio to highlight creative nonfiction in addition to fiction, poetry, and screenwriting. Our workshops include graduate-level work, preparing you to enter a Master of Fine Arts program or the workforce.

**Creative Writing Policy:**

**Creative Writing Majors cannot double major and/or minor in English**

Students completing the major in creative writing may not combine it with a major or minor in English but are welcome to additional literature courses; students interested in taking the majority of their coursework in literature should consider the major in English.

**Requirements for Honors in English**

Program/departmental honors are a privilege conferred upon the English program's most outstanding students each year upon completion of the honors requirements. In order to apply for Honors in English, students must meet the Hiram College Honors GPA requirements (overall GPA of 2.80, departmental GPA of 3.60, and a sum of these two GPAs of 6.80). In addition, students must also receive an A or A- in the English capstone course. At that time, students who are eligible for honors are invited to submit an honors application to the English program for further consideration.

**Faculty**

Paul Gaffney, (2006) Associate Professor of English; Classical & Medieval Studies Advisory Committee

- B.A., Western Washington University;  
- M.A., Ph.D., University of Virginia  
gaffneypd@hiram.edu

Willard Greenwood, (2001) Professor of English; Faculty Chair; Editor of Hiram Poetry Review

- B.A., University of Maine;  
- M.A., Georgia State University;  
- Ph.D., Purdue University  
greenwoodwp@hiram.edu

Kirsten L. Parkinson, (2001) John S. Kenyon Professor of English; Director of the Lindsay-Crane Center for Writing and Literature; Coordinator of Gender Studies Minor

- A.B., Harvard University;  
- M.A., Ph.D., University of Southern California;  
- Graduate Certificate in Gender Studies, University of Southern California  
parkinsonkl@hiram.edu

Mary Quade, (2006) Associate Professor of English

- A.B., University of Chicago;  
- M.F.A., University of Iowa Writer's Workshop  
quademr@hiram.edu

Jeffrey Swenson, (2007) Associate Professor of English; Director Writing Across the Curriculum Program

- B.A., St. John's University, MN;  
- M.A., University of Alaska, Fairbanks;  
- Ph.D., University of Iowa  
swensonjc@hiram.edu

**Course Descriptions**

**WRIT 10400: BASIC EXPOSITION I:** 2 Hour(s)

BASIC EXPOSITION I~ This course is taken in coordination with First-Year Colloquium and concentrates on helping students become more effective prose writers. Attention is given to clear thinking and wording, effective organization, insightful analysis, strong detail, and grammatical precision. Students will work on written assignments from their FRCL course and must be willing to read their own work and comment on the work of others. Pass/No Credit Only.  
Prerequisite: FRCL 10101 (may be taken concurrently)

**WRIT 10500: BASIC EXPOSITION II:** 2 Hour(s)

BASIC EXPOSITION II~ This course is taken in coordination with the First-Year Seminar and concentrates on helping students become more effective prose writers. Attention is given to clear thinking and wording, effective organization, insightful analysis, strong detail, and grammatical precision. Students will work on written assignments from their FSEM course, and must be willing to read their own work and comment on the work of others. First time students only. Can only be taken for credit once. Must concurrently register for an FSEM. Pass/No Credit ONLY.  
Corequisite: FSEM 10201

**WRIT 10510: BASIC EXPOSITION II:** 1 Hour(s)

**WRIT 15100: COMPOSITION IN THE LIB ARTS I:** 4 Hour(s)

COMPOSITION IN THE LIBERAL ARTS I ~ Course Description:  
Composition in the Liberal Arts I is an introductory course designed to provide an exposure to college-level intellectual inquiry through critical reading, in-depth discussion, oral presentations, and informal and formal writing. Each course is centered on an enduring question, theme, or topic fundamental to understanding and living. Through the careful and considerate examination of the course topic, students will develop their ability to do the following: • Write, including understanding purpose, audience, and the importance of the writing process. • Read, interpret, and connect relevant information, texts, and experiences. • Think critically • Communicate orally: students will speak, participate in discussion, and present ideas • Identify, evaluate, and use information appropriate for scholarly research. Students will be required to complete and be prepared to discuss thoughtfully all course readings, to give at least one oral presentation, and to write at least three written projects—with at least one including research—totaling at least 5,000 words formal and revised written work. This course is designed to satisfy the Ohio Transfer Module (OTM) requirements for English Composition: First Writing Course (TME 001).
WRIT 15200: COMPOSITION IN THE LIB ARTS II: 4 Hour(s)
COMPOSITION IN THE LIBERAL ARTS II is a course designed to further develop the critical thinking, reading, writing, oral presentation, and discussion skills developed in Composition in the Liberal Arts I. Additionally, this course will focus more extensively on research methods, use of sources, and documentation skills. Each section will consider an urgent question, asking students to examine an important issue by analyzing and discussing important literature, executing critical thinking and analysis, practicing formal and informal writing with an eye to audience and purpose, and developing and performing research skills that permit investigation into important questions and hypotheses. Students will be required to complete and prepare to discuss thoughtfully all course readings, to give at least two oral presentations, and to compose three to four written projects, each incorporating some sort of research or supporting evidence, thus introducing students to a variety of sources and research methods. Written work should total at least 7500 words of formal and revised written work. Prerequisite: WRIT 15100 or equivalent. This course is designed to satisfy the Ohio Transfer Module (OTM) requirements for English Composition: Second Writing Course (TME 002).

WRIT 18000: WKSP: 1 Hour(s)
WORKSHOP: This workshop will provide the opportunity for students to examine a special topic in Writing. Through readings, discussions and written assignments there will be opportunities to evaluate the topic at issue. Workshops may be taken Pass/No Credit only. Students may take no more than nine workshops for credit toward graduation. Workshops can be used as elective credit only. (For PGS students only.)

WRIT 20500: STYLE/GRAMMAR FOR WRITERS:CM: 3 Hour(s)
STYLE AND GRAMMAR FOR WRITERS:CM: This course will address matters of style and grammar closely and meticulously. It is not a course in developmental grammar, but one designed for serious writers interested in polishing error from their prose and experimenting with their writing styles. The class will be devoted to providing high polish to the individual line and expose students to stylistic patterns and options they may not have seen or noticed before. It will encourage writers to take risks with language, to consider the nuance of punctuation, to think about effect, to make language exact and precise, to develop voice, to distinguish between local advice and general principles in the written work. Prerequisite: WRIT 15100 or equivalent. This course is designed to satisfy the Ohio Transfer Module (OTM) requirements for English Composition: Second Writing Course (TME 002).

WRIT 21400: WRITING ABOUT NATURE:CM: 3 Hour(s)
WRITING ABOUT NATURE:CM: This is an intensive creative writing course. The combination of reading and writing will inspire student insights into nature. The course may cover such topics as global warming, evolution, genetic research, and the romantic lure of the natural world. We have the daunting yet vitally important task of writing about the natural world in a manner that is accessible to a popular audience using creative techniques. Class assignments will reflect that goal. Readings will acquaint students with the natural world from historical, aesthetic, and personal perspectives. While the class concentrates on a variety of personal and political issues related to the topic, it will be crucial to speculate on what these issues mean for our society. Therefore, students will deepen their understanding of how the understanding of nature intersects with our culture-at-large. This course fulfills the Creative Methods requirement.
Core: Creative Methods

WRIT 21500: WRITING ABOUT:CM: 3 Hour(s)
WRITING ABOUT: (Various Course Topics): CM: This is an intensive creative nonfiction writing course that closely examines a particular topic of in writing and reading. The combination of reading and writing will inspire student insights into the course topic. Students will work to write about the topic in a manner that is accessible to a popular audience using creative nonfiction techniques. Class assignments will reflect that goal. Readings will acquaint students with the topic from historical, aesthetic, and personal perspectives. While the class concentrates on a variety of personal and political issues connected with the topic, it will be crucial to speculate on what these issues mean for our society. Therefore, students will deepen their understanding of how the understanding of the topic intersects with our culture-at-large. This course fulfills the Creative Methods requirement.
Core: Creative Methods

WRIT 22100: BASICS OF CREATIVE WRITING:CM: 3 Hour(s)
BASICS OF CREATIVE WRITING:CM: This is the required foundation course for writing majors or students wanting to explore the field. This course will focus on the basics of creative writing, including such topics as how to read as a writer, how to train a writer's eye, the recovery of metaphor, the style and craft of narrative and description; the emergence of voice; selection of detail; the battle against cliche. Although genre will be introduced through reading and discussion, emphasis will be on writing matters that are common to all genres, not just one. The course will feature frequent short writing exercises and reading. This course fulfills the Creative Methods requirement.
Core: Creative Methods

WRIT 24000: SURVEY OF JOURNALISM: 4 Hour(s)
SURVEY OF JOURNALISM: This course examines the contemporary professional journalistic field, particularly the areas of writing for media, design, layout, public relations and advertising. It provides students with practical experience and also an understanding of ethical and legal problems facing contemporary journalism. By examining the way First Amendment principles have translated in different political and social arenas, it also addresses how effectively journalism serves its various constituencies. Also listed as Communication (240 or 24000).

WRIT 24600: SPORTS JOURNALISM: 4 Hour(s)
SPORTS JOURNALISM: This course is an overview of sports journalism and includes the study of story development from a single idea to a published story in the field of sport. This course examines the various elements necessary to bring a sporting event from the playing field to the public through the print media. Topics include types of print media, the role of sports department personnel, coverage of the sporting event, developing contracts, gaining access to sports figures, interviewing, and story development. The course focuses on developing effective writing skills by approaching sports writing as a process. Also listed as Communication (246 or 24600).

WRIT 28000: SEM.: 1-4 Hour(s)
SEMinar:

WRIT 28100: INDEPENDENT STUDY: 1-4 Hour(s)
INDEPENDENT STUDY:

WRIT 29800: FIELD EXPERIENCE: 1-4 Hour(s)
FIELD EXPERIENCE:
WRIT 30300: YOUNG ADULT FICTION:CM: 4 Hour(s)
YOUNG ADULT FICTION:CM~ This course introduces the central elements of writing fiction—voice, character, conflict, setting, plot, subplot and style—with a special emphasis on writing for young adults. Students will read and analyze examples of published literary portraits of teens, produce scene and character studies, read and discuss each other's work, and submit a final revised portfolio of their creative projects. Fulfills credits toward Writing Major or Minor. This course fulfills the Creative Methods requirement.
Core: Creative Methods

WRIT 30400: CRAFT & TECH: POETRY:CM: 4 Hour(s)
CRAFT AND TECHNIQUE OF POETRY:CM ~ Students will write and revise poems through extensive practice and revision, as well as exposure to traditions, theory, prosody and esthetics, and method and craft. The course will focus on both practice and process - the tools needed to complete a successful poem, as well as the lifelong process that writers hone to tap into emotional experience and articulate it honestly. This course fulfills the Creative Methods requirement. Prerequisite: WRIT (221 or 22100) or permission
Prerequisite: (WRIT 221 or WRIT 22100)
Core: Creative Methods

WRIT 30500: CRAFT&TECH:C CREATIVE NONFIC:CM: 4 Hour(s)
CRAFT AND TECHNIQUE: CREATIV NONFICTION:CM~ Students learn and practice a wide variety of nonfiction forms, with emphasis on personal essays and literary journalism. The course will be coupled with readings by contemporary nonfiction writers from the 'New Journalism' school of the mid-60's to the present. Students will be responsible for writing and rewriting several essays. Workshops will be central, and students must be willing to read their own work and comment on the work of others. This course fulfills the Creative Methods requirement.
Prerequisite: Writing (221 or 22100) or permission
Prerequisite: (WRIT 221 or WRIT 22100)
Core: Creative Methods

WRIT 30600: CRAFT & TECH: FICTION:CM: 4 Hour(s)
CRAFT AND TECHNIQUE: FICTION:CM~ Students learn how to write and perfect short fiction through the study and practice of techniques employed in both traditional and very contemporary fiction. The course will include the reading of short fiction by both established and new writers. Students will be responsible for writing and rewriting several original short stories. Workshops will be central, and students must be willing to read their own work and comment on the work of others.
Prerequisite: WRIT (221 or 22100) or permission. This course fulfills the Creative Methods requirement.
Prerequisite: (WRIT 221 or WRIT 22100)
Core: Creative Methods

WRIT 30800: CREA WRIT@NTHWOODS:CM: 3 Hour(s)
CREATIVE WRITING AT NORTHWOODS:CM~ As an advanced creative writing course taking place at a remote and rustic field station in the Hiawatha National Forest, this course gives students a chance to write poetry, fiction, or essays that invoke a personal, insightful style influenced by an "off the grid" lifestyle. Students will learn skills and techniques by reading and discussing contemporary examples in the Best American series. Each student will then spend at least two hours each day writing, and each student will workshop at least two pieces (or more, depending on enrollment). These workshops serve as a way to learn more about the needs of the audience as well as a way to revise the work for publication. In addition, students will give a short oral presentation about one piece of their choosing from the Best American book. By the end of the semester, students can expect to have at least one piece of publishable writing, and every student will contribute a handwritten piece to the "Northwoods Anthology" which will be kept in the lodge for future students to read.
Prerequisites: 20000-level WRIT course or faculty recommendation as a strong writer. This course fulfills the Creative Methods requirement.
Core: Creative Methods

WRIT 30900: CRAFT & TECH: SCREENWRITING:CM: 4 Hour(s)
CRAFT & TECHNIQUE SCREENWRITING:CM~ An introduction to the practice of writing for film. Students will learn the vocabulary and format of creating screenplays, study screenplays that have been produced as films, examine films with an eye toward the interpretation of the screenplay, and write and workshop their own work. We will look both at original screenplays and at screenplays that adapt literature to film.
Prerequisite: Writing (221 or 22100) or permission. This course fulfills the Creative Methods requirement.
Prerequisite: (WRIT 221 or WRIT 22100)
Core: Creative Methods

WRIT 31000: TRAVEL WRITING: 1-4 Hour(s)
TRAVEL WRITING ~ Travel writing has a long and impressive history. This course will help writers to know that history and become part of it. The genre of travel writing, beginning with writers like Herodotus and Marco Polo, appeals to a wide range of fine writers, including Mary Montagu, James Boswell, Charles Darwin, Evelyn Waugh, Jan Morris, and Paul Theroux. In addition to reading such writers, students will compose their own travel essays based on class travel experiences. Their descriptions of new experiences and sites may be heightened by irony, humor, cultural meditation, and a sense of a ‘mind in motion’ that pushes toward larger meanings - ethical, political, and personal. Students must register for a minimum of 3 credit hours in order to receive the CM core credit.
Prerequisite: WRIT (221 or 22100) or permission. This course fulfills the Creative Methods requirement only if taken as a 3 or 4 credit hour course.
Prerequisite: (WRIT 221 or WRIT 22100)

WRIT 31100: WRITING FOR BUSINESS: 4 Hour(s)
WRITING FOR BUSINESS~ This course will ask students to apply writing and thinking skills to the specific demands of business, from the varieties of business correspondence to the preparation of proposals and reports. Students will practice the modes of business writing and develop the rhetorical and stylistic skills necessary for effective business communication.

WRIT 31200: TECHNICAL WRITING: 4 Hour(s)
TECHNICAL WRITING~ This course helps students learn to write for an audience which wants factual information for practical use. This specialized information is usually directed to a specific audience which already has familiarity with the field. Professional technical journals provide the primary sources for this writing, as do technical reports written for business and government use.
WRIT 31300: TEACHING/SUPERVISING WRIT:CM: 4 Hour(s)
TEACHING AND SUPERVISING WRITING:CM: This course is designed to prepare students in all disciplines to teach, tutor, and supervise the writing of high school students and college undergraduates. The course will offer an introduction to the major trends in composition theory and research. It will also develop the technical and interpersonal skills necessary for effective instruction. Students will closely examine their own writing process and style. To fulfill the required laboratory element of this course, students will spend time each week working with a mentor in the Writing Center. This course fulfills the Creative Methods requirement. Prerequisite: PERMISSION THROUGH RECOMMENDATION ONLY. Also listed as Education (313 or 31300).
Core: Creative Methods

WRIT 31800: MEMOIR: 3 Hour(s)
MEMOIR: Memoir, with its roots in the personal essay, uses the techniques of fiction and other literary genres to allow writers to remember and discover their lives through a specific theme or lens. Students will be asked to read and review several contemporary memoirs and to write a twenty to thirty page segment from a book-length memoir they design. Workshops will be central, and students must be willing to read their own work as well as comment on the work of others. Prerequisite: WRIT 221 or 22100 or permission. Also offered as WRIT 328 or 32800 as a 4 credit hour course. A student may receive credit for only one of these courses. Prerequisite: (WRIT 221 or WRIT 22100)

WRIT 32000: PROFESSIONAL EDITING: 3 Hour(s)
PROFESSIONAL EDITING: This course is designed to teach students to be professional copyeditors as well as to explore other editorial positions in a publishing house. In order to make the experience of editing real, there will always be a project associated with this class: often a collection (essays, stories, poems, memor comics and other pieces) of student work. The first time this course was run (2006), a collection of twenty-nine essays written about Hiram, Ohio, U.S.A., over the last ten years, was shepherded toward production by a group of fifteen students. Students will learn not only how to line edit, but also how to assemble a book, making important aesthetic decisions about use of photographs, front and back matter, cover design, layout, etc. The vocabulary, technique, and art of publishing and editing will all be addressed and employed. Prerequisite: (WRIT 221 or WRIT 22100)

WRIT 32100: LITERARY JOURNALISM:CM: 4 Hour(s)
LITERARY JOURNALISM:CM: Literary journalism has its roots in the early work of Daniel Defoe, but in the last few decades has come into its own- a genre marked by distinct conventions of style, form, and sensibility. Students will read samples of work by several generations of literary journalist who have shaped (and continue to shape) the genre - work by writers like George Orwell, Stephen Crane, Norman Mailer, Lillian Ross, Tom Wolfe, Mark Singer, Lauren Slater, Annie Dillard, Mark Kramer, John McPhee, Joan Didion, Michael Pollan, Edmund Morris, Ian Frazier, as well as new voices emerging every day. They will write a long piece of immersion journalism themselves, joining the ongoing conversation nonfiction writers are having about this inventive and important form in American letters. Also offered as Writing (319 or 31900) as a 3 credit hour course. A student may receive credit for only one of these courses. This course fulfills the Creative Methods requirement.
Core: Creative Methods

WRIT 32800: MEMOIR: 4 Hour(s)
MEMOIR: Memoir, with its roots in the personal essay, uses the techniques of fiction and other literary genres to allow writers to remember and discover their lives through a specific theme or lens. Students will be asked to read and review several contemporary memoirs and to write a short memoir of their own. Workshops will be central, and students must be willing to read their own work as well as comment on the work of others. Prerequisite: WRIT (221 or 22100) or permission. Also offered as WRIT 318 or 31800 as a 3 credit hour course. A student may receive credit for only one of these courses. Prerequisite: (WRIT 221 or WRIT 22100)

WRIT 33300: RHETORICAL CRITICISM:IM: 4 Hour(s)
RHETORICAL CRITICISM:IM: An examination of the nature and practice of rhetorical criticism as theory and methodology for understanding and critiquing contemporary discourse. The tools of rhetorical criticism, different methodological approaches, and the values of analyzing human discourse are explored. Students will do critiques from a broad variety of contemporary discourse such as speeches, essays, letters, editorials, theater, television, film, and other symbolic contexts of their choosing. Also listed as Communication (333 or 33300). Prerequisite: English (206 or 20600) or Writing (221 or 22100) or Communication (101 or 10100) or permission. This course fulfills the Interpretive Methods requirement.
Prerequisite: (COMM 101 or COMM 10100) or (WRIT 221 or WRIT 22100) or (ENGL 206 or ENGL 20600)
Core: Interpretive Methods

WRIT 38000: SEM: 1-4 Hour(s)
SEMINAR:

WRIT 38100: SPC TPC: 1-4 Hour(s)
SPECIAL TOPICS:

WRIT 40400: ADVANCED WORKSHOP IN POETRY: 4 Hour(s)
ADVANCED WORKSHOP IN POETRY: This course is a continuation of Writing (304 or 30400). Students will write poetry at an advanced level and complete a chapbook of poems that reflect the student's developing style and thematic preoccupations. Prerequisite: WRIT (203 or 20300) or WRIT (304 or 30400) or permission. Prerequisite: (WRIT 203 or WRIT 20300) or (WRIT 304 or WRIT 30400)

WRIT 40500: ADVANCED CREATIVE NON-FICTION: 4 Hour(s)
ADVANCED WORKSHOP IN CREATIVE NONFICTION: This advanced workshop will allow writers to experiment with stylistic and organizational nuance in creative nonfiction, as well as move toward longer forms in the genre (books of literary journalism, book-length memoirs, collections of thematically linked essays, etc.). Students will have considerable freedom in the selection of their projects and receive workshop support on a regular basis. Prerequisite: Writing (305 or 30500) or (WRIT 321 or 32100) or Writing (328 or 32800). Prerequisite: (WRIT 305 or WRIT 30500) or (WRIT 320 or WRIT 3200) or (WRIT 328 or WRIT 32800)

WRIT 40600: ADVANCED WORKSHOP IN FICTION: 4 Hour(s)
ADVANCED WORKSHOP IN FICTION: This advanced workshop will allow writers to explore a more full range of techniques and craft in short-story writing, as well as move toward longer forms in the genre (story collections, novellas, and novels). Students will have considerable freedom in the selection of their projects and will receive workshop support on a regular basis. Prerequisite: Writing (306 or 30600) or permission. Prerequisite: (WRIT 306 or WRIT 30600)
For those students who started at Hiram prior to the 2019-2020 academic year, you will follow the Degree Requirements which are outlined in your catalog of record.

**Major Requirements**

The major in creative writing requires 13 courses which allow students to explore their talent as writers of poetry, fiction, creative nonfiction, and screenplays. The major places emphasis on reading, craft and technique, genre study, workshops, and revision. Although the major requires exposure to multiple genres, the 40000-level advanced workshops offer students an opportunity to concentrate on forms of their choosing and to begin to specialize. The creative writing sequence ensures the development of writers, helping students learn about writing professions and translate their experience to careers. The major emphasizes literary writing and encourages emerging writers to engage with literary tradition. This degree is one of very few creative writing majors in the state of Ohio.

### Academic Offerings

- Creative Writing Major (p. 86)
- Writing Minor (p. 88)

### Creative Writing Major

**Degree Requirements**

All students are required to complete overall degree requirements in addition to their major. Please see Degree Completion Requirements (p. 42) for full details for students entering in the 2019-2020 catalog year.

### Introductory Course in Creative Writing

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<tr>
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<th>Title</th>
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<tbody>
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<td>WRIT 22100</td>
<td>BASICS OF CREATIVE WRITING:CM</td>
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### Genre Courses in Writing

Select three of the following:

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<tr>
<td>WRIT 30400</td>
<td>CRAFT &amp; TECH: POETRY:CM</td>
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<tr>
<td>WRIT 30500</td>
<td>CRAFT &amp; TECH: CREATIVE NONFIC:CM</td>
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<tr>
<td>WRIT 30600</td>
<td>CRAFT &amp; TECH: FICTION:CM</td>
</tr>
<tr>
<td>WRIT 30900</td>
<td>CRAFT &amp; TECH: SCREENWRITING:CM</td>
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### Electives in Writing

Select two of the following:

### Professional Writing

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<tr>
<td>WRIT 21400</td>
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<td>WRIT 24000</td>
<td>SURVEY OF JOURNALISM</td>
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<td>WRIT 24600</td>
<td>SPORTS JOURNALISM</td>
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<td>WRIT 32000</td>
<td>PROFESSIONAL EDITING</td>
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<td>WRIT 32000</td>
<td>PROFESSIONAL EDITING</td>
</tr>
<tr>
<td>WRIT 49800</td>
<td>INTERNSHIP</td>
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### Writing Instruction and Pedagogy

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<th>Code</th>
<th>Title</th>
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<tbody>
<tr>
<td>WRIT 31300</td>
<td>TEACHING/SUPERVISING WRIT:CM</td>
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<tr>
<td>WRIT 20500</td>
<td>STYLE/GRAMMAR FOR WRITERS:CM</td>
</tr>
<tr>
<td>WRIT 33300</td>
<td>RHETORICAL CRITICISM:IM</td>
</tr>
</tbody>
</table>

### MFA/Graduate School Preparation

Select additional genre courses in fiction, poetry, and creative nonfiction

### Genre Writing for Mass Publication

Young Adult Writing, Travel Writing, Memoir

Students may choose electives by taking additional 30000-level genre courses and 40000-level advanced workshops listed below, or from the following courses:

<table>
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<tr>
<th>Code</th>
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<tbody>
<tr>
<td>WRIT 20500</td>
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<tr>
<td>WRIT 21400</td>
<td>WRITING ABOUT NATURE:CM</td>
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<tr>
<td>WRIT 21500</td>
<td>WRITING ABOUT CM (topic varies; recent topics include food, cemeteries, and seeing)</td>
</tr>
<tr>
<td>WRIT 24000</td>
<td>SURVEY OF JOURNALISM</td>
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</tbody>
</table>
WRIT 24600  SPORTS JOURNALISM
WRIT 28000  SEM: (Special Topics)
WRIT 28100  INDEPENDENT STUDY
WRIT 31000  TRAVEL WRITING
WRIT 31200  TECHNICAL WRITING
WRIT 31300  TEACHING/SUPERVISING WRIT:CM
WRIT 31800  MEMOIR
WRIT 32000  PROFESSIONAL EDITING
WRIT 32100  LITERARY JOURNALISM:CM
WRIT 32800  MEMOIR
WRIT 33300  RHETORICAL CRITICISM:IM
WRIT 38000  SEM: (Special Topics)
WRIT 48100  INDEPENDENT STUDY
WRIT 49800  INDEPENDENT RESEARCH

Advanced Workshops in Writing
Select two of the following 40000-level workshops, designed to produce advanced work:

WRIT 40400  ADVANCED WORKSHOP IN POETRY
WRIT 40500  ADVANCED CREATIVE NON-FICTION
WRIT 40600  ADVANCED WORKSHOP IN FICTION

Senior Capstone
WRIT 48000  SENIOR SEMINAR (plus a 1-hour preparatory course in the preceding 12-week term) 3

Introductory Course in Literature
ENGL 20600  INTRO TO LITERARY STUDIES:IM 4

Literature Component
Select a minimum of three other courses in literature, at the 30000- or 40000-level. 12

The combination of these courses must fulfill the following requirements:

American literature course
British literature course
World literature course
Literature course after 1800
Literature course before 1800

Total Hours 48-50

1 Students must have WRIT 22100 BASICS OF CREATIVE WRITING:CM to begin this sequence.
2 We recommend that students select electives that complement their professional or academic goals. Elective clusters might include concentrations.
3 This 3-week course allows students to revise promising work from their portfolio. They must also write a short essay reflecting on their experience as a major in writing. At the end of the course, students will do a public reading.

Foreign Language
Students must complete a foreign language through the 10200 level.

AP Credit
Students who have received a 4 or 5 on the English Language and Composition Advanced Placement (AP) test receive credit for one of the required elective writing courses in the major. However, the English program encourages students who are considering graduate work to take additional writing courses.

Advising
All students majoring in creative writing must have an academic advisor, as either their primary or secondary advisor, in the English program.

Pathway

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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<td>Fall 12 Week</td>
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<tr>
<td>ENGL 20600</td>
<td>INTRO TO LITERARY STUDIES:IM 1</td>
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<tr>
<td>FYEN 10101</td>
<td>FIRST-YEAR ENDURING QUESTIONS</td>
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<td>Fall 3 Week</td>
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<tr>
<td>WRIT 22100</td>
<td>BASICS OF CREATIVE WRITING:CM 1</td>
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<tr>
<td>Spring 12 Week</td>
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<tr>
<td>WRIT 3XXX</td>
<td>Craft and Technique</td>
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<td>WRIT 3XXX</td>
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<td>English Literature Elective</td>
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<td>WRIT XXXX</td>
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<td>Spring 12 Week</td>
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<td>WRIT 3XXX</td>
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<td>Spring 3 Week</td>
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<td>Advanced Workshop</td>
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<tr>
<td>Hours</td>
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</table>
Writing Minor

Minor Requirements

The minor in writing offers writing experience to students with majors outside the English program. Students combine the minor with a wide range of other disciplines, including environmental studies, biomedical humanities, psychology, communication, history, and biology. This degree requires a firm commitment on the part of the student and approval by the writing faculty. There are two deadlines a year for submitting applications to pursue the minor in writing (November 1 and March 1). Students must apply by the end of their junior year. Students cannot count more than two courses toward the minor that are also being counted toward a major.

- At least 17 credit hours in at least five courses are required.
- No more than two (2) courses can also count for the student’s major.
- No more than three (3) may be selected from the 20000-level sequence.
- Students must take WRIT 22100 BASIC OF CREATIVE WRITING:CM.

An electronic application form should be requested from Mary Quade and then submitted to her electronically at quademr@hiram.edu. Materials should be submitted as one file, including both of the writing samples. Students are not permitted to both major in English and minor in writing.

Course List:

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<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>WRIT 20500</td>
<td>STYLE/GRAMMAR FOR WRITERS:CM</td>
<td>3</td>
</tr>
<tr>
<td>WRIT 21500</td>
<td>WRITING ABOUT:CM (topics vary)</td>
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</tr>
<tr>
<td>WRIT 22100</td>
<td>BASICS OF CREATIVE WRITING:CM</td>
<td>3</td>
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<tr>
<td>WRIT 24000</td>
<td>SURVEY OF JOURNALISM</td>
<td>4</td>
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<tr>
<td>WRIT 24000</td>
<td>SPORTS JOURNALISM</td>
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<tr>
<td>WRIT 28000</td>
<td>SEM: (Special Topics)</td>
<td>1-4</td>
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<tr>
<td>WRIT 28100</td>
<td>INDEPENDENT STUDY</td>
<td>1-4</td>
</tr>
<tr>
<td>WRIT 30400</td>
<td>CRAFT &amp; TECH: POETRY:CM</td>
<td>4</td>
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<tr>
<td>WRIT 30500</td>
<td>CRAFT &amp; TECH: CREATIVE NONFIC:CM</td>
<td>4</td>
</tr>
<tr>
<td>WRIT 30600</td>
<td>CRAFT &amp; TECH: FICTION:CM</td>
<td>4</td>
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<tr>
<td>WRIT 30900</td>
<td>CRAFT &amp; TECH: SCREENWRITING:CM</td>
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<tr>
<td>WRIT 31000</td>
<td>TRAVEL WRITING</td>
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<td>WRIT 31100</td>
<td>WRITING FOR BUSINESS</td>
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<td>WRIT 31200</td>
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<td>TEACHING/SUPERVISING WRIT:CM</td>
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<td>WRIT 31800</td>
<td>MEMOIR</td>
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<td>WRIT 32000</td>
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<tr>
<td>WRIT 33300</td>
<td>RHETORICAL CRITICISM:IM</td>
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</table>

Minors also will be expected to give a public reading of work produced in their writing courses the spring of their senior year. Mary Quade, Paul Gaffney, Willard Greenwood, and Jeff Swenson serve on the Writing Minor Committee.

English

Program Website: http://www.hiram.edu/english/

Learn the Heart of Human Culture

Reading and writing are at the heart of understanding human culture. Learn to authentically connect with others in your communities and around the world by studying American, British, and world literature, from classics to popular culture.

Who Are Hiram’s English Majors?

Students earning their English degrees at Hiram are passionate readers and writers, eager to learn from each other, their professors, and language. They use their natural curiosity to think flexibly as they analyze literature and cultures.

Hiram’s small, discussion-focused classes foster a tight-knit community of English majors, providing ample opportunity to hone interpretation and communication skills. The close relationship between Hiram’s English students and professors challenges students to relentlessly pursue creativity and their calling.
About the English Degree Program

Hiram's flexible English major builds analytical and communication skills while focusing on students' personal passions. The program is rooted in five focused skill areas:

1. **Analysis and interpretation** of a wide variety of texts
2. **Close reading** of structure, word choice, symbolism literary devices, and textual meaning
3. **Intensive research**, including finding, evaluating, and incorporating high-quality sources to both support and complicate personal positions
4. **Writing** short and long projects independently, from planning, to organization, to implementation
5. **Oral communication**, expressing thoughts clearly and concisely through discussion

By interpreting language and cultural statistics and trends, and reviewing the history and origins of language, students in this program gain the critical thinking and communication skills that characterize the new liberal arts and lead to success beyond college (http://www.hiram.edu/academics/majors-minors/english/after-hiram/).

In addition to coursework, Hiram's major provides training opportunities (http://www.hiram.edu/academics/majors-minors/english/opportunities/) often reserved for graduate-level students:

- Training and working as writing tutors and writing assistants
- Submitting scholarly coursework to conferences and journals
- Working on the Hiram Poetry Review, as well as other area writing internships

Course Descriptions

**ENGL 12500: GREAT WORKS OF LITERATURE:IM:** 4 Hour(s)

GREAT WORKS OF LITERATURE:IM~ This course will explore a group of well-known works of literature organized around the idea of Utopia. We will explore origins of utopianism, how it has changed and been criticized over time, and its relevance to us today. Considered a reading course, the class will emphasize recall, analysis, and understanding of literature. This course fulfills the Interpretive Methods requirement.

Core: Interpretive Methods

**ENGL 14000: SURVEY IN DRAMATIC LIT:IM:** 3 Hour(s)

SURVEY IN DRAMATIC LITERATURE:IM~ This course provides an introduction to the variety, complexity, and originality of works written for stage presentation. The students study different styles of dramatic literature through individual plays chosen to represent diverse time periods and literary styles. The course concentrates on developing the student's critical capabilities through short responsive papers on sensitivity to historical and stylistic influences and on general techniques for reading plays. By considering serious and comic plays, both ancient and contemporary, the course offers a student an overview of the contributions drama has made to the fine arts throughout history. Also offered as Theater 14000. A student may receive credit for only one of these courses. This course fulfills the Interpretive Methods requirement.

Core: Interpretive Methods

**ENGL 18000: WKSP:** 1 Hour(s)

WORKSHOP~ This workshop will provide the opportunity for students to examine a special topic in English. Through readings, discussions and written assignments there will be opportunities to evaluate the topic at issue. Workshops may be taken Pass/No Credit only. Students may take no more than nine workshops for credit toward graduation. Workshops can be used as elective credit only. (For PGS students only.)

**ENGL 20000: HISTORY OF WESTERN THEA I:IM:** 3 Hour(s)

HISTORY OF WESTERN THEATRE I:IM~ This course surveys the development of the Western theatre from its origins through the Renaissance and introduces the theatre of the Orient. Along with select plays, the student will study acting styles, actors, theatre architecture, costuming, and scene design. Also offered as THEA 20000. A student may receive credit for only one of these courses. This course fulfills the Interpretive Methods requirement. Previously offered as THEA/ENGL (251/25100).

Core: Interpretive Methods

**ENGL 20100: HISTORY OF WESTERN THEA II:IM:** 3 Hour(s)

HISTORY OF WESTERN THEATRE II:IM~ Beginning in 1660 England, this course studies plays, playwrights, acting styles, actors, theatre architecture, costuming, scene design, and the development of the role of the director in the U.S. and Europe up through the present. This course will also cover a survey of Third World Theatre. Also listed as Theater 20100. A student may receive credit for only one of these courses. This course fulfills the Interpretive Methods requirement. Previously ENGL 252/25200

Core: Interpretive Methods

Faculty

Paul Gaffney, (2006) Associate Professor of English; Classical & Medieval Studies Advisory Committee
B.A., Western Washington University;
M.A., Ph.D., University of Virginia
gaffneypd@hiram.edu

Willard Greenwood, (2001) Professor of English; Faculty Chair; Editor of Hiram Poetry Review
B.A., University of Maine;
M.A., Georgia State University;
Ph.D., Purdue University
greenwoodwp@hiram.edu

Kirsten L Parkinson, (2001) John S. Kenyon Professor of English; Director of the Lindsay-Crane Center for Writing and Literature; Coordinator of Gender Studies Minor
A.B., Harvard University;
M.A., Ph.D., University of Southern California;
Graduate Certificate in Gender Studies, University of Southern California
parkinsonkl@hiram.edu

Mary Quade, (2006) Associate Professor of English
A.B., University of Chicago;
M.F.A., University of Iowa Writer’s Workshop
quadmr@hiram.edu

Jeffrey Swenson, (2007) Associate Professor of English; Director Writing Across the Curriculum Program
B.A., St. John’s University, MN;
M.A., University of Alaska, Fairbanks;
Ph.D., University of Iowa
swensonjc@hiram.edu
ENGL 20600: INTRO TO LITERARY STUDIES:IM: 4 Hour(s)
INTRODUCTION TO LITERARY STUDIES:IM~ A basic introduction to the study of literature, with an emphasis on British and American examples. Through discussion and writing, students study the major genres in Western Literature, practice textual analysis, and are introduced to significant theories of literary criticism. Several critical papers and one documented research paper are required. This course fulfills the Interpretive Methods requirement.
Core: Interpretive Methods

ENGL 20900: SHAKESPEARE IN PERFORMANCE:CM: 3 Hour(s)
SHAKESPEARE IN PERFORMANCE:CM~ Performance is the way in which dramatic texts come to life, and performing a play is an indispensable heuristic to knowledge about it. In this course, advanced students of Shakespeare shall investigate one play in its entirety, learning each scene by staging it. Becoming familiar with the work of the actor and director as well as with that of the critic, scholar, and reviewer, students will keep a daily journal and write analyses of scenes in preparation for staging work in class. The instructor will not serve as a director; rather, students will explore scenes in their own groups. Readings will include critical essays, scholarly discussions of textual issues, and reviews of performances. Also listed as THEA 20900. This course fulfills the Creative Methods requirement.
Core: Creative Methods

ENGL 21900: READ AM LIT:IM,UD: 1-4 Hour(s)
READINGS IN AMERICAN LITERATURE:IM,UD~ This course will present some of the masterpieces, both major and minor, of American literature. The course may be organized around a major theme (such as ‘Nature in American Literature’), may concentrate on important works of a single author (‘The Poetry of Emily Dickinson’ or ‘Hemingway’s Novels’), or may examine examples of a particular literary genre (‘The American Short Story,’ ‘Journals and Diaries in American Life’). Recent offerings include: ‘American Renaissance,’ ‘Harlem Renaissance,’ and ‘Ohio and the Western Reserve.’ Suitable for major and non-majors. This course fulfills the Interpretive Methods requirement and the Understanding Diversity at Home requirement.
Core: Interpretive Methods; Understanding Diversity Home

ENGL 22200: READ BRIT LIT:CA, IM: 1-4 Hour(s)
READINGS IN BRITISH LITERATURE:CA, IM~ This course will present some of the masterpieces, both major and minor, of British literature. The course may be organized around a theme (such as ‘Depictions of Class in British Literature’), may concentrate on important works of a single author (‘Jane Austen’s Contribution to the Novel’), or may examine examples of a particular literary genre (‘Modern British Poetry’ or ‘The Development of the English Mystery’). Recent offerings include: ‘Charles Dickens,’ ‘English Renaissance Poetry,’ and ‘Utopias and Dystopias.’ Fills both Cultural Analysis and Interpretive Methods Not recommended for English majors.
Core: Social/Cultural Analysis Meth; Interpretive Methods

ENGL 22600: READ WORLD LIT:IM,EW: 1-4 Hour(s)
READINGS IN WORLD LITERATURE:IM,EW~ This course will present some of the masterpieces, both major and minor, of world literature. The course may be arranged around a theme (such as ‘Post-colonialism’ or ‘The Epic Impulse’), may concentrate on important works of a single author or geographical area (‘The Novels of West Africa,’ ‘Nabokov’s Russian and American Novels’), or may examine examples of a specific genre of writing (such as ‘African and Australian plays’ or ‘English Poetry in Asia’). Recent offerings include: ‘20th-Century Indian Literature’ and ‘Postcolonial Literature.’ Not recommended for English majors. This course fulfills the Interpretive Methods requirement and the Exploring the World requirement.
Core: Experiencing the World; Interpretive Methods

ENGL 23500: CONTEMPORARY POETRY: 4 Hour(s)
CONTEMPORARY POETRY~ English language poetry during the last years of the 20th century and the early 21st century has become turbulent with competing styles and personalities. This course will focus upon four or five distinctive poets of the present day, including newcomers as well as established writers.

ENGL 24100: LIT PERSPECTIVE ON WOMEN:IM,CA: 3 Hour(s)
LITERARY PERSPECTIVES ON WOMEN:IM,CA~ Gender expectations have shaped women’s roles in literature and their work as writers. This course examines several facets of the complex dilemmas faced by women artists within their historical context. Its perspectives include such concerns as the debate about women’s innate nature, their role in both the domestic and outside world, their contributions, and their current status within literary culture. This course fulfills the Interpretive Methods requirement and the Social and Cultural Analysis requirement. Counts toward the Gender Studies Minor.
Core: Social/Cultural Analysis Meth; Interpretive Methods

ENGL 25200: ENGLISH LANG:LINGUISTIC INTRO: 3 Hour(s)
The ENGLISH LANGUAGE: A LINGUISTIC INTRODUCTION~ This course traces the historical development of the English language from its Indo-European origins down to present day U.S. speech, with a special emphasis on the various contemporary American dialects. In studying this long evolution of our native tongue, students will be introduced to modern linguistic techniques and terminology. Some fieldwork in local dialects will be required. A revised version of this course is offered for four (4) credit hours as English (254 or 25400). A student may receive credit for only one of these courses. Also listed as Communication (252 or 25200).

ENGL 25300: LANGUAGE IN THE USA:UD: 3 Hour(s)
LANGUAGE IN THE USA:UD~ We will engage in sustained discussion of the language situation in the United States of America, informed by a representative sample of relevant published work. While paying due attention to the extensive role of varieties of English, we will strive to provide an adequate account of the linguistic and cultural diversity of the nation, and the extent to which speakers of other languages are maintaining their mother tongues or shifting to English. Implications of the subject matter for public and educational policy will be infused throughout the discussion.
Core: Understanding Diversity Home
ENGL 2400: ENGLISH LANG LINGUISTIC INTRO: 4 Hour(s)
THE ENGLISH LANGUAGE: A LINGUISTIC INTRODUCTION ~ This course traces the historical development of the English language from its Indo-European origins down to present day U.S. speech, with a special emphasis on the various contemporary American dialects. In studying this long evolution of our native tongue, students will be introduced to modern linguistic techniques and terminology. Some fieldwork in local dialects will be required. A revised version of this course is offered for three (3) credit hours as English (252 or 25200). A student may receive credit for only one of these courses.

ENGL 25500: HOW WE TALK: DIALECTOLOGY: MM: 3 Hour(s)
DIALECTOLOGY: MM ~ This course explores the elements of North American dialects, defining them and discussing issues surrounding dialect, such as media stereotypes and cultural perceptions of dialects. Students study the history, syntax, lexicon, and (especially) the phonology of the major American dialects, then produce a dialect study. This course fulfills the Modeling Methods requirement.
Core: Modeling Methods

ENGL 25700: HISTORY OF FILM AND CINEMA: 3 Hour(s)
HISTORY OF FILM AND CINEMA: IM ~ This course considers the emergence of film in its dual roles as art form and popular entertainment. It reflects particularly on the establishment of film genres, including mainstream narrative movies, experimental films, and documentaries beginning in the early 20th century. It will consider important directors, producers, actors, and films that have influenced the cinema and filmmaking. We will analyze not only the aesthetic elements that make up particular films and genres but also the social and cultural contexts in which particular cinematic styles and topics emerged. We will also reflect on what the assigned films can teach us about contemporary films and popular culture. This course fulfills the Interpretive Method requirement.
Core: Interpretive Methods

ENGL 26100: SHAKESPEARE: IM: 3 Hour(s)
SHAKESPEARE: IM ~ This introductory course features major plays by Shakespeare with an emphasis on their place in the theater. We shall also consider historical context, language, genre, and theoretical influences on recent criticism. Plays representing early and late periods such as Twelfth Night, I Henry IV, Hamlet, Measure for Measure, King Lear, Anthony and Cleopatra, and the Winter's Tale may be included. Counts toward ENTR minor. This course fulfills the Interpretive Methods requirement. Also listed as Theatre Arts 26100.
Core: Interpretive Methods

ENGL 28000: SEM: 1-4 Hour(s)
SEMINAR ~

ENGL 28100: INDEPENDENT STUDY: 1-4 Hour(s)
INDEPENDENT STUDY ~

ENGL 29300: VISION OF ENGLAND I: 1 Hour(s)
VISIONS OF ENGLAND I: MAKING THE NATION THROUGH WRITING & LANDSCAPE ~ This course explores how the English landscape influenced concepts of English nationhood, literature, and society, and how these concepts, in turn, influenced the way that the English people imagined and treated their land in the nineteenth century. William Morris (1834-1896) serves as the central focus of this exploration because his life became the intersection of developing trends in many fields: literature, visual arts, architecture and landscape architecture, social philosophy, and political activism. The course is largely about the ideology of the land: viewing the land, using the land, and invoking the land. Literature takes part in the creation of ideologies and can question them. Students will read about the growing nationalism connected to the land of England and the origins of the nation as seen in its land and places. Students will also read works that deal with industrialization and urbanization. Students who take this course must also register for Interdisciplinary Studies 294 or 29400, which is a study-abroad trip during the three-week semester. (Previously offered as INTD 293).
Corequisite: INTD 29400

ENGL 29500: PREQUEL: SHAKESPEAR'S ENGLAND: 1 Hour(s)
SHAKESPEAR'S ENGLAND ~ This is a preparatory course for INTD 29500. This course will be offered and should be taken before travel to England with Shakespeare's England trip abroad. This class is a twelve week, 1 hour course introducing students to four Shakespearean plays that will sample how Shakespeare used the English language, the medium of live enactment, and available dramatic formulas, to depict his country onstage. It will consider the plays to help differentiate approaches taken by dramatic critics and theatrical practitioners when approaching plays, and also as a beginning point for presentations, discussions, and assignments during upcoming travel to England during the Study Abroad trip 'Shakespeare's England.' Cross-listed with THEA 29500.

ENGL 29800: FIELD EXPERIENCE: 1-4 Hour(s)
FIELD EXPERIENCE ~

ENGL 32800: STUDIES IN AMERICAN LIT: IM: 3 Hour(s)
STUDIES IN AMERICAN LITERATURE: IM ~ This course offers in-depth examination of significant contemporary works of American literature. It builds on the concepts introduced in ENGL 206 or 20600 and prepares students for the advanced study and research of 400 or 4000-level courses. Students will read both primary and secondary texts and produce a short research paper. The course may be organized around a theme, concentrate on important works of a single a single author, or focus on examples of a particular literary genre. Recommended for English majors. This course fulfills the Interpretive Methods requirement.
Pre-requisite: none ENGL 20600 or junior/senior standing recommended.
Core: Interpretive Methods

ENGL 33000: STUDIES IN BRITISH LIT: IM, CA: 3 Hour(s)
STUDIES IN BRITISH LITERATURE: IM, CA ~ This course offers in-depth examination of significant works of British literature. It builds on the concepts introduced in English 206 or 20600 and prepares students for the advanced study and research of 400 or 4000-level courses. Students will read both primary and secondary texts and produce a short research paper. The course may be organized around a theme, concentrate on important works of a single author, or focus on examples of a particular literary genre. Recommended for English majors. Prerequisite: none. This course fulfills the Interpretive Methods requirement and the Social and Cultural Analysis requirement.
Core: Social/Cultural Analysis Meth; Interpretive Methods
ENGL 33100: STUDIES IN WORLD LIT:IM,EW: 3 Hour(s)
STUDIES IN WORLD LITERATURE:IM,EW~ This course offers in-depth examination of significant works of world literature. It builds on the concepts introduced in English 206 or 20600 and prepares students for the advanced study and research of 400 or 4000-level courses. Students will read both primary and secondary texts and produce a short research paper. The course may be organized around a theme, concentrate on important works of a single author, or focus on examples of a particular literary genre. Recommended for English majors. Prerequisite: none. ENGL 20600 or junior/senior standing recommended. This course fulfills the Interpretive Methods requirement and the Experiencing the World requirement. Core: Experiencing the World; Interpretive Methods

ENGL 33200: STUDIES IN GENRE:IM: 3 Hour(s)
STUDIES IN GENRE:IM~ This course offers in-depth examination of significant works in a single literary genre, such as drama, poetry, the short story, the essay, or film. It introduces basic concepts of literary analysis and key terminology for the genre being covered. Students will read both primary and secondary texts and produce a short research paper. Recommended for non-majors as well as English majors. This course fulfills the Interpretive Methods requirement. Core: Interpretive Methods

ENGL 35000: AMERICAN LIT I:CA,UD: 4 Hour(s)
AMERICAN LITERATURE I:CA,UD~ This course will introduce students to literature from the American colonial, revolutionary, and Romantic periods (the 1490's through 1900), including major authors, works, and genres. In addition to specific texts, the course will consider the impact on literature of significant cultural and historical developments of the period, such as North and South American colonization and the cultural contact zone; developing American cultural identities, racial conflicts, immigration, industrialism, and westward expansion. ENGL 20600 or junior/senior standing recommended. This course fulfills the Social and Cultural Analysis requirement and the Understanding Diversity in the USA requirement. Prerequisite: none. Core: Social/Cultural Analysis Meth; Understanding Diversity Home

ENGL 35100: AMERICAN LITERATURE II:IM: 4 Hour(s)
AMERICAN LITERATURE II:IM~ American Literature II will look at novels and poetry in various movements such as: Romanticism, Naturalism, Realism, Modernism and Postmodernism. We will also look at what modes of literary theoretical inquiry developed during these periods. By doing so, students will gain an understanding of the formation of the American Canon in the late 19th and 20th centuries. ENGL 20600 or junior/senior standing recommended. This course fulfills the Interpretive Methods requirement. Prerequisite: none. This course fulfills the Interpretive Methods requirement. Core: Interpretive Methods

ENGL 35300: MEDIEVAL LITERATURE:IM,CA: 4 Hour(s)
MEDIEVAL LITERATURE:IM,CA~ This course will explore the development of literature in the British Isles from the eighth century through the fifteenth century, including major authors, works, and genres. Cultural and historical contexts, such as the rise and decline of feudalism, pilgrimage and crusading, and the Black Death will inform the discussion and analysis. ENGL 20600 or junior/senior standing recommended. This course fulfills the Interpretive Methods requirement and the Social and Cultural Analysis requirement. Prerequisite: none. Core: Social/Cultural Analysis Meth; Interpretive Methods

ENGL 35400: RENAISSANCE LITERATURE:CA,IM: 4 Hour(s)
RENAISSANCE LITERATURE:CA,IM~ This course will explore the development of literature in the British Isles from the early sixteenth century through the mid seventeenth century, including major authors, works, and genres. Cultural and historical contexts such as the growth of printed materials, the Protestant Reformation, and the beginnings of European colonialism will inform the discussion and analysis. ENGL 20600 or junior/senior standing recommended. This course fulfills the Interpretive Methods requirement and the Social and Cultural Analysis requirement. Prerequisite: none. Core: Social/Cultural Analysis Meth; Interpretive Methods

ENGL 35500: 18TH CENTURY BRIT LIT:CA,IM: 4 Hour(s)
18TH CENTURY BRITISH LITERATURE:CA,IM~ This course will introduce students to British literature from the late seventeenth and eighteenth centuries, including major authors, works and genres. In addition to specific texts, the course will consider significant cultural and historical developments of the period, such as the rise of the novel as a genre and the Enlightenment, and their impact on the literature. ENGL 20600 or junior/senior standing recommended. Prerequisite: none. This course fulfills the Interpretive Methods requirement and the Social and Cultural Analysis requirement. Core: Social/Cultural Analysis Meth; Interpretive Methods

ENGL 35600: 19TH CENTURY BRIT LIT:CA,IM: 4 Hour(s)
19TH CENTURY BRITISH LITERATURE:CA,IM~ This course will introduce students to literature from the British romantic and Victorian periods (the 1790s through 1900), including major authors, works, and genres. In addition to specific texts, the course will consider significant cultural and historical developments of the period, such as industrialization, imperialism, and early feminism, and their impact on literature. ENGL 20600 or junior/senior standing recommended. Prerequisite: none. This course fulfills the Interpretive Methods requirement and the Social and Cultural Analysis requirement. Core: Social/Cultural Analysis Meth; Interpretive Methods

ENGL 35700: 20TH CENTURY BRIT LIT:CA,IM: 4 Hour(s)
20TH CENTURY BRITISH LITERATURE:CA,IM~ This course will introduce students to literature of the British Isles and its colonies that was written in the twentieth century, including major authors, works, and genres. In addition to specific texts, the course will consider significant cultural and historical developments of the period, such as the decline of empire, World War I, and World War II, and their impact on the literature. Prerequisite: none. This course fulfills the Interpretive Methods requirement and the Social and Cultural Analysis requirement. Core: Social/Cultural Analysis Meth; Interpretive Methods

ENGL 35900: WORLD LITERATURE:EW,IM: 4 Hour(s)
WORLD LITERATURE:EW,IM~ English language literature is found on every continent of the world. British and American colonial influence resulted in Australian, African, and Asian literatures in English, as well as Caribbean and Canadian literature in North America. Class members will read and discuss examples of these works. Non-English world literature from the Middle Ages through the modern period may also be studied. ENGL 20600 or junior/senior standing recommended. This course fulfills the Interpretive Methods requirement and the Experiencing the World requirement. Prerequisite: none. Core: Experiencing the World; Interpretive Methods

ENGL 38000: SEM: 1-4 Hour(s)
SEMINAR~

ENGL 38100: SPC TPC: 1-4 Hour(s)
SPECIAL TOPICS~
ENGL 41800: ADV AMER LIT:  4 Hour(s)
ADV STUDIES IN AMERICAN LIT: SPECIAL TOPICS IN AMERICAN LIT~
This course will engage students in advanced study and research in a
topic in American literature. Recent topics include slave and captivity
narratives and the aesthetics of sublimation. Students will present a
significant documented essay after a concentrated introduction to the
methodology of contemporary literary study. Prequisites: English (206 or
20600) and Junior standing.
Prerequisite: (ENGL 206 or ENGL 20600)

ENGL 42800: ADV BRIT LIT:  4 Hour(s)
SPECIAL TOPICS IN BRITISH LITERATURE~ This course will engage
students in advanced study and research in a topic in British literature.
Recent topics include gender in Victorian literature and the English
country house. Students will present a significant documented essay
after a concentrated introduction to the methodology of contemporary
literary study. Prerequisites: English (206 or 20600) and Junior standing.
Prerequisite: (ENGL 206 or ENGL 20600)

ENGL 43800: ADV WRLD LIT:  4 Hour(s)
SPECIAL TOPICS IN WORLD LITERATURE~ This course will engage
students in advanced study and research in a topic of world literature.
Recent topics include Indian literature. Students will present a significant
documented essay after a concentrated introduction to the methodology
of contemporary literary study. Prerequisites: ENGL (206 or 20600) and
Junior Standing.
Prerequisite: (ENGL 206 or ENGL 20600)

ENGL 47000: LITERARY THEORY:  4 Hour(s)
LITERARY THEORY~ This introductory course in contemporary literary
theory probes issues basic to language, interpretation, and culture. In
response to a broad range of recent theoretical essays, we shall break
ground on questions concerning the nature of the text, the (ir)relevance
of historical context, the role of the reader/critic, the ‘death’ of the author,
the (in)determinacy of meaning, and the politics of gender, ethnicity, and
class. Prerequisite: English (206 or 20600)

ENGL 48000: SENIOR SEMINAR: 1-3 Hour(s)
SENior SEmiNAR~ English majors must complete this course in their
senior year. This revision and workshop course requires students to
significantly rework a research paper from one of their 400 or 40000-level
literature courses. The revision must include more elaborate research of
primary and secondary sources, more extensive and complete exploration
of a subject, and a more theoretical and sophisticated approach to the
literary essay. This research project will help students to achieve achieve
a historical and contemporary understanding of their subject. Students
will write a one-page introduction that explains their interest in and
relationship to the project. Students will identify journals or conferences
that would be suitable arenas for publication and presentation. Students
will present their work in a public forum. Also listed as WRIT 48010.
Corequisite ENGL 48000.

ENGL 48010: SENIOR SEMINAR PART I: 1 Hour(s)
SENior SEmiNAR PARt I ~ English majors must complete this course in their
year. This revision and workshop course requires students to
significantly rework a research paper from one of their 400 or 40000-level
literature courses. The revision must include more elaborate research of
primary and secondary sources, more extensive and complete exploration
of a subject, and a more theoretical and sophisticated approach to the
literary essay. This research project will help students to achieve achieve
a historical and contemporary understanding of their subject. Students
will write a one-page introduction that explains their interest in and
relationship to the project. Students will identify journals or conferences
that would be suitable arenas for publication and presentation. Students
will present their work in a public forum. Also listed as WRIT 48010.
Corequisite ENGL 48000.

ENGL 48100: INDEPENDENT RESEARCH: 1-4 Hour(s)
INDEPENDENT RESEARCH~

ENGL 49800: INTERNSHIP: 4 Hour(s)
INTERNSHIP~ Developed in consultation with the student’s major faculty
advisor, the internship will be tailored to the interests and needs of
the student, and can be served in a wide variety of private and public
organizations. Hiram College’s internship program permits students to
bridge the distance between the theory they learn in the classroom and
the application of their knowledge. The academic department establishes
prerequisites for the application procedure. Students should check with
individual departments for specific requirements and guidelines for the
experience, as they may vary by discipline. Prospective interns work
with the faculty advisor, who will monitor the experience and grade the
academic component of the internship.

Academic Offerings
• English Major (p. 93)
• English Minor (p. 95)

English Major
Degree Requirements
All students are required to complete overall degree requirements in
addition to their major. Please see Degree Completion Requirements
(p. 42) for full details for students entering in the 2019-2020 catalog
year.

For those students who started at Hiram prior to the 2019-2020 academic
year, you will follow the Degree Requirements which are outlined in your
catalog of record.

Major Requirements
The English major encourages students to develop a better
understanding of their own culture and other cultures through the
examination of literature and language. Through the literature that we
read, we connect with others in our own communities and around the
world. The department offers opportunities to examine the traditions
of English and American literature as well as world and post-colonial
works in English and in translation (from Asia, Africa, and the Caribbean
as well as Europe, Canada, and Australia). The course of study in the
English program offers interested students a structured opportunity to
evaluate these texts from a variety of critical perspectives, and, for those
so inclined, an array of writing courses in which to develop their creative
and expository talents. The English major requires successful completion of 11 courses.

**Introductory Course**

Students will acquire a fundamental knowledge of genre, literary conventions, literary theory, and historical and literary traditions that will form the foundation for 30000- and 40000-level courses. They will also develop skills in writing and literary analysis.

**Foundation Courses**

Students will recognize the major traditions, works, and authors of American, British, and world literature. They will continue to develop their ability to conceive and implement original interpretations of the literature they read.

**Advanced Seminar Courses**

Students will gain in-depth knowledge of a specific literary topic, including engagement with secondary materials. They will plan and complete original research and write a substantial research essay.

**Electives**

Electives in the English program allow students to extend their knowledge of particular areas of literature or to explore new literary fields not covered in their other major coursework. Electives must be completed with courses at the 20000-level or above unless a lower-level courses is explicitly approved by faculty members in the English program. The 20000-level English electives focus mostly on primary texts in a topic or genre while 30000-level English electives incorporate both primary and secondary texts, draw on the literary theories introduced in ENGL 20600 INTO TO LITERARY STUDIES:IM, and require a short research essay that builds toward the requirements of the 40000-level courses. Students may choose electives from the courses for majors above (foundation courses and advanced seminar courses) or from the following electives. Up to two of the elective requirements also may be satisfied with 30000-level creative writing courses, unless students are minoring in writing.

**Senior Capstone**

In the fall 3-week session of their senior year, students must complete ENGL 48000 SENIOR SEMINAR after completing a 1-hour preparatory course in the 12-week session. This 3-week revision and workshop course requires students to significantly rework an essay from one of their earlier English courses. Students must also write a short essay reflecting on their experience as a major and connecting what they have learned to career or life goals. At the end of the course, students will present their work in a public forum.

Course List:

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<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tr>
<td>ENGL 20600</td>
<td>INTRO TO LITERARY STUDIES:IM</td>
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**Foundation Courses**

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<tr>
<td>ENGL 35000</td>
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<td>ENGL 35100</td>
<td>MEDIEVAL LITERATURE:IM,CA</td>
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<td>ENGL 35400</td>
<td>RENAISSANCE LIT CA,IM</td>
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<td>ENGL 35500</td>
<td>18TH CENTURY BRIT LIT CA,IM</td>
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<td>ENGL 35600</td>
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<td>ENGL 35700</td>
<td>20TH CENTURY BRIT LIT CA,IM</td>
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**Advanced Seminar Courses**

Select two of the following: 8

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<td>ENGL 42800</td>
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<td>ENGL 43800</td>
<td>ADV WRLD LIT:</td>
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**Electives**

Select four of the following: 12-15

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<td>ENGL 20900</td>
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<tr>
<td>ENGL 21900</td>
<td>READ AM LIT:IM,UD</td>
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<td>ENGL 22200</td>
<td>READ BRIT LIT:CA, IM</td>
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<td>ENGL 22600</td>
<td>READ WORLD LIT:IM,EW</td>
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<td>ENGL 25200</td>
<td>ENGLISH LANGUAGE LINGUISTIC INTRO</td>
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<td>ENGL 32800</td>
<td>STUDIES IN AMERICAN LIT:IM</td>
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<td>ENGL 33100</td>
<td>STUDIES IN WORLD LIT:IM,EW</td>
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<td>ENGL 33200</td>
<td>STUDIES IN GENRE:IM</td>
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<tr>
<td>ENGL 38000</td>
<td>SEM:</td>
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</table>

**Senior Capstone**

ENGL 48000 SENIOR SEMINAR 3

**Total Hours** 39-42

**Distribution**

In satisfying the requirements above, students must take a minimum of two courses in British literature, two courses in American literature, and one course in world literature. They must also take at least one course in literature before 1800. This will ensure that students develop a breadth of literary knowledge while still allowing them significant freedom in choosing courses.

**Foreign Language**

Students must complete a foreign language through the 10200 level.

**Minoring in Writing**

As of spring 2017, students completing the English major may combine it with a minor in writing. Students interested in this option should consult with English faculty members about how to complete the coursework for both the English major and writing minor in a timely manner.

**AP Credit**

Students who have received a 4 or 5 on the English Literature Advanced Placement (AP) test receive credit for one of the required elective literature courses in the major. However, the English program encourages students who are considering graduate work to take additional courses in the major.

**Requirements for Honors in English**

Program/departmental honors are a privilege conferred upon the English program’s most outstanding students each year upon completion of the honors requirements. To apply for Honors in English, students must meet the Hiram College Honors GPA requirements (overall GPA of 2.80, departmental GPA of 3.60, and a sum of these two GPAs of 6.80). In addition, students must also receive an A or A- in the English capstone course. At that time, students who are eligible for honors are invited
to submit an honors application to the English program for further consideration.

Advising

All students majoring in English must have an academic advisor, as either their primary or secondary advisor, in the English program.

Pathway

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<th>Course</th>
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<td>ENGL 20600</td>
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<td>FYEN 10101</td>
<td>FIRST-YEAR ENDURING QUESTIONS</td>
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<td>ENGL 3XXX</td>
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<td>Elective, Second Major, Minor Course</td>
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</table>

Total Hours 122-128

1 "Critical" to timely degree progression.

English Minor

Minor Requirements

- 18 Credit Hours
- Introductory course ENGL 20600 INTRO TO LITERARY STUDIES:IM (4 credit hours)

Students will acquire a fundamental knowledge of genre, literary conventions, literary theory and historical and literary traditions that will form the foundation for the study of 30000- and 40000-level courses. They will also develop skills in writing and literary analysis.

Distributed Electives (14 credit hours)

Students completing the English minor must take at least 14 credit hours of English courses in addition to ENGL 20600 INTRO TO LITERARY STUDIES:IM. These courses must include at least one pre-1800 literature course and one post-1800 literature course, at least one 40000-level
course, and courses representing at least two of these three areas: British literature, American literature, world literature.

Majoring and Minoring in Writing
Students completing the English minor may not combine it with a major in creative writing or minor in writing; students interested in taking extensive coursework in writing should consider the major in creative writing.

Ethics

Program Website: http://www.hiram.edu/academics/majors-and-minors/ethics-minor (http://www.hiram.edu/academics/majors-and-minors/ethics-minor/)

Introduction
The ethics minor engages students with ethics through the study of ethical theory and moral issues; the development of skills of critical thinking and reflection; application in their major areas of study; and through service. The minor is designed to enhance any student’s education by enriching awareness of ethical issues, developing abilities to reflect critically, and by connecting awareness and reflection to opportunities for action. The minor is interdisciplinary in nature and combines both traditional study with opportunities for experiential learning. Flexibly designed to be tailored to each individual student’s interests and education, the minor is developed in consultation with a faculty advisor in ethics.

Academic Offerings

- Ethics Minor (p. 97)

Faculty
Colin Anderson, (2002) Associate Professor of Philosophy; George and Arlene Foote Chair in Ethics and Values; Classical & Medieval Studies Advisory Committee
B.A., St. John’s College;
M.A., Ph.D., Loyola University of Chicago
andersonca@hiram.edu

Course Descriptions

ETH 18000: WKSP: 1 Hour(s)
WORKSHOP~ Workshops may be taken Pass/No Credit only. Students may take no more than nine workshops for credit toward graduation. Workshops can be used as elective credit only.

ETH 19800: SERVICE LEARNING FIELD EXPER: 1 Hour(s)
SERVICE LEARNING FIELD EXPERIENCE~ The Experiential Learning Field Experience allows students to request the addition of a service learning field experience to complement an existing undergraduate college course for one (1) additional credit hour. Students will receive a separate Pass/Pass No Credit grade for the service learning field experience from the Ethics 29800 instructor. Students will devote a minimum of 40 hours of work during the semester towards their service learning field experience. At least 30 of these hours must be in direct service with an organization. The remainder of the time may be devoted to orientation training or travel related to service with the organization. Students will also complete a reflection project which may be completed in a variety of ways (i.e., journal, portfolio, formal writing assignment, class presentation, or a combination of these). The final project will ideally meet a requirement for the student’s primary course, but it there is no requirement for the primary course, the student must arrange a reflective project assignment with the Ethics 29800 instructor. Students may not take Ethics 29800 more than three times for credit, and may only take Ethics 29800 once per semester. This course is Pass/No Credit Only. Students must be identified with a Service Learning Attribute.

ETH 20100: ETHICS BOWL: 1 Hour(s)
ETHICS BOWL~ Ethics Bowl provides college credit for participation in preparation for the annual ethics bowl debate competitions. This preparation develops abilities for ethical analysis as well as practices skills in presentation and debate. Each week enrolled students meet to discuss the 15 cases provided for the competition and collaboratively develop ethical positions and arguments to support them. To receive credit for this work, students must attend 1 hour of case discussions, prepare arguments for discussion between meetings, and contribute to the collaborative document of our case analyses. Students may additionally travel and compete with the Ethics Bowl Team in the Regional Competition. This course may be repeated and is offered every semester in which the Ethics Bowl Team plans to compete. The course is PASS/NO CREDIT, is offered for 0 and 1 credits. Counts towards the Ethics Minor.

ETH 27200: ETHICAL THINKING:ES: 4 Hour(s)
ETHICAL THINKING:ES~ Ethical life depends upon identifiable intellectual capacities as well as virtues of character. This course aims to develop the intellectual virtues that are a necessary condition of an ethical life. This requires two sorts of skills—those of critical thinking and of dialogue. The first set of skills enables the analysis of arguments, exposure of fundamental assumptions, and the rigorous statement of criticism of moral values and ethical frameworks, the ability to mediate ethical discussions, seek shared ground, formulate issues in non-prejudicial or unnecessarily judgmental terms, the ability to re-frame ethical problems and open new ground for discussion. This course will cultivate these skills while engaged in analysis and discussion of some of the most pressing moral difficulties we face. This course fulfills the Meaning, Ethics, and Social Responsibility requirement. Also listed as PHIL (272 or 27200).
Core: Meaning/Ethics/Soc Responsibil

ETH 28000: SEM:: 1-4 Hour(s)
SEMINAR~

ETH 28100: INDEPENDENT STUDY: 1-4 Hour(s)
INDEPENDENT STUDY~

ETH 29800: FIELD EXPERIENCE: 1-4 Hour(s)
FIELD EXPERIENCE~
ETH 30100: ETHICS SERVICE & REFLECTION: 4 Hour(s)
ETHICS SERVICE AND REFLECTION~ This is a service learning course. Students will be placed in a service location off campus, typically in an agency or non-profit institution, where their work will put them in contact with ethical issues that can be identified and described by their co-workers, and where they can observe and learn from professionals who respond to these issues in the course of their daily work. The class assignment includes a reflective journal and a significant paper on an ethical issue inherent in the work of the agency where the service is performed.

ETH 38000: SEM.: 1-4 Hour(s)
SEMINAR~

ETH 38100: SPC TPC.: 1-4 Hour(s)
SPECIAL TOPICS: ~

ETH 48000: SENIOR SEMINAR: 1-4 Hour(s)
SENIOR SEMINAR~

ETH 48100: INDEPENDENT RESEARCH: 1-4 Hour(s)
INDEPENDENT RESEARCH~

ETH 49800: INTERNSHIP~ 4 Hour(s)
INTERNSHIP~

Ethics Minor

Minor Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tr>
<td>ETH 27200</td>
<td>ETHICAL THINKING:ES</td>
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<tr>
<td>INTD 39600</td>
<td>ENGAGED CITIZENSHIP</td>
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<tr>
<td>Select one of the following Ethical Theory and Methods courses:</td>
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<tr>
<td>PHIL 11800</td>
<td>INTRODUCTION TO ETHICS:ES</td>
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<tr>
<td>PHIL 21900</td>
<td>CONTEMPORARY MORAL PROBLEMS:ES</td>
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<tr>
<td>PHIL 27000</td>
<td>ENVIRONMENTAL ETHICS:ES</td>
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<tr>
<td>PHIL 27100</td>
<td>ANIMALS AND ETHICS:ES</td>
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<tr>
<td>Select one course in Applied or Disciplinary Ethics 1</td>
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<td>Electives 2</td>
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<tr>
<td>Capstone 4</td>
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<td>Total Hours</td>
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</table>

1 At least one course in applied ethics. Typically these would include courses approved for the ES core curriculum designation. Where an approved course exists in the student’s major, taking that course is encouraged.

2 Any remaining hours can be met through any ES or service learning course in consultation with a faculty advisor in ethics. (The remaining credits can also be satisfied through 1-credit Ethics Seminars.)

3 A significant service-learning experience, approved by contract with a faculty advisor in ethics, which ethical analysis of and reflection on the experience are integrated. It is often desirable for the student to obtain this experience in a way that is connected with the student’s major. This can also be satisfied through suitable summer internships.

4 Each student must integrate his or her study of ethics through a reflective essay, usually in conjunction with an experiential learning requirement, or an additional integrative research project. These capstones are presented publicly during the student’s senior year.

Film Studies

Introduction:

The film studies minor teaches students about the history, interpretation, and creation of film as an art form that enables personal and cultural expression as well as a documentary form that allows people to comment on the world around them. A film studies minor prepares students well for a wide variety of careers that will require them to design, write, and produce films for multiple markets and audiences. As film studies minors, they will be knowledgeable in the traditions and conventions of this art form so that they can be savvy writers, directors, and producers. Students will learn the history of filmmaking, the techniques of film analysis, and the process of filmmaking among other valuable skills so that they think critically about films that they encounter in the world and are active rather than passive consumers.

Requirements:

The film studies minor consists of three required courses that offer a grounding in key areas: history, analysis, and filmmaking. Students can then choose one of two tracks for their remaining courses. To complete the minor, students must take a total of at least eighteen (18) credit hours in approved film studies courses. (See Academic Offerings for details)

Film studies minors also will be required to give a public presentation of their work in the spring of their senior year as part of the Annual Juried Student Art Show or spring film festival (in development). Minors may show a clip from an original film, read an excerpt from a screenplay, or read from an analysis written in one of their film studies courses.

Learning Objectives:

Students in the film studies minor will:

1. Develop an understanding of the historical evolution of film as an art form and medium of expression and its impact as a cultural form and force for social change;
2. Identify key technical elements involved in filmmaking;
3. Distinguish the major features and expectations of film analysis;
4. Identify the role of film as a dominant contemporary medium of communication and the ways in which visual communication impacts our perception of the world;
5. Recognize the conventions of film and its cultural elements and moments when those conventions are being subverted;
6. Implement a variety of filming and editing techniques;
7. Become active viewers and interpreters of visual and verbal media in a range of works, styles, and cinematic traditions;
8. Create complex time-based works in a range of styles and cinematic traditions;
9. Create original analyses and interpretations of films and other visual media that demonstrates a complex understanding of the evolution of film and its role in modern society.

• Film Studies Minor (p. 98)

Faculty

Kirsten L. Parkinson, (2001) John S. Kenyon Professor of English; Director of the Lindsay-Crane Center for Writing and Literature; Coordinator of Gender Studies Minor
A.B., Harvard University;
The film studies minor teaches students about the history, interpretation, and creation of film as an art form that enables personal and cultural expression as well as a documentary form that allows people to comment on the world around them. A film studies minor prepares students well for a wide variety of careers that will require them to design, write, and produce films for multiple markets and audiences. As film studies minors, they will be knowledgeable in the traditions and conventions of this art form so that they can be savvy writers, directors, and producers. Students will learn the history of filmmaking, the techniques of film analysis, and the process of filmmaking among other valuable skills so that they think critically about films that they encounter in the world and are active rather than passive consumers.

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Required courses:
• ART 28000: Introduction to Filmmaking (4 hours) OR ART 23600: Experimental Filmmaking (3 hours)
• ENGL 2XXXX: Introduction to Film Analysis (3 hours) (previously offered as ENGL 33000)
• ENGL 2XXXX: History of Film and Cinema (3 hours) (previously offered as THEA 25700: History of the Movies)

Minors must select one of the two following tracks to complete their minor requirements (total minimum 18 credit hours).

Creative Filmmaking Track:
In addition to the courses above, choose two to three courses from among the following courses to reach a total of at least eighteen (18) credit hours:

ART 10200: Color and Design (4 hours) OR ART 11000: Beginning Drawing (4 hours)
ART 28000: Introduction to Filmmaking (4 hours) (if not taken as one of the required courses)
ART 23600: Experimental Filmmaking (3 hours) (if not taken as one of the required courses)
ART 3XXXX: Digital Imaging (4 hours)
COMM 23700: Media Law and Ethics (3 hours)
THEA 15000: Introduction to Theatre (3 hours)
WRIT 30900: Craft and Technique: Screenwriting (4 hours)

In particular, minors in this track are highly recommended to take WRIT 30900: Craft and Technique: Screenwriting.

Critical Film Studies Track:
In addition to the three courses above, choose two to three courses from among the following courses to reach a total of at least eighteen (18) credit hours:

CLAS 24700: The Ancient World in Film (3 hours)
COMM 23700: Media Law and Ethics (3 hours)
COMM 24800: Media and Multiculturalism (4 hours)
ENGL 26100: Shakespeare and Film (3 hours)
ENGL 33200: Mystery and Film Noir (3 hours)
INTD 21100: Asian Cinema (4 hours)
PSYC 22500: Psychology and Film (3 hours)
SPAN 2xxxx Spanish and Latin American Film (4 hours)
THEA 15000: Introduction to Theatre (3 hours)
THEA 28000: Hollywood Renaissance (3 hours)
THEA 28000: Film of the 1960s and 70s (3 hours)
WRIT 30900: Craft and Technique: Screenwriting (4 hours)

Gender Studies

Program Website: http://www.hiram.edu/academics/majors-and-minors/gender-studies-minor (http://www.hiram.edu/academics/majors-and-minors/gender-studies-minor/)

Introduction

Gender studies is a multidisciplinary minor that examines the role of gender in society. It considers both the biological and cultural origins of sex and gender differences and how those differences have structured a multitude of social and political institutions. The program also considers how issues of race, ethnicity, class, religion, and sexual orientation interact with gender. Incorporating the fields of anthropology, art, biology, communication, economics, English, history, foreign languages, philosophy, political science, psychology, religious studies, and sociology, the gender studies minor provides students with practical and theoretical tools for understanding gender relationships.

Faculty

Kirsten L Parkinson, (2001) John S. Kenyon Professor of English; Director of the Lindsay-Crane Center for Writing and Literature; Coordinator of Gender Studies Minor
Gender Studies Minor

Minor Requirements
To qualify for a gender studies minor, students must take INTD 31400 MASCULINITY-FEMININITY:CA,UD. They must also complete additional gender studies courses for a total of 18 credit hours. The most common structure is to take five additional courses of 3-4 credit hours, but students can also take a range of 1-credit courses to complete part of the requirements. No more than three classes in any given discipline can count towards a gender studies minor (i.e. taking four classes in women's history would only fulfill three gender studies course requirements).

Gender Studies Courses
This list is not comprehensive. If there are courses not listed here that seem to qualify (such as occasional special topics seminars), please check with a gender studies coordinator to confirm that it will count towards the minor.

Courses that count toward the gender studies minor are identified in the comments section of each semester's class schedule.

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<tr>
<th>Code</th>
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<tr>
<td>INTD 30120</td>
<td>AGING, SEX &amp; THE BODY (offered every other year)</td>
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<td>INTD 32900</td>
<td>GENDER AND CREATIVITY (offered yearly in the Weekend College)</td>
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<td>INTD 31400</td>
<td>MASCULINITY-FEMININITY:CA,UD (required; offered every other year)</td>
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<td>BIMD 37500</td>
<td>ISSUES IN WOMEN'S HEALTH:ES (offered every other year)</td>
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<tr>
<td>COMM 32400</td>
<td>GENDER COMMUNICATION:CA (offered every other year)</td>
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<td>ENGL 24100</td>
<td>LIT PERSPECTIVE ON WOMEN:IM,CA (offered every 2-3 years)</td>
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<td>FREN 38000</td>
<td>SEM: (offered every 2-3 years)</td>
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<td>HIST 22100</td>
<td>CONCUBINES MOTHER/SAINCTS:CA,EW</td>
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<tr>
<td>HIST 22400</td>
<td>MOD EURO WOMEN AND GNDER:CA,EW (offered every other year)</td>
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History

Program Website: http://www.hiram.edu/history (http://www.hiram.edu/history/)

The History Program at Hiram College
The study of history is critical for our understanding of the human experience. Through the study of history, we develop an understanding of who we are, how we came from, how and why our society has changed over time, how we differ from other people in other places and times, how societies different from ours have developed and changed, and how humans have interacted with each other and with the natural world. History majors will hone such skills as inquiry and analysis, critical and creative thinking, information literacy, and written and oral communication. Therefore, the history major at Hiram College prepares students for a wide variety of careers. Hiram College history students have gone on to become business leaders, lawyers, teachers and professors, political leaders, government workers, librarians, and leaders in non-profit organizations. History majors are superbly prepared for active citizenship and for informed, thoughtful decision-making throughout their lives. The Hiram College history program works closely with students to help them with career planning and preparation. The History program also brings speakers to campus to discuss career opportunities for history majors.

Special Opportunities
The history program involves students directly in doing historical research and writing history. We encourage and guide our students to think like historians and to get involved actively in the reconstruction and analysis of the past. History students may participate in extra mural programs which give them an opportunity to study history in the field. The program offers study trips to such destinations as China, the Caribbean, and England. Students can also do internships in the United States. History students have worked in archives and historical societies and as interns for members of Congress. Students may study at the American University in Washington, D.C. They may also participate in Washington Center internships, Peace Corps preparation, and the Drew University Semester on the United Nations.

History faculty offices are located in Pendleton House which is also the center for various academic and social activities of history majors.

Faculty
Merose Hwang, (2012) Associate Professor of History; Co-Coordinator of Asian Studies Minor
B.A., University of Colorado at Boulder; M.A., Yonsei University, South Korea; Ph.D., University of Toronto
hwangm@hiram.edu
Janet Pope, (1998) Director of the School of Arts, Humanities, and Culture; Professor of History; Classical & Medieval Studies Advisory Committee; Coordinator of Gender Studies Minor  
B.A., Rider College;  
M.A., Ph.D., University of California, Santa Barbara  
popejm@hiram.edu

Vivien Sandlund, (1995) Professor of History; Coordinator of Gender Studies Minor  
B.A., M.A., M.Ed., University of Massachusetts;  
Ph.D., Emory University  
sandlundve@hiram.edu

Course Descriptions

HIST 12100: EUROPE 500-1450:CA,EW: 4 Hour(s)
KNIGHTS PEASANTS AND FRIARS EUROPE 500 TO 1450:CA,EW~ The course examines the state of Western Civilization after the decline of Rome and analyzes the emergence of Medieval Civilization. Considerable attention will be given to the original accomplishments of the High Middle Ages and the waning of the era and its blending into the Modern Age. Emphasis is on cultural and social history. This course fulfills the Social and Cultural Analysis requirement and the Experiencing the World requirement.  
Core: Social/Cultural Analysis Meth; Experiencing the World

HIST 12200: MDRN EUROPE: 1450-PRESNT:CA,EW: 4 Hour(s)
BREAD BARRICADES AND BOMBS MODERN EUROPE 1450 TO PRESENT:CA,EW~ Begins with the Renaissance and Reformation, continues with the Scientific Revolution and the Enlightenment in the 17th and 18th centuries, moves on to the French and Industrial Revolutions, and to the most recent age. Cultural history is stressed throughout, but every effort is made to integrate the more conventional forms of history in the course. A student may not receive credit for both First Year Seminar (124 or 12400) and History (122 or 12200). This course fulfills the Social and Cultural Analysis requirement and the Experiencing the World requirement.  
Core: Social/Cultural Analysis Meth; Experiencing the World

HIST 12400: ANCNT MEDITERRANEAN WRLD:CA,EW: 4 Hour(s)
THE ANCIENT MEDITERRANEAN WORLD:CA,EW~ This course will provide an introduction to Ancient History from the beginnings of civilization in the Fertile Crescent to the end of the Roman Empire in the West. Although the Greeks and Romans will receive considerable attention, the class will also deal with other cultures of the region, beginning with Sumeria and Egypt, and including the Hebrews, Assyrian and Persian empires, Phoenicians and Carthaginians, and Celts. The course will focus on major features of society and government, religion, and intellectual life, rather than detailed political narrative. Students will read extensively in primary sources from the ancient period—literature, law-codes, religious texts, etc. This course fulfills the Social and Cultural Analysis requirement and the Experiencing the World requirement.  
Core: Social/Cultural Analysis Meth; Experiencing the World

HIST 12800: WORLD HISTORY 1000-1800:CA,EW: 4 Hour(s)
WORLD HISTORY 1000-1800:CA,EW~ This course explores how various civilizations strengthened their societies at home and formed connections with the broader world through the use of innovative cultural, social, and economic structures. Major themes considered in this course include the tremendous growth of commercial culture in Song dynasty China (960-1279), the creation of nomadic empires across Eurasia, the contribution of aristocratic women to literature in Heian Japan and medieval Europe, the challenges faced by the Aztecs and Incas in the Americas, the maintenance of empire by Mogul rulers in India, and the development of the trans-Atlantic slave trade. Throughout the course we will examine how different cultures adapted to the challenges of their periods in an attempt to survive and prosper. This course fulfills the Social and Cultural Analysis requirement and the Experiencing the World requirement.  
Core: Social/Cultural Analysis Meth; Experiencing the World

HIST 13800: WORLD HIST 1750-PRESENT:CA,EW: 4 Hour(s)
WORLD HISTORY 1750-PRESENT:CA,EW~ This course analyzes how a variety of global civilizations have attempted to negotiate a path between tradition and modernity in recent centuries. Major themes entertained include wide-ranging reform movements in Meiji Japan (1868-1912) and late Ottoman Turkey, industrialization as a transformative influence in early modern China and early to mid-nineteenth century Great Britain; the role of European and Japanese imperialism in Africa and Manchuria respectively; French decolonization in Vietnam and Algeria; and the struggle for greater social, economic, and racial equality in places such as South Africa, India, Venezuela, and Bangladesh. Over the course of the semester, we will assess the various dimensions of maintaining or altering indigenous traditions. Likewise, we will consider the struggle over borrowing systems of thinking and technology from abroad or keeping these alien influences at bay. This course fulfills the Social and Cultural Analysis requirement and the Experiencing the World requirement.  
Core: Social/Cultural Analysis Meth; Experiencing the World

HIST 14000: US HISTORY TO 1865:CA,UD: 4 Hour(s)
U.S. HISTORY TO 1865:CA,UD~ An introduction to the history of the United States, from the earliest European contacts through the end of the Civil War. Major topics will include the economic and religious motivations of the European colonists, their conquest of Indian societies, the War for Independence, the Constitution, the development of political parties, the commercial and industrial revolutions, westward expansion, immigration, religious revivalism and reform, and the onset of sectional conflict culminating in the Civil War. Throughout the course, we shall confront the origins of a central paradox in the history of the United States: the existence and importance of slavery in a nation founded on ideals of freedom and equality. This course fulfills the Social and Cultural Analysis requirement and the Understanding Diversity in the USA requirement.  
Core: Social/Cultural Analysis Meth; Understanding Diversity Home

HIST 14100: US HIST 1865 TO PRESENT:CA,UD: 4 Hour(s)
U.S. HISTORY 1865 TO PRESENT:CA,UD~ A history of American political, economic, and social life from 1865 to the present. The course examines the impact of the Civil War on American life, the period of Reconstruction, and the processes of industrialization, urbanization, and immigration in the late nineteenth and twentieth centuries. The course also surveys World War I, modernization in the 1920s, the Great Depression and the New Deal, World War II, the Cold War, the affluent society, the Vietnam era, and life in modern America. This course fulfills the Social and Cultural Analysis requirement and the Understanding Diversity in the USA requirement.  
Core: Social/Cultural Analysis Meth; Understanding Diversity Home
HIST 14200: AM TRADITION OF CONSERVATION: 4 Hour(s)
THE AMERICAN TRADITION OF CONSERVATION ~ This course will look into America's historical relationship with the natural world. Topics of conservation, environmentalism and ethics will be covered.

HIST 14300: THE OHIO FRONTIER: 4 Hour(s)
THE OHIO FRONTIER ~ This course is an examination into the history of Ohio in the eighteenth century. During this period, Ohio changed from an undefined wilderness to the first state created out of the Northwest Territory. The region known as the Ohio Country was fought over by two European powers, multiple English colonies, numerous indigenous tribes and the fledgling American republic. Attention will be directed toward the social, political and cultural conflicts as well as the accommodations that drove settlement patterns and cultural development in early Ohio.

HIST 18000: WKSP: 1 Hour(s)
WORKSHOP~ This workshop will provide the opportunity for students to examine a special topic in History. Through readings, discussions and written assignments there will be opportunities to evaluate the topic at issue. Workshops may be taken Pass/No Credit only. Students may take no more than nine workshops for credit toward graduation. Workshops can be used as elective credit only. (For PGS students only.)

HIST 20400: AMERICAN REVOLUTION:CA,UD: 4 Hour(s)
THE ERA OF THE AMERICAN REVOLUTION, 1750-1800:CA,UD~ In the American popular memory of today, the Revolution is sealed in the iconography of a generation of 'Founding Fathers.' Through an in-depth consideration of changes in American society over the second half of the eighteenth century, we will resuscitate the conflicts, the possibilities, and the disappointments of this era. Shifting beliefs and alliances enabled Americans to mobilize for war. Americans not only fought against the British for independence, they also vigorously fought with one another over what the Revolution should mean in their daily lives. The Revolution was significant for the lives of all Americans, whether ordinary artisan or wealthy merchant, woman or man, slave or free. By studying the series of events that pushed Americans from resistance to Revolution and beyond to the establishment of a new federal government under the Constitution, we will witness repeated battles over the distribution of power, wealth, and status within American society. This course fulfills the Social and Cultural Analysis requirement and the Understanding Diversity in the USA requirement.

HIST 20600: EMERGENCE OF MODERN IRELAND:CA,EW: 3 Hour(s)
GUNMEN ORANGEMEN AND FENIANS:CA,EW~ The emergence of modern Ireland. What exactly is the IRA? Why are the English and the Irish continually at war? In order to answer these questions, we must examine the complex relationships among the people of the two territories by exploring the history of Ireland beginning in the sixteenth century. A related theme that we will address is the interplay between religion, social institutions, and politics. The course will also sharpen your use and understanding of the historical sources to reason about the past. This course fulfills the Social and Cultural Analysis requirement and the Experiencing the World requirement.
Core: Social/Cultural Analysis Meth; Experiencing the World

HIST 20700: MODERN JAPAN 1600-PRESENT: 4 Hour(s)
MODERN JAPAN 1600 - PRESENT~ This course explores modern Japan from military consolidation and the establishment of a strictly regulated system under the Tokugawa to the economic boom that followed in the wake of the Pacific War. Students will be asked to challenge the notion that Japan was ever completely isolated culturally and to assess how both native and foreign institutions shaped Japan's evolution in the modern period. Major themes entertained in this course include the Tokugawa administrative structure; bakufu-han relations; the commercial economy and urbanization; the influence of imperialism; Meiji period reforms; changing gender and class roles; rapid industrialization; democracy and its opponents; the impact of Japanese militarism on the nation and East Asia; the Allied Occupation; and Japan's economic recovery.

HIST 20800: ASIA'S GLOBAL POWER:CA,EW: 4 Hour(s)
UNDERSTANDING ASIA'S GLOBAL POWER:CA,EW~ This course will track the period that defines East Asia's 'modern era.' It will be an overview of Chinese, Japanese, Korean, and borderland histories, covering roughly the 17th century to the present. Some prevalent themes that we will be dealing with are colonialism, nationalism, modernity, gender, state-building, popular media, and the construction of history. We will be using oral histories, still images, and documentaries as a means to understand and analyze the past through various textual mediums. This course fulfills the Social and Cultural Analysis requirement and the Experiencing the World requirement.
Core: Social/Cultural Analysis Meth; Experiencing the World

HIST 21200: SPIRITUAL AWAKENINGS-EARLY AM:CA,UD: 3 Hour(s)
SPIRITUAL AWAKENINGS IN EARLY AMERICA:CA,UD~ This course will explore the two religious revivals historians have referred to as the Great Awakening and the Second Great Awakening. The time frame of our inquiry will be roughly 1730 to 1850. While these two Protestant revivals will receive close attention, the definition of spiritual awakening will be more broadly conceived to encompass a wide range of other spiritual innovations within the time frame of our inquiry. Students will study topics as diverse as the Seneca revitalization movement of Indian prophet Handsome Lake, the founding of Mormonism, and the birth of African-American Christianity in the plantation South. Students will be asked to consider the social contexts for revival religion. What developments in secular society seem to inspire movements for religious revival? Alternatively, we will explore how religious impulses reorder secular life. How did various sects reconfigure sexual and social behavior within their communities? Did revivals cause a redistribution of power within American? This course fulfills the Social and Cultural Analysis requirement and the Understanding Diversity in the USA requirement.
Core: Social/Cultural Analysis Meth; Understanding Diversity Home
HIST 21300: SELLING SHANGHAI: 3 Hour(s)
SELLING SHANGHAI: The city of Shanghai, in modern times, has always been both a fantastic chimera and a tangible place of unlimited possibilities. As a metropolis, it is recognized as something that virtually all Westerners know as Chinese, but most Chinese recognize it as a location that is an eclectic blend of Chinese and many other cultural influences from abroad. The Shanghai that we will explore in this course is a marketplace of commodities and services as well as ideas. We will discover that Shanghai, more so than most cities in China, is a location where virtually anything is possible, but where all have to come to terms with the culture of the city itself (and with the Jiangnan region generally) in order to have success there. In the course, we will consider how goods are sold, how services are marketed, and how and why organized crime has had such a prominent presence there. The first two weeks will be spent gaining an understanding of the cultural and historical significance of Shanghai. In the last week, students will have the opportunity to design an entrepreneurial enterprise for the city of Shanghai. Students will study a practical example of a company that has experience negotiating the market in China as a way of planning their own enterprise with Shanghai as the base for entry into the Chinese market. This course fulfills the Experiencing the World requirement. Core: Experiencing the World

HIST 22010: ANCIENT HEALTH/MEDICINE: 4 Hour(s)
ANCIENT HEALTH AND MEDICINE: Who was Hippocrates and why do doctors still take a “Hippocratic Oath”? Did ancient Romans inadvertently poison themselves with lead from their water systems? Did Greek doctors actually perform brain surgery, without the aid of antibiotics or anesthesia? Were Roman baths a revolutionary advance in cleanliness and sanitation, or a warren of bacteria and disease? What caused the plague that struck Athens in the middle of the Peloponnesian War, and did the Athenians know how to stop it? These are only some of the questions we will investigate in this class as we examine ancient Greek and Roman medicine from a variety of perspectives. From the radical innovation of a logical and rational approach to disease by the first Greek doctors, to the evidence uncovered by archaeologists in Roman sewers, and the data extracted from ancient skeletons, we will explore what life and death were really like in the ancient Mediterranean. This course is accepted as an elective towards the Biomedical Humanities, Sociology, and Public Health programs. Core: Social/Cultural Analysis Meth

HIST 22100: CONCUBINES MOTHER/SAINST: 4 Hour(s)
CONCUBINES MOTHERS & SAINTS: European women and the family C. 200-1500: This class is designed to explore the major developments in the history of women and family from c. 200 to c. 1500, with a special emphasis on social and cultural history. The core of the course will investigate late Roman, early Christian, and early Germanic women’s roles and how these three cultures fused in medieval Europe related theme that we will examine is the interplay between religion, social institutions, and politics. This course fulfills the Social and Cultural Analysis requirement and the Experiencing the World requirement. Core: Social/Cultural Analysis Meth; Experiencing the World

HIST 22200: KINGS AND VIKINGS: 3 Hour(s)
KINGS AND VIKINGS: THE FORMATION OF ENGLAND: The formation of England. This class is designed to explore the social, religious, and political history of early medieval Britain from the end of the Roman occupation to the Norman conquest. The course investigates the formation of the kingdom of England and the role that the Vikings played in that development. In order to assess the Scandinavian influence on Britain, we will also study the Vikings at home and in their various overseas kingdoms. A related theme that we will examine is the interplay between religion, social institutions, and politics. This course fulfills the Social and Cultural Analysis requirement and the Experiencing the World requirement. Core: Social/Cultural Analysis Meth; Experiencing the World

HIST 22300: MEDIEVAL TOWNS & TRADE: 3 Hour(s)
MEDIEVAL TOWNS AND TRADE: This class explores the development of medieval urban life, its links to the market economy, and the roles of several important medieval entrepreneurs. We will examine late antique urban decline, gift/plunder economies of the early Middle Ages, and the revival of towns and commerce in the central and late Middle Ages, which we will see was the result of entrepreneurial activity, some individual, some collective. We will also analyze the interplay between political, social, religious, and economic institutions. Indeed, we will examine entrepreneurs in the market economy such as great merchant and banking families like the Fuggers and the Bardi, educational entrepreneurs such as Peter Abelard, and even religious entrepreneurs like Francis of Assisi. The course will also sharpen your use and understanding of the historical method—the critical use of both narrative and record sources to reason about the past. Counts toward Entrepreneurship Minor. This course fulfills the Social and Cultural Analysis and Experiencing the World requirement. Core: Social/Cultural Analysis Meth; Experiencing the World

HIST 22400: MOD EURO WOMEN AND GNDER: 4 Hour(s)
SPINSTERS & SUFFRAGISTS: Modern European women and gender. This class is designed to explore the major developments in the history of women, gender, and the family from c. 1500 to the present with a special emphasis on social and cultural history. The core of the course will investigate how the modern ideals of liberty and equality have been both denied to and applied to women. The course will also examine European institutions and events that have shaped women’s lives, in particular, political and industrial revolutions and the world wars. A related theme that we will discuss is the interplay between ideas, social institutions, and politics. This course fulfills the Social and Cultural Analysis requirement and the Experiencing the World requirement. Counts towards a Gender Studies Minor. Core: Social/Cultural Analysis Meth; Experiencing the World

HIST 22700: THE BRITISH EMPIRE: 3 Hour(s)
COLONIZATION & EXPLOITATION: The British Empire. This class explores the political, economic, and intellectual history of the British Empire. The course investigates the formation of the empire and its role in the modern world. We will study the interplay among ideas, social institutions, and politics; this examination will help us to understand how and why the British influenced the cultures of the peoples they ruled. The course will also sharpen your use and understanding of the historical method—the critical use of both narrative and record sources to reason about the past. This course fulfills the Social and Cultural Analysis requirement and the Experiencing the World requirement. Core: Social/Cultural Analysis Meth; Experiencing the World
HIST 22900: REFORM & REVOLT 1450-1650:CA,EW: 4 Hour(s)
REFORM & REVOLT, 1450-1650:CA,EW~ The course will concentrate on the continental Protestant and Catholic Reformations with extensive reading of primary sources and periodical literature. Economic, intellectual, political, and social trends will also be examined as well as the interrelationship between aesthetic trends and history. A major theme of the course will be the waning of the Middle Ages and the tentative beginnings of the modern era. This course fulfills the Social and Cultural Analysis requirement and the Experiencing the World requirement. This course is equivalent to the former HIST 33100.
Core: Social/Cultural Analysis Meth; Experiencing the World

HIST 23000: HIST OF LABOR IN THE U.S:CA,UD: 4 Hour(s)
WORKERS UNIONS BOSSES & CAPITALISTS:CA,UD~ History of labor in the United States. The economic and technological transformations that carried the United States into the industrial age brought significant changes in the patterns of everyday life. This course examines the effects of such changes from the perspective of working people in the 19th and 20th century United States. Topics include the development of the market economy and industrial modes of production, class formation, working-class political organization, immigration, slavery and emancipation, the sexual division of labor, the rise of corporate capitalism, consumption and the commercialization of leisure, the welfare state, the global economy, and the nature of work in 'postindustrial' society. Also listed as Economics 23000. This course fulfills the Social and Cultural Analysis requirement and the Understanding Diversity in the USA requirement.
Core: Social/Cultural Analysis Meth; Understanding Diversity Home

HIST 23020: BROTHEL TO FACTORY:CA,EW: 4 Hour(s)
BROTHEL TO FACTORY: HISTORY OF FEMALE LABOR IN ASIA:CA,EW~ Images of factory girls is sweat shops, under-aged prostitutes, and foreign nannies are prominent in portrayals of countries in the Pacific Rim. this course investigates the history behind the how women in Northeast and southeast Asia were racialized through a labor-class nexus, starting in the 19th century and continuing to the present. Some crucial questions will be: How did neo-Confucian ethics determine women's place within and outside the home? How did nation-states and local media transform Asian concepts of gendered ethics to establish a cheap labor pool for emerging industries? How did mechanized wage labor change the status of women as workers? How did laborers mobilize and negotiate for better working and living conditions without unions? What types of subcultures emerged around 'factory girl' communities? How has the trafficking of women's bodies changed over time? This course is designed to read Asian films, history texts and fiction as a means to understand and analyze the past through aesthetic mediums. Counts toward Gender Studies Minor. This course fulfills the Social and Cultural Analysis requirement and the Experiencing the World requirement.
Core: Social/Cultural Analysis Meth; Experiencing the World

HIST 23100: SUPREME COURT IN US HISTORY:CA: 3 Hour(s)
THE SUPREME COURT IN U.S HISTORY:CA~ This course will introduce students to the U.S. Supreme Court and its role and influence in U.S. history. Students will examine how the Supreme Court came to define its role and assert its power through judicial review. We will explore how the Supreme Court has resolved constitutional issues that have emerged over time. Some of those issues will include questions of national versus state power; the property rights of slaveholders versus the human rights of slaves; the rights of minorities to equal protection of the laws versus the power of the states to make their own laws; the power of governments to regulate business in the public interest versus the right of business to conduct its own affairs; and the various rights of private citizens versus the power of governments to act in the public interest. Students will examine how the Supreme Court has changed its interpretation of the Constitution over time, both reflecting and shaping changes in American society. This course fulfills the Social and Cultural Analysis requirement.
Core: Social/Cultural Analysis Meth

HIST 23200: EARLY MODERN OCCULT:CA,EW: 3 Hour(s)
EARLY MODERN OCCULT:CA,EW~ This course investigates Early Modern (ca. 1450-1750) European beliefs and practices related to magic and the occult, including witchcraft and its prosecution, ideas about ghosts, vampires, and other spirits, and scholarly occult traditions such as astrology, spiritual and natural magic, and alchemy. The class explores how these ideas and activities reflected and influenced fundamental structures and transformations in Early Modern society and culture—for example, the links between changes in European legal systems and the rise of witchcraft trials, or the connections between the Renaissance and intellectual speculations on the occult. It also addresses how historians and other scholars approach and explain Early Modern beliefs and actions that, from our point of view, seem irrational or deluded. This course fulfills the Social and Cultural Analysis requirement and the Experiencing the World requirement.
Core: Social/Cultural Analysis Meth; Experiencing the World

HIST 23300: HIST OF ENGLAND TO 1485:CA,EW: 4 Hour(s)
HISTORY OF ENGLAND TO 1485:CA,EW~ Though some attention will be given to England before 1066, the period after the Conquest will be emphasized. The course will deal chiefly with cultural, economic and social history, though special attention will be given to the development of constitutional and legal institutions. Much use will be made of primary documents. Recommended for pre-law students. This course fulfills the Social and Cultural Analysis requirement and the Experiencing the World requirement.
Core: Social/Cultural Analysis Meth; Experiencing the World
HIST 23700: HISTORY OF AMER FAMILY:CA,UD: 4 Hour(s)
HOME, SWEET, HOME?: THE HISTORY OF THE FAMILY AND CHILDHOOD IN AMERICA:CA,UD~ This course will look at wives and husbands, fathers and mothers, and children, too. Our topic will be the history of childhood and the family from the age of European colonization up to our own times. Starting with the Native American family, we will explore experiences across cultural boundaries. Were Indian gender roles different from English forms? Why have historians said that colonists thought of children as miniature adults? Turning to the Revolution, we will discuss the impact of the philosophies and events of those times. Were adolescents granted the freedom to follow their hearts in marriage? In considering the nineteenth century, we will explore the impact of industrialization, slavery, and immigration on the family. How did the growth of Catholicism in America affect family life? The twentieth century presents new questions. How did families survive the Great Depression? As wives joined the workforce during World War II, did they shed their homemaker roles? Did fears of Communism during the Cold War shape family life? Did the youth protests of the 1960s create a generation gap? What direction is the family taking as we enter the 21st century? This course fulfills the Social and Cultural Analysis requirement and the Understanding Diversity in the US requirement. Counts towards the Gender Studies Minor.
Core: Social/Cultural Analysis Meth; Understanding Diversity Home

HIST 24000: AMERICAN ENVIRONMENTAL HIST:CA,UD: 4 Hour(s)
AMERICAN ENVIRONMENTAL HISTORY:CA,UD~ This course will introduce students to the history of environmental issues and environmental activism in North America. Students will consider how Native Americans interacted with the natural environment prior to the European arrival; how the Europeans who entered North America looked upon the natural environment and how their views and practices differed from those of the Native Americans; and how the European settlement in North America affected the natural environment. Students will also explore how the growth of industrial capitalism and westward expansion affected the natural environments, and how Americans view the ‘wilderness’ and the environment in the nineteenth century. Finally, students will explore the rise of a conservation movement and social activism to protect and preserve the environment, and they will study closely the rise and growth of a modern environmental movement in the late twentieth century. This course fulfills the Social and Cultural Analysis requirement and the Understanding Diversity in the USA requirement. Also offered as Environmental Studies 24000.
Core: Social/Cultural Analysis Meth; Understanding Diversity Home

HIST 24300: THE US WAR IN VIETNAM:CA,EW: 3 Hour(s)
NO LIGHT AT THE END OF THE TUNNEL:CA,EW~ The U.S. war in Vietnam. Richard Nixon said in 1985, ‘No event in American history is more misunderstood than the Vietnam War. It was misreported then, and it is misremembered now.’ Americans still struggle to understand what happened in Vietnam; we still argue with each other about the morality of the war, the reasons for the American failure, and the consequences of that war. Different scholars and policy makers and Vietnam veterans have reached different conclusions. In this course, students will seek to develop a clear understanding of the various factors that led to the US involvement in Vietnam in the 1950s, 1960’s, and early 1970’s. They will explore the pressures that produced a US policy of containing Communism. They will examine the goals of the US involvement in Vietnam and the strategy and tactics employed by the American forces. They will study the political consequences of the Vietnam policy here in the United States. Students will examine the views and the actions of those Americans who opposed the war. Students will also explore the different perspectives of the Vietnamese in the conflict, both Vietnamese who supported the US war effort and those who opposed it. Through this study, students will develop their own understandings of what happened in the Vietnam conflict, why the tragedy unfolded, and why the United States failed to achieve its objectives in Vietnam. Students will also develop their writing and speaking skills through the preparation of short papers and oral presentations to the class. This course fulfills the Social and Cultural Analysis requirement and the Experiencing the World requirement.
Core: Social/Cultural Analysis Meth; Experiencing the World

HIST 24500: HISTORY OF NORTH KOREA: 4 Hour(s)
HISTORY OF NORTH KOREA ~ North Korea, formally named the Democratic People's Republic of Korea, is also known as the “Hermit Kingdom.” Situated in a peninsula that divides millions of families along a demilitarized zone, the DPRK remains the most isolated country in the world and the last bastion of the Cold War. The first step to understanding the DPRK would be to understand its historical roots. This course will examine the Korean peninsula before WWII and reflect on Cold War propaganda of enemy states. By reading DPRK poems, interviews, documentaries, and media, students are pushed to think beyond notions of the evil axis, a diabolic dictator, and his faceless horde to demonstrate an informed understanding of the values and attitudes of North Koreans. We will explore regional and global strategies to maintain national sovereignty during an ongoing civil war. We will also search for new evidence of North Koreans as individuals and social sub-groups experiencing pleasures, challenges, and the mundane of everyday life.
HIST 24600: AM ENTREPRENEURSHIP 1865-PRESENT: 4 Hour(s)
AMERICAN ENTREPRENEURSHIP 1865-PRESENT: This course will explore the history of entrepreneurship in the United States in the post-Civil War era. Students will focus on the strategies, successes, and failures of business entrepreneurs of the last century and a half, as well as the various movements organized to challenge and change some of the strategies of these business entrepreneurs, notably the labor movement, the movement for progressive reform, and the environmental movement. Students will also explore the strategies, successes, and failures of social entrepreneurs and of producer and consumer cooperatives in modern U.S. history. Students will consider what social, economic, and individual factors have helped to promote entrepreneurship, and what social, economic, and individual factors have held back the efforts of entrepreneurs. Students will also consider the impact of various forms of entrepreneurship on the natural environment. Students will do a final course project in which they analyze a specific example of American entrepreneurship. This course fulfills the Meaning, Ethics, and Social Responsibility requirement.
Core: Meaning/Ethics/Soc Responsibil

HIST 24900: THE WORLD OF ANCIENT ROME: 4 Hour(s)
THE WORLD OF ANCIENT ROME: This course examines the Roman achievement, beginning with the establishment of Roman power in Italy and ending with world domination. The focus will be on social and cultural rather than military history.

HIST 25210: TUDOR-STUART ENGLAND:IM: 4 Hour(s)
TUDOR-STUART ENGLAND:IM ~ This course explores the political, legal/constitutional, social, and religious history of Britain during the reigns of the Tudors and the Stuarts, a period when Britain changed dramatically because of the Protestant Reformation, transformations in the European political scene, and the expansion of the English state itself. The class will investigate Constitutional developments and new political ideas and their connection to Parliament's ascent. The course emphasizes the interpretation of primary sources, which will illuminate how political and religious changes influenced the different ranks of society -- nobles, gentry, and commoners. Recommended for pre-law students.
Core: Interpretive Methods

HIST 25300: DEPRESSION/NEW DEAL/WWII:CA,UD: 3 Hour(s)
THE DEPRESSION, THE NEW DEAL, AND WORLD WAR II:CA,UD ~ The period between the stock market crash of 1929 and the dropping of two atomic bombs on Japan in 1945 was an especially wrenching time for people around the world. This course examines American responses to the Great Depression and to World War II and the impact of those events on American life. Students will probe the causes of the Depression, the goals and strategies of Franklin Roosevelt's New Deal, the effects of the New Deal on American life, the American mobilization for World War II, the conduct of the war, and the impact of the war on U.S. society. This course fulfills the Social and Cultural Analysis requirement and the Understanding Diversity in the USA requirement.
Core: Social/Cultural Analysis Meth; Understanding Diversity Home

HIST 25400: GENDER & SEXUALITY IN US:CA,UD: 3 Hour(s)
HISTORY OF GENDER AND SEXUALITY IN THE U.S.:CA,UD ~ This course will survey some of the major issues in the history of American gender and sexuality. Several themes will organize this course: cross-cultural encounters, male-female sexual politics, and the formation of homosexual and hetersexual indentities. We will track these themes from the era of colonial settlement until the present day. As settlers arrived in the colonies they found Indians to possess gender roles and sexual practices at odds with their own. Looking more squarely at the colonists' own communities we will witness a surprising degree of tolerance towards behaviors still taboo in many modern circles. Sodomy and abortion seem to have been accepted as part of man's fate in a fallen world. The late eighteenth and early nineteenth centuries seem to have given birth to a vigorous assault on the female body by moral reformers and physicians in Northern society. As we turn to the twentieth century we will consider the breakdown of Victorian mores, as well as defined by the gay community. This course fulfills the Social and Cultural Analysis requirement and the Understanding Diversity in the USA requirement.
Core: Social/Cultural Analysis Meth; Understanding Diversity Home

HIST 25500: WORLD WAR & REVOLUTION:CA,EW: 3 Hour(s)
EUROPE: CRISIS AND WAR 1890-1950:CA,EW ~ The 19th century propelled Europe to a leading position in economic productivity, political power, and intellectual life. Many European governments were becoming more democratic in the later 1800s, and violent upheavals like wars and revolutions seemed to belong to the past. Yet the new century did not bring the era of continued European peace, progress, and prosperity that an observer in 1890 might have expected. Instead, Europe found itself devastated by two world wars and racked by multiple revolutions. In many states, the trend towards democracy was reversed by the rise of totalitarian governments like the Communist regime in Russia and the Fascist ones in Italy and Germany. The horrors of the world wars and the Holocaust led intellectuals to question the bedrock ideas of Europe's civilization. This course will examine this 'age of catastrophes' in Europe, focusing on the linked political, social, economic, and intellectual upheavals of this troubled era. This course fulfills the Social and Cultural Analysis requirement and the Experiencing the World requirement.
Core: Social/Cultural Analysis Meth; Experiencing the World

HIST 25600: EUROPEAN SOCIETY & WAR:CA,EW: 4 Hour(s)
EUROPEAN SOCIETY AND WAR:CA,EW ~ This course explores Europe's persistent encounter with war by investigating three main topics. First, how have armed forces reflected and affected the states, societies, and economies that created them? Second, how have Europeans sought to justify and explain their resort to armed violence? Finally, what was the actual experience of war for both soldiers and non-combatants (particularly women)? The course surveys these issues for different periods, revealing how Europe's experience of armed conflict has changed over time. Throughout, the class focuses on the connections between warfare and society. This would count as a European History course for History majors. This course fulfills the Social and Cultural Analysis requirement and the Experiencing the World requirement.
Core: Social/Cultural Analysis Meth; Experiencing the World
HIST 25650: HIST GEN&SEX E ASIA:CA,EW: 3 Hour(s)
HISTORY OF GENDER & SEXUALITY IN EAST ASIA:CA,EW ~ This course is designed to examine the history of gender and sexuality in East Asia, covering the geographical areas that today are China, Korea, and Japan. The course begins in the 17th century with the Manchu takeover of China, when neighboring countries began to question Sinocentrism and the efficacy of Confucian rule. The course ends in the early 20th century as Confucian tradition was reinvented to indigenize gender issues against cosmopolitan movements such as the rise of “new woman” and “modern girl.” We will consider the historical multiplicity of genders and sexuality by studying the evolving values and principles of neo-Confucianism. In order to understand the ways in which gender and sexuality were constructed and represented in modern East Asia, we will also focus on themes of governance, (Chinese, Japanese and Western) imperialism, militarization, globalization, and popular media. Counts toward Gender Studies Minor This course fulfills the Social and Cultural Analysis requirement and the Experiencing the World requirement.
Core: Social/Cultural Analysis Meth; Experiencing the World

HIST 25700: US CIVIL RIGHTS MOVEMENT: 3 Hour(s)
THE CIVIL RIGHTS MOVEMENT IN THE UNITED STATES 1954-1980 ~ This course examines the movement by African Americans and their supporters in the mid-twentieth century to achieve full civil rights, economic opportunity, and social equality. Students will explore the economic, cultural, and political changes that laid the foundation for the civil rights movement. They will study the ideas and strategies of various movement leaders, and will evaluate the impact of the movement on American society as a whole.

HIST 26100: CIVIL WAR IN THE US:CA,UD: 4 Hour(s)
The Civil War in the United States:CA,UD ~ A century and a half has passed since the American republic was torn apart by the terrible Civil War, a war fought initially to bring the union back together, and won, ultimately, for universal freedom. Students in this course will probe the divisions and conflicts that preceded the Civil War, conflicts over slavery, states’ rights and federal power, and the spread of slavery into the new territories and states. Students will examine the efforts of abolitionists and the efforts of pro-slavery activists, as well as the desperate attempts by men in Congress to compromise away the most divisive issues. Students will consider the causes of the Civil War and how and why Americans were unable to avoid war. Students will examine the war strategies on both sides, the policies of the two administrations, and the public reactions to the war. Students will analyze the significance and the effects of the Emancipation Proclamation and the recruiting of black troops by the United States. Students will consider and analyze the outcome of the war and the efforts to reconstruct the nation and define the meaning of liberty and equality for the newly freed slaves. This course fulfills the Social and Cultural Analysis requirement and the Understanding Diversity in the USA requirement.
Core: Social/Cultural Analysis Meth; Understanding Diversity Home

HIST 26200: SLAVERY AND ABOLITION IN US: 3 Hour(s)
SLAVERY & ABOLITION IN THE U.S. ~ This course will introduce students to the origins and nature of slavery in North America and to the ideas, strategies, and struggles of antislavery activists in the 18th and 19th centuries. Students will consider how and why slavery was introduced into North America; what the slave experience was like and how it changed over time; what the connections were between slavery and race; and how slaveholders sought to justify and defend their so-called peculiar institution. Students will also explore what prompted the rise of an antislavery movement, how the abolition movement changed over time, what ideas and strategies abolitionists embraced, and what impact abolitionists had in ending slavery and pushing the nation into the Civil War. The course will include a mock trial of the abolitionist John Brown and a walking tour of John Brown sites and underground railroad stops in nearby Hudson, Ohio. There will be a small fee for this trip to pay for transportation.

HIST 26210: SLAVERY & ABOLITION:CA,UD: 4 Hour(s)
SLAVERY & ABOLITION IN AMERICAN HISTORY:CA,UD 4 hour(s) ~ Students in this course will describe the origins and nature of slavery in North America and will analyze and evaluate the ideas, strategies, and struggles of antislavery activists in the 18th and 19th centuries. Students will explain how and why slave labor was introduced into North America, describe what the slave experience was like and how it changed over time, identify and interpret the connections between slavery and race, and evaluate how slaveholders sought to justify and defend their so-called peculiar institution. Students will also develop arguments about what prompted the rise of an antislavery movement, explain how the abolition movement changed over time, assess the ideas and strategies that abolitionists embraced, and appraise the impact of abolitionists in ending slavery and pushing the nation into Civil War. During the final module of the course, students will debate the issues raised by John Brown’s raid on the federal arsenal at Harper’s Ferry in 1859 and will evaluate the significance of John Brown’s activism in U.S. history. Fills both Cultural Analysis and Understanding Diversity in the USA.
Core: Social/Cultural Analysis Meth; Understanding Diversity Home

HIST 26220: FIGHTING SLAVERY, THEN&NOW:UD: 3 Hour(s)
FIGHTING SLAVERY, THEN AND NOW: ~ Examines the antislavery movement in the US from the antebellum era to the present, including its ideological, social, political, economic, and religious ramifications. Students will engage with original historical writings as well as make comparisons between antebellum antislavery and the present movement that opposes today’s “slavery,” i.e., human trafficking/coerced labor. 

HIST 26300: THE INDIANS' NEW WORLD:CA,UD: 4 Hour(s)
SAINTS SINNERS & SLAVES:CA,UD~ The colonization of North America. This course will survey the diverse cultures produced by the colonization of North America. While ultimately dominated by the British, both French and Spanish settlers made incursions into the continent. Native Americans and Africans were central to the colonization process as well. As the Iroquois forged alliances in Canada, Africans cultivated rice in South Carolina. The British colonists had their own internal divisions. Righteous Puritans tried to erect a metaphorical 'City on a Hill' in New England, while planters scrambled for profits from tobacco in the Chesapeake. Quakers tried to create a peaceful coexistence with Indians in Pennsylvania, while the Scotch-Irish strained such harmony as they flooded into the backcountry. How did such a diverse set of colonists form a single nation? Did they, in fact, form a single nation? We will follow the history of the colonies through their settlement in the seventeenth century, and through their growth and transformations in the eighteenth century, until their political break from Britain in war. This course fulfills the Social and Cultural Analysis requirement and the Understanding Diversity in the USA requirement.
Core: Social/Cultural Analysis Meth; Understanding Diversity Home

HIST 26400: AFRICAN AMER HIST TO 1865:CA,UD: 4 Hour(s)
AFRICAN-AMERICAN HISTORY TO 1865:CA,UD~ This survey will focus upon the experiences and culture of African Americans and their influence on the development of American culture. The survey covers major topics in African bondage, and emancipation, as well as larger cultural issues, such as the relationship between slavery, the family, and gender and the development of unique African-American institutions such as slave spirituals. This course fulfills the Social and Cultural Analysis requirement and the Understanding Diversity in the USA requirement.
Core: Social/Cultural Analysis Meth; Understanding Diversity Home

HIST 26500: AFRICAN AMER HIST TO 1865-PRES:CA,UD: 4 Hour(s)
AFRICAN-AMERICAN HISTORY 1865 TO THE PRESENT:CA,UD~ This course will introduce students to the experiences and culture of African Americans from the end of the Civil War to the present. Students will examine the impact of the Civil War and emancipation on African Americans, the Reconstruction period, and life in the Jim Crow South in the late nineteenth century. The course will continue with an exploration of African-American struggles for equality in the early twentieth century; the Great Migration to the North; the Harlem Renaissance and African American life in the 1920s; the impact of the Great Depression on African Americans; and African Americans in World War II. The course will conclude with a focus on the Civil Rights Movement and current issues in African-American life. Fills both Cultural Analysis and Understanding Diversity in the USA.
Core: Social/Cultural Analysis Meth; Understanding Diversity Home

HIST 26600: POWER PROTEST & PEACE:CA,UD~ 1960s America. From civil rights to Watergate, from Vietnam to Berkeley, the 1960s are remembered as a time of high hopes and bitter divisions, of utopian dreams and tragic fighting. This course examines the political, social, and cultural changes that took place in the turbulent decade known as the sixties. Students will examine the major political developments and social movements of the period and will attempt to understand why and how those events unfolded. Students will also consider the implications of those events for contemporary American life. This course fulfills the Social and Cultural Analysis requirement and the Understanding Diversity in the USA requirement.
Core: Social/Cultural Analysis Meth; Understanding Diversity Home

HIST 26700: WOMEN IN AMERICAN HISTORY:CA,UD: 4 Hour(s)
WOMEN IN AMERICAN HISTORY:CA,UD~ An examination of the cultural, social, economic, and political activities of women in American history. Within a chronological, narrative framework, the course focuses on four themes of women's past experience in American life: the family, work, sexuality, and socio-political activism. This course fulfills the Social and Cultural Analysis requirement and the Understanding Diversity in the USA requirement.
Core: Social/Cultural Analysis Meth; Understanding Diversity Home

HIST 27300: BISHOP, WITCH, HERETIC:CA,EW: 3 Hour(s)
BISHOPS, WITCHES & HERETICS:CA,EW~ Medieval church history. This course explores the history of the medieval church by investigating the structure of the church, how the church dealt with the forces of unity and dissent, and why the church suffered continual deformation and reform. In the process, we will challenge the modern theory that the medieval church was a monolithic institution. A related theme we will examine is the interplay between religion, social institutions, and politics. This course fulfills the Social and Cultural Analysis requirement and the Experiencing the World requirement.
Core: Social/Cultural Analysis Meth; Experiencing the World
HIST 2710: SHAMANS & SUPERSTITIONS: CA, EW ~ 3 Hour(s)
SHAMANS AND SUPERSTITIONS: CA, EW ~ What are shamans? They
have sometimes been called witches, magicians, exorcists, sorcerers,
or fortune-tellers. They have been revered as bearers of indigenous
cultures which integrated a Mediterranean outlook and values into its
context of colonial subordination and help mobilize colonial resistance?

HIST 27500: ROMAN BRITAIN ~ 3 Hour(s)
ROMAN BRITAIN ~ Britannia is mentioned sparingly by the Roman
historians, but much of our knowledge about the conquest, settlement,
and governance of the province is derived from archaeology. Therefore,
a study of Roman Britain comes alive when students can visit and study
Romano-British sites and museums in England and Wales. This course
will trace the conquest of the island, beginning with Claudius in 43 and
essentially ending in 122 under Hadrian, who set the province's northern
limit with a wall. The peaceful conditions of the third and early fourth
centuries brought prosperity and stability to Britain. Urbanization in the
province was rapid. The native aristocracy quickly adapted the working
country villas, familiar throughout the Empire, to a British context. Unrest
throughout the western Empire gradually undermined the province's
stability and eventually led to the withdrawal of the Romans from Britain
in the 400s. Administration of the province, growth of industry and
trade, influence of Roman religion on native cults, and aspects of daily
life will be covered in the course. Students will study how the Romans
transformed a native Celtic population into a distinctly Romano-British
culture which integrated a Mediterranean outlook and values into its
society and economy. A four credit hour version of this course is HIST
27510. (also listed previously as Classics 275).

HIST 27800: HIST TRAVL WRITING ASIA: CA, EW ~ 3 Hour(s)
HISTORY OF TRAVEL WRITING IN ASIA:CA, EW ~ What does it mean to be
Asian? In order to understand the historical development of this racialized
category, this course will explore how travel writing has impacted the
way we understand Asian peoples and regions. In a study of genre and
as a critique of ideology, this course examines how travel books by
Europeans and Asians from the 18-20th centuries created Asian subjects
and will ask a number of questions: how has travel and exploration
writing produced 'the Orient'? How has it produced Euro-Americans'
concept of themselves in relation to something called 'the non-west'? How
have colonized Asians selected and invented from materials transmitted
to them by a dominant or metropolitan culture? How did Asian autoethnographies create forms of self-representation in the
context of colonial subordination and help mobilize colonial resistance?
This course fulfills the Social and Cultural Analysis requirement and the
Experiencing the World requirement.
Core: Social/Cultural Analysis Meth; Experiencing the World

HIST 29800: FIELD EXPERIENCE ~ 1-4 Hour(s)
FIELD EXPERIENCE~

HIST 38000: SEM: ~ 1-4 Hour(s)
SEMINAR~

HIST 38100: SPC TPC: ~ 1-4 Hour(s)
SPECIAL TOPICS: ~

HIST 39310: CHINA: TRAD & CHG: BACKGROUND ~ 1 Hour(s)
CHINA: TRADITION AND CHANGE: BACKGROUND ~ As a prerequisite for
INTD 39300 and Study Away trip to China in the subsequent semester, the
course will introduce students to China's history, geography, philosophies,
religious traditions, and cultural values. The course will also address
issues associated with the process of cultural transition and practical
considerations for preparation for the trip abroad. The course will
provide the broader context for understanding the readings, sites, and
interactions when the students travel to China.
Corequisite: INTD 39300

HIST 48000: SENIOR SEMINAR ~ 4 Hour(s)
SENIOR SEMINAR ~ For seniors concentrating in history. Students
acquaint themselves with the general literature in their field of
concentration, expand their reading background, learn how to evaluate
historical writing and are introduced to the methods and problems of
historical research and exposition. Writing a research paper is an
integral part of the course. Required of all majors. This seminar must
be successfully completed in order to be graduated as a history major.
Prerequisite: a 2.5 grade point average in the major or alternatively at
least a B (3.0) in History 38000.

HIST 48100: INDEPENDENT RESEARCH ~ 1-4 Hour(s)
INDEPENDENT RESEARCH~

HIST 49800: INTERNSHIP ~ 8 Hour(s)
INTERNSHIP ~ Internships can be arranged in many fields to
accommodate student interests, including experience in historical
archives.

Academic Offerings
• History Major (p. 108)
• History Minor (p. 110)

History Major
Degree Requirements
All students are required to complete overall degree requirements in
addition to their major. Please see Degree Completion Requirements
(p. 42) for full details for students entering in the 2019-2020 catalog
year.

For those students who started at Hiram prior to the 2019-2020 academic
year, you will follow the Degree Requirements which are outlined in your
catalog of record.

Major Requirements
The history major requires a minimum of 12 courses or 38 hours. We
advise students who wish to pursue graduate work to take more than the
minimum number of courses. All history majors must take a minimum
total of eight courses in any 3-3-2 combination in the three geographic
regions: U.S., Europe, the World outside of Europe and North America.
For example, a student may take three U.S. history courses, three
European history courses, and two courses in the history of the rest of
the world. Through these courses, students will learn civic knowledge and engagement as well as intercultural knowledge and competence.

Moreover, history students are strongly encouraged to take two courses of a foreign language, but they may substitute two additional history courses instead.

History majors are also required to take HIST 38000 SEM, a junior research seminar, the topic of which varies from year to year, and the senior seminar, HIST 48000 SENIOR SEMINAR. Before a student can progress to the senior seminar, they must have earned at least a 2.5 grade point average in the major or alternatively to have earned at least a B (3.0) in HIST 38000 SEM.

History majors have the option of concentrating in a particular field of history. The concentrations we offer are history and law, gender history, and a regional area of history, such as Asian history. Students should discuss choosing a concentration with a faculty member in the History program. Students who are majoring in integrated social studies for the purpose of obtaining a license to teach will have different requirements and should consult with faculty in the Education program in conjunction with the History program. The History program counts all Hiram history courses when calculating grade-point averages.

The History Senior Seminar

History majors are required to complete a professional-quality research paper in the senior year and to present their papers to the community in a public forum. The seminar paper should demonstrate thorough research using both primary and secondary historical sources, and the program encourages students to make an original argument supported by credible historical evidence. Students work with individual faculty members to research and write the seminar paper. With the completion of their papers, students present their work orally to the Hiram College community. Students with majors other than history sometimes choose to do the senior seminar with the History program. Students interested in doing this should consult with history faculty members before the senior year.

Pathway

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History Minor

Minor Requirements
A minor in history consists of five courses or a minimum of 18 hours in history.

Students must take at least one course in each of the three content areas:

U.S. history

European history

and the history of the rest of the world.

International Studies

Program Website: https://www.hiram.edu/academics/majors-minors/international-studies/program/

Introduction

The international studies minor provides an interdisciplinary perspective on contemporary global issues, dynamics, societies, and cultures. It is meant to complement a student’s primary major either by adding an international component to that major or by strengthening an existing international emphasis within the major. This can be achieved regionally and/or thematically. The international studies minor is designed to help prepare students for graduate study and/or professional careers in a variety of fields in which an awareness of the growing economic, political, social, and cultural interdependence of the world is important. This is accomplished by giving students flexibility and an opportunity to design their own course of study, within the structural parameters of the minor.

• International Studies Major (p. 110)
• International Studies Minor (p. 112)

Faculty
Jugdep S Chima, (2012) Associate Professor of Political Science; Co-Coodinator of Asian Studies Minor; Coordinator of International Studies Minor
B.A., University of California, Berkeley; Ph.D., University of Missouri, Columbia
chimajs@hiram.edu

Courses in International Studies span several subject areas; additional INTL courses will be approved during the 19-20 academic year.

INTL 28000: SEM:: 1-4 Hour(s)
SEMINAR ~

Academic Offerings
• International Studies Major (p. 110)
• International Studies Minor (p. 112)

International Studies Major
International Studies Major

We live in an increasingly globalized and multicultural world. College graduates who recognize and understand the challenges and opportunities of a global society will be more competitive in their chosen careers and better citizens of the interconnected world. The international studies major provides an academically-rigorous interdisciplinary perspective on contemporary global issues, dynamics, societies and cultures. Students are allowed to develop their own customized emphasis on a particular region or theme within the major.

The International Studies Learning Goals:

• Students will acquire an interdisciplinary understanding of various global issues including those involving history, politics, economics, and society through both empirical analysis and methodological training/reflection.
• Students will acquire academic knowledge of at least two areas of the world and several globally-related academic disciplines, through coursework and/or research.
• Students will develop cross-cultural appreciation and skills beyond their own native experiences necessary for fostering an understanding of different cultures, regions, and challenges in an increasingly globalized world.

See Pathway for detailed major requirements.

The International Studies Major Curriculum/Requirements:

1. Foreign language proficiency through the 20200 level.
2. Minimum of 10 courses as follows:

History Elective
Choose 8 courses in any 3-3-2 combination. Below is a sample of applicable courses. Please see the catalogue and speak with a member of the department to get a complete list.

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<td>HIST 27800</td>
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Spring 3 Week
Additional HIST, elective, minor, 2nd major course 1 3-4

Hours 3-4
Total Hours 120-128

1 History students are strongly encouraged to take two courses of a foreign language, but they may substitute two additional history courses instead.

International Studies

International Studies

Program Website: https://www.hiram.edu/academics/majors-minors/international-studies/program/
Select three of the four following required courses which provide necessary grounding in international issues from multiple disciplinary perspectives: COMM 25000: Communication Between Cultures; ENGL 35900: World Literature: EW, IM (4 hours); HIST 13800: World History, 1800 to the Present: CA, EW (4 hours); POLS 22310: Comparative Politics: CA, EW (4 hours).

International Studies Junior Seminar (4 credit hours) in the Spring 12-Week session of their junior year.

International Studies Capstone course (4 credit hours) in the Fall 12-Week session of their senior year.

This independent study course (Capstone) will consist of finalizing a research topic and completing the project, which will be approached from two different disciplinary perspectives and eventually result in interdisciplinary synthesis. The capstone will be jointly supervised by two faculty members chosen by the student, at least one of whom must be member of the international studies major committee. The International Studies Capstone course will include a mini-seminar of graduating international studies seniors meeting regularly, and led by a select member of the international studies major committee. This mini-seminar will allow the graduating seniors to share and discuss progress on their capstone projects, including particular intellectual challenges and/or findings in their capstone research.

Five elective courses from the list below in at least two different regional areas (Asia, Europe, and/or diaspora studies) and at least two different disciplines. (Courses not found on this list may be accepted through approval of the international studies coordinator.) Study away is strongly encouraged, but not required for the major.

Elective Course Options:

- ART 13000: History of Western Art
- ART 22800: Japanese Art History
- ART 248/25200: Creative Space Art Experience in Florence (Study Abroad)
- ART 32000: The Art of India
- ART 42600: 20th Century Art: Modern and Beyond
- CLAS 28000: Ancient Rome: Rise and Fall of the Republic
- CLAS 28000: The Ancient Olympic Games
- CLAS 28000: Reacting to the Past: Athens in 403 BC
- CLAS 24700: The Ancient World in Film
- CLAS 28000: The Archaeology of Ancient Rome
- CLAS 28000: Ancient Health and Medicine
- COMM 24800: Media and Multiculturalism
- COMM 25000: Communication between Cultures
- COMM 35400: Intercultural Health Care Communication
- ENGL 22200: Readings in British Literature
- ENGL 22600: Readings in World Literature
- ENGL 26100: Shakespeare
- ENGL 33000: Studies in British Literature
- ENGL 33100: Studies in World Literature
- ENGL 35300: Medieval Literature
- ENGL 35400: Renaissance Literature
- ENGL 35500: 18th Century British Literature
- ENGL 35600: 19th Century British Literature
- ENGL 35700: 20th Century British Literature
- ENGL 35900: World Literature
- ENGL 42800: Special Topics in British Literature
- ENGL 43800: Special Topics in World Literature
- HIST 12100: Knights, Peasants, and Friars: Europe 500-1450
- HIST 12200: Bread, Barricades, and Bombs: Modern Europe 1450-Present
- HIST 12800: World History 1000-1800
- HIST 13800: World History 1750-Present
- HIST 20600: Gunmen, Orangemen, and Fenians
- HIST 20700: Modern Japan 1600-Present
- HIST 20800: Modern East Asia
- HIST 21100: Seminar in Asian Studies
- HIST 21300: Selling Shanghai
- HIST 22100: Concubines, Mothers, and Saints
- HIST 22200: Kings and Vikings: The Formation of England
- HIST 22300: Medieval Towns and Trade
- HIST 22400: Spinsters and Suffragists
- HIST 22700: Colonization and Exploitation
- HIST 23020: Brothel to Factory—History of Female Labor in Asia
- HIST 23300: History of England to 1485
- HIST 24500: History of North Korea
- HIST 24900: The World of Ancient Rome
- HIST 25210: Tudor-Stuart England
- HIST 25650: History of Gender & Sexuality in East Asia
- HIST 27400: Bishops, Witches, and Heretics
- HIST 27800: History of Travel Writing in Asia
- ARAB: 10100, 10200, 20100, 20200
- FREN: 10100, 10200, 20100, 20200, 20300, 20500, 21500, 22000, 25000, 28000, 28100, 29800, 32000, 33000, 35000, 36000
- LATN: 10100, 10200, 20100, 20200
- SPAN: 10100, 10200, 20100, 20200, 20300, 20400, 21100, 21500, 23100, 25000, 25100, 28000, 28100, 29800, 30300, 30400, 30500, 30600, 30700, 30800, 30900
- LITR 12600: French Literature in Translation
- LITR 30200: The Quixote
- MGMT 22800: Comparative Human Resource Management
- MGMT 34000: International Management
- MGMT 36100: Multinational Marketing
- MUSI 10300/1: World Music
- MUSI 21800: Women in Music
- MUSI 22000: Asian Music
- MUSI 31000: Music History and Literature I
- MUSI 31100: Music History and Literature II
- POLS 20200: Politics of Human Rights
- POLS 20500: World Geography
- POLS 22310: Comparative Politics
- POLS 22900: International Organization
- POLS 23100: International Politics
- POLS 23200: International Relations of South Asia
- POLS 23400: Politics of Developing Areas
- POLS 23600: Anarchy
- POLS 24100: The Transatlantic Relationship
- POLS 27400: Modern Political Philosophy
- POLS 31700: Comparative Foreign Policy
• POLS 32000: Ethnicity, Nationalism, and Political Violence
• POLS 25000: International Terrorism
• POLS 33000/10: American Foreign Policy
• POLS 33500: Towards a Global State
• POLS 33700/10: The Art of War
• POLS 35100/10: Political Philosophy for a Dangerous World
• POLS 37300: Classical Political Philosophy
• THEA 2xxx: History of Western Theatre
• THEA 20900: Shakespeare in Performance
• INTD 20400: Childhood and Poverty in Hispaniola (Study Abroad)
• INTD 21100: Seminar in Asian Studies
• INTD 22600: Childhood Migration
• INTD 25000: Comparative Issues in Zambia (Study Abroad)
• INTD 25100: Contemporary French Civilization
• INTD 25500: Identity, Expression, & Representation in India (Study Abroad)
• INTD 29100: German Music, Philosophy, and National Identity (Study Abroad)
• INTD 294: Visions of England II: Making Nation through Writing & Landscape (Study Abroad)
• INTD 29500: Shakespeare’s England (Study Abroad)
• INTD 29700: Obligations to Others
• INTD 30020: Global Health and Human Rights
• INTD 30050: Immigration and Border Crossing
• INTD 30070: Legend and Lore of the Kilt
• INTD 30110: Human Trafficking
• INTD 30130: Invading Oz (Study Abroad)
• INTD 30150: Going to the Godzone (Study Abroad)
• INTD 30290: Culture & Ethics of Food (Study Abroad)
• INTD 31310: Irish Nationalism (Study Abroad)
• INTD 38900: Alternative Health Care Systems
• INTD 39300: China: Tradition and Change (Study Abroad)
• INTD 30050: Immigration and Border Crossing
• INTD 30070: Legend and Lore of the Kilt
• INTD 30110: Human Trafficking
• INTD 30130: Invading Oz (Study Abroad)
• INTD 30150: Going to the Godzone (Study Abroad)
• INTD 30290: Culture & Ethics of Food (Study Abroad)
• INTD 31310: Irish Nationalism (Study Abroad)
• INTD 38900: Alternative Health Care Systems
• INTD 39300: China: Tradition and Change (Study Abroad)

Ten (10) total courses required as outlined above; and Foreign Language through the 20200 level are needed to complete the major.

International Studies Minor

The international studies minor provides an interdisciplinary perspective on contemporary global issues, dynamics, societies, and cultures. It is meant to complement a student’s primary major either by adding an international component to that major or by strengthening an existing international emphasis within the major. This can be achieved regionally and/or thematically. The international studies minor is designed to help prepare students for graduate study and/or professional careers in a variety of fields in which an awareness of the growing economic, political, social, and cultural interdependence of the world is important. This is accomplished by giving students flexibility and an opportunity to design their own course of study, within the structural parameters of the minor.

Minor Requirements

The international studies minor consists of six courses with a minimum total of 20 semester hours, in addition to language competency.

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<th>Code</th>
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<td>WORLD HIST 1750-PRESENT:CA,EW</td>
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<td>POLS 22310</td>
<td>COMPARATIVE POLITICS: CA,EW</td>
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<td>Select an additional five courses</td>
<td>20</td>
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1 Of the remaining five courses, one must be interdisciplinary and all of the other four must be chosen from at least two different disciplines outside of the student’s major(s).

Proficiency in a language at the 20200 level is required. A study-abroad course is strongly recommended, but not required. A student interested in the international studies minor must produce a clear statement of purpose and a list of relevant courses, and must explain how the proposed course of study contributes to the stated purpose. This statement of purpose and corresponding list of courses must be submitted and approved by the international studies minor coordinator before a student can declare the minor no later than the end of a student’s junior year.

Modern Languages and Classics

Program Website: http://www.hiram.edu/modernlanguages (http://www.hiram.edu/modernlanguages/)

Introduction

Language study opens the way to understanding and communication with various peoples, cultures, civilizations, and literatures. It involves performance skills in the foreign language (speaking, reading, writing and understanding) and command of the subject matter (literature, history, language). The modern languages and classics program offers minors in French and Spanish as well as classes in Latin, Arabic and Chinese. Classical languages and Italian language may be studied at John Cabot University in Rome, and Japanese can be undertaken via our affiliation with Kansai Gaidai University in Osaka, Japan. Please consult with the Associate Dean’s office to discuss this exchange option. A minor in classical studies can also be pursued through the multidisciplinary classical and medieval studies minor.

Students will find that their career opportunities will be broader and richer when they combine majors or minors in other disciplines with the study of a foreign language. Most other disciplines are compatible with a language major: art, biology, English, history, communication, political science, management, music, and anthropology are just a few of the
majors that benefit from a second language. Students who are interested in a teaching career would find it useful to minor in two languages.

For over 30 years the program has hosted three international students every year as modern language teaching assistants. They are Hiram students as well as instructors and representatives of the culture in question. Although these students also interact with the other international students on campus, they have always willingly provided access to their own culture for American students – in and outside of class. They are a vital part of our programs.

Eligibility for membership into Phi Beta Kappa requires completion of a language through 20200.

Language Placement

Incoming first-year students who are interested in taking a foreign language will be given a tentative placement based upon their high school language experience and a language placement examination. Students who place above 20200 should consult with a faculty member in that language before enrolling in a course. Students should take the placement exam before First-Year Institute or orientation and advising.

Classical Studies

Classical Studies can be undertaken via our affiliation with John Cabot University in Rome. Please consult with the Associate Dean’s office to discuss this exchange option.

Japanese

Currently, the Japanese major and minor programs are not offered at Hiram. Japanese can be undertaken via our affiliation with Kansai Gaidai University in Osaka, Japan. Please consult with the Office of the Associate Dean to discuss this exchange option, and the potential to build Japanese into a program of study at Hiram College.

Faculty

Elena Iglesias-Villamel, (2010) Associate Professor of Spanish
B.A., University of Santiago de Compostela, Spain;
M.A., University of Colorado;
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Ella W Kirk, (1993) Professor of French; Associate Dean of Academic Affairs
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Matthew F Notarian, (2015) Visiting Assistant Professor of Classics;
Classical & Medieval Studies Advisory Committee
B.A., University of Delaware;
M.A., Ph.D., University of Buffalo
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Course Descriptions

American Sign Language

ASL 12100: AM SIGN LANG/DEAF CULTURE I: 4 Hour(s)
INTRODUCTION TO SIGN LANGUAGE AND DEAF CULTURE I ~ This class in the introductory course for American Sign Language as a world language credit. This course will focus on the visual-spatial language of ASL with emphasis on expressive/receptive communication skill building, vocabulary development, and grammatical structure development. Deaf Culture awareness and understanding of the Deaf Community will also be featured through the course.

ASL 12200: AM SIGN LANG/DEAF CULTRE II: 4 Hour(s)
AMERICAN SIGN LANGUAGE AND DEAF CULTURE II ~ This course builds on the knowledge and skills developed in ASL I. this course focuses on increased speed, fluency, vocabulary receptive skills and knowledge of grammatical structures. this course provides opportunities for students to continue to increase expressive communicative effectiveness using ASL with as emphasis on non-manuals. Students will further receptive skills and voice simple ASL sentences and paragraphs. Prerequisite: ASL 12100
Prerequisite: ASL 12100

Arabic

ARAB 10100: ARABIC I: 4 Hour(s)
BEGINNING ARABIC I ~ This beginning Arabic course adopts a communicative approach, with emphasis placed on the functional use of the Arabic language. The introduction of various components of the language serves the ultimate goal of enabling students to communicate in Arabic at a level that conforms to the general proficiency guidelines of the American Council on the Teaching of Foreign Languages (ACTFL).

ARAB 10200: ARABIC II: 4 Hour(s)
ARABIC II ~ This course adopts a communicative approach where emphasis is placed on the functional use of the Arabic language. The introduction of various components of the language serves the ultimate goal of enabling students to communicate in Arabic at a level that conforms to the general proficiency guidelines of the Intermediate Low, even though some students might achieve a Novice High level and some others might achieve an Intermediate Mid level, as defined by the American Council on the Teaching of Foreign Languages (ACTFL). The course deals with various aspects of Arab culture. Prerequisite: Arabic 101 or 10100 or placement.
Prerequisite: ARAB 101 or ARAB 10100

ARAB 18000: WKSP: 1 Hour(s)
WORKSHOP ~ Workshops may be taken Pass/No Credit only. Students may take no more than nine workshops for credit toward graduation. Workshops can be used as elective credit only.
ARAB 20100: INTERMEDIATE ARABIC I:EW  4 Hour(s)
INTERMEDIATE ARABIC I:EW  This third semester of the beginning Arabic course adopts a communicative approach where emphasis is placed on the functional use of the Arabic language. This is a continuation of the two semester intro sequence and is not taught via distance learning. The introduction of various components of the language serves the ultimate goal of enabling students to communicate in Arabic at a level that conforms to the general proficiency guidelines of the Intermediate Low, even though some students might achieve a Novice High level and some others might achieve an Intermediate Mid level, as defined by the American Council on the Teaching of Foreign Languages (ACTFL). The course deals with various aspects of Arab culture. You may view ACTFL description of each of these levels on WebCT in the folder titled 'Speaking Guidelines'. This course fulfills the Experiencing the World requirement. Prerequisite: Arabic 102 or 10200 or equivalent. Prerequisite: (ARAB 102 or ARAB 10200)
Core: Experiencing the World

ARAB 20200: INTERMEDIATE ARABIC II:  4 Hour(s)
INTERMEDIATE ARABIC II:EW  A continuation of Intermediate Arabic I. The course will focus on the functional use of the Arabic language. This course fulfills the Experiencing the World requirement. Prerequisite: ARAB 103 or 10300, or, ARAB 201 or 20100, or equivalent. Prerequisite: (ARAB 20100 or ARAB 201) or (ARAB 103 or ARAB 10300) Core: Experiencing the World

ARAB 28000: SEM.:  1-4 Hour(s)
SEMERN-

ARAB 28100: INDEPENDENT STUDY:  1-4 Hour(s)
INDEPENDENT STUDY-

Chinese

CHIN 10000: INTRO TO CHINESE LANG/CULTURE:  2 Hour(s)
INTRODUCTION TO CHINESE CONVERSATIONAL LANGUAGE AND CULTURE  Chinese 100 or 10000 is intended to help students develop their speaking ability in Chinese. This course is designed to teach fundamental Pinyin Chinese along with some simple pictograph Chinese characters. The course will begin with and emphasize proper pronunciation of the four tones, which is the most important skill for speaking Chinese. The students will acquire a large working vocabulary that will suit the daily life in a country where Chinese is the leading language. Chinese culture and useful Chinese idioms will be introduced during the classes.

CHIN 10100: BEGINNING MANDARIN CHINESE I:  4 Hour(s)
BEGINNING MANDARIN CHINESE I  This is a beginning course in basic Mandarin Chinese. Development of four skills is emphasized: listening, speaking, reading, and writing. This course provides an introduction to Chinese characters. Supplemental laboratory practice and drill sessions.

CHIN 10200: BEGINNING MANDARIN CHINESE II:  4 Hour(s)
BEGINNING MANDARIN CHINESE II  A continuation of 101 or 10100, introducing basic grammar and Chinese calligraphy. Supplemental laboratory practice and drill sessions. Prerequisite: Chinese 101 or 10100 or equivalent. Prerequisite: CHIN 101 or CHIN 10100

CHIN 18000: WKSP:  1 Hour(s)
WORKSHOP  ~ Workshops may be taken Pass/No Credit only. Students may take no more than nine workshops for credit toward graduation. Workshops can be used as elective credit only.

CHIN 20100: INTERMED MANDARIN CHINESE I:EW:  4 Hour(s)
INTERMEDIATE MANDARIN CHINESE I:EW  A continuation of 102 or 10200. This course fulfills the Experiencing the World requirement. Prerequisite: Chinese 102 or 10200 or equivalent. Prerequisite: (CHIN 102 or CHIN 10200)
Core: Experiencing the World

CHIN 20200: INTERMED MANDARIN CHINESE II:  4 Hour(s)
INTERMEDIATE MANDARIN CHINESE II:EW  This course is a continuation of Mandarin Chinese I. This course fulfills the Experiencing the World requirement. Prerequisite: CHIN 103 or 10300, or, CHIN 201 or 20100, or equivalent. Prerequisite: (CHIN 103 or CHIN 10300) or (CHIN 201 or CHIN 20100) Core: Experiencing the World

CHIN 28000: SEMINAR:  1-4 Hour(s)
SEMINAR-

CHIN 28100: INDEPENDENT STUDY:  1-4 Hour(s)
INDEPENDENT STUDY-

French

FREN 10100: BEGINNING FRENCH I:  4 Hour(s)
BEGINNING FRENCH I  This course is an introduction to basic grammar and vocabulary. It provides development of skills in listening, speaking, reading, and writing for the beginning student. Supplemental laboratory and practice drill sessions.

FREN 10200: BEGINNING FRENCH II:  4 Hour(s)
BEGINNING FRENCH II  A continuation of French 101 or 10100. Supplemental laboratory and practice drill sessions. Prerequisite: French 101 or 10100 or equivalent. Prerequisite: (FREN 101 or FREN 10100) or French Placement Exam with a score of 201 or FREN 101EX

FREN 18000: WKSP:  1 Hour(s)
WORKSHOP  ~ Workshops may be taken Pass/No Credit only. Students may take no more than nine workshops for credit toward graduation. Workshops can be used as elective credit only.
FREN 20100: INTERMEDIATE FRENCH I:EW  4 Hour(s)
INTERMEDIATE FRENCH I:EW~ Review and continuing study of grammar. Supplementary reading with conversation and composition. This course fulfills the Experiencing the World requirement. Prerequisite: French 102 or 10200 or equivalent.
Prerequisite: (FREN 102 or FREN 10200) or French Placement Exam with a score of 320 or FREN 102EX
Core: Experiencing the World

FREN 20200: INTERMEDIATE FRENCH II:EW  4 Hour(s)
INTERMEDIATE FRENCH II:EW~ Study of aspects of contemporary French and francophone culture. Grammar review with discussion of current topics, vocabulary building, and situational conversation. First course that counts toward the major or minor in French. This course fulfills the Experiencing the World requirement. Prerequisite: FREN 103 or 10300, or, FREN 201 or 20100 or equivalent.
Prerequisite: (FREN 103 or FREN 10300) or (FREN 201 or FREN 20100) or French Placement Exam with a score of 403 or FREN 201EX
Core: Experiencing the World

FREN 20300: COMP AND CONVERS ABROAD:EW  3 Hour(s)
COMPOSITION AND CONVERSATION ABROAD:EW~ Offered off campus only. Daily contact with native speakers in normal situations give students the opportunity to work naturally toward greater fluency. The reading and discussion of newspapers and weekly magazines, keeping a personal journal, help students to acquire vocabulary, awareness of current issues, and familiarity with everyday language. Prerequisite: French (104 or 10400) or (202 or 20200) or equivalent. This course fulfills the Experiencing the World requirement.
Prerequisite: (FREN 104 or FREN 10400)
Core: Experiencing the World

FREN 20500: FRENCH PHONETICS:EW  3 Hour(s)
FRENCH PHONETICS:EW~ A study of French sounds, intonation, rules of pronunciation. Students will learn and use the international phonetic alphabet in order to correct and improve their accent, diction and pronunciation. The course will include intensive group and individual practice. This course fulfills the Experiencing the World requirement. Prerequisite: French (104 or 10400) or (202 or 20200) or equivalent. This course fulfills the Experiencing the World requirement.
Prerequisite: (FREN 104 or FREN 10400)
Core: Experiencing the World

FREN 21500: ADVANCED READING:EW  4 Hour(s)
ADVANCED READING:EW~ Readings in modern French literature. Representative works from 20th century writers from France and other francophone countries. The purpose of this course is to acquire the ability to read fluently and critically. This course fulfills the Experiencing the World requirement. Prerequisite: FREN (104 or 10400) OR (202 or 20200) or equivalent.
Prerequisite: (FREN 202 or FREN 20200)
Core: Experiencing the World

FREN 22000: ADV COMP & CONVERSATION:EW  4 Hour(s)
ADVANCED COMPOSITION AND CONVERSATION:EW~ Intensive oral and written practice. Advanced grammar and systematic acquisition of vocabulary. A choice of texts on a variety of topics (history, contemporary issues, art and music) as well as literary readings will be used as a basis for discussion, oral presentations and papers. Prerequisite: FREN (104 or 10400) or equivalent. This course fulfills the Experiencing the World requirement.
Prerequisite: (FREN 104 or FREN 10400)
Core: Experiencing the World

FREN 25000: HIST OF FRENCH CIVILIZATION:EW  4 Hour(s)
HISTORY OF FRENCH CIVILIZATION:EW~ A study of the important events in the political, cultural and artistic development of France. Prerequisite: French (104 or 10400) or equivalent. This course fulfills the Experiencing the World requirement.
Core: Experiencing the World

FREN 28000: SEM~  1-4 Hour(s)
SEMERN ~

FREN 28100: INDEPENDENT STUDY  1-4 Hour(s)
INDEPENDENT STUDY~

FREN 29800: FIELD EXPERIENCE  1-4 Hour(s)
FIELD EXPERIENCE~

FREN 32000: LYRIC POETRY  3 Hour(s)
LYRIC POETRY~ Introduction to the rules of versification, and study of lyric poetry from the Renaissance and the 19th and 20th centuries. Prerequisite: French (215 or 21500) or permission.
Prerequisite: (FREN 215 or FREN 21500)

FREN 33000: 17TH CENTURY LITERATURE  4 Hour(s)
STUDIES IN THE LITERATURE OF THE 17TH CENTURY~ This course focuses on classicism: prose, the moralists, and theatre. Authors to be studied include Corneille, Racine, Moliere, LaFontaine, LaFayette, Pascal, LaRochefoucauld, and LaBruyere. Prerequisite: French (215 or 21500) or permission.
Prerequisite: (FREN 215 or FREN 21500)

FREN 35000: 19TH CENTURY LITERATURE  4 Hour(s)
STUDIES IN THE LITERATURE OF THE 19TH CENTURY~ Development from the romantic novel to realism and naturalism. Constant, Balzac, Stendhal, Flaubert, Maupassant, Zola. Prerequisite: French (215 or 21500) or permission.
Prerequisite: (FREN 215 or FREN 21500)

FREN 36000: 20TH CENTURY LITERATURE  4 Hour(s)
STUDIES IN THE LITERATURE OF THE 20TH CENTURY~ Study of representative authors in prose and theatre: possibilities include Proust, Gide, Mauriac, Malraux, Bernanos, Colette, Giraudoux, Anouilh, Beckett, Ionesco, Claudel, Camus, Sarthe, Beauvoir, Duras. Prerequisite: FREN (215 or 21500) or permission.
Prerequisite: (FREN 215 or FREN 21500)

FREN 38000: SEM~  1-4 Hour(s)
SEMERN ~

FREN 38100: SPECIAL TOPICS~  1-4 Hour(s)

FREN 48000: SENIOR SEMINAR  1-4 Hour(s)
SENIOR SEMINAR~

FREN 48100: INDEPENDENT RESEARCH  1-4 Hour(s)
INDEPENDENT RESEARCH~

FREN 49000: SENIOR PRESENTATION  1 Hour(s)
SENIOR PRESENTATION~ Each senior major will research, prepare and present a paper on an approved topic involving the literature or culture of France or another French-speaking country. Students may register for one-credit hour in the fall and one-credit hour in the spring to fulfill capstone requirement.
Latin
LATN 10100: BEGINNING LATIN I: 4 Hour(s)
BEGINNING LATIN I~ An introduction to the basics of the language. Emphasis will be placed on acquiring Latin vocabulary and mastering elementary grammar so that simple Latin sentences can be read.

LATN 10200: BEGINNING LATIN II: 4 Hour(s)
BEGINNING LATIN II ~ Continuation of Latin 10100. More complex grammar, including an introduction to the subjunctive. Prerequisite: Latin 10100 or equivalent.
Prerequisite: LATN 10100

LATN 20100: INTERMEDIATE LATIN I: EW: 4 Hour(s)
INTERMEDIATE LATIN I ~ Continuation of Latin 102. Review and continuing study of new grammar, with an emphasis upon translating original Latin texts from various authors. Prerequisite: Latin 10200 or equivalent.
Prerequisite: LATN 10200
Core: Experiencing the World

LATN 20200: INTERMEDIATE LATIN II: 4 Hour(s)
INTERMEDIATE LATIN II: ~ Continuation of Latin 20100. Grammar will be reviewed as necessary, however, the emphasis rests upon translating and analyzing increasingly complex Latin texts from various authors. Both prose and poetry will be examined, and some attention will be given to the historical and cultural context of Latin literature. Prerequisite: Latin 20100 or permission.
Prerequisite: LATN 20100 or LATN 201

LATN 28100: INDEPENDENT STUDY: 1-4 Hour(s)

Literature in Translation
The following courses are taught in English.

LITR 12600: FREN LITR IN TRANSLATION:I,M,EW: 3 Hour(s)
FRENCH LITERATURE IN TRANSLATION:I,M,EW ~ The study of major works of French literature. Selections may also include works from francophone literature (Canada, Africa, Madagascar, the Caribbean, etc.). Course content may vary with each offering: it may treat a major theme or it may focus on major authors, or a literary movement. This course fulfills the Interpretive Methods and Experiencing the World requirements.
Core: Experiencing the World; Interpretive Methods

LITR 16000: JAPANESE LITERATURE: 3 Hour(s)
JAPANESE LITERATURE~ This course introduces students to traditional Japanese literature in translation and explores the influence of other cultures, such as Chinese and Western, in the development of the literature of Japan. Genres studied include the novel, poetry, and theatre.

LITR 18000: WKSP: 1 Hour(s)
WORKSHOP~ Workshops may be taken Pass/No Credit only. Students may take no more than nine workshops for credit toward graduation.
Workshops can be used as elective credit only.

LITR 28000: SEM.: 1-4 Hour(s)

LITR 28100: INDEPENDENT STUDY: 1-4 Hour(s)

LITR 30200: THE QUIXOTE: 4 Hour(s)
THE QUIXOTE~ Cervantes' classic novel, Part I and selections from Part II. Also offered as SPAN 30200. Prerequisite: Spanish (200 or 20000).
Prerequisite: (SPAN 200 or SPAN 20000)

LITR 38000: SEMINAR: 1-4 Hour(s)

LITR 38100: SPC TPC: 1-4 Hour(s)
SPECIAL TOPICS~

Spanish
SPAN 10100: BEGINNING SPANISH I: 4 Hour(s)
BEGINNING SPANISH I~ An introduction to Spanish. Development of four basic skills: listening, reading, writing, speaking. Introduction to grammar. Course taught in Spanish. Supplemental laboratory drill sessions required.

SPAN 10200: BEGINNING SPANISH II: 4 Hour(s)
BEGINNING SPANISH II~ A continuation of Spanish 101 or 10100. Supplemental laboratory drill sessions required. Prerequisite: Spanish 101 or 10100 or equivalent (placement).
Prerequisite: (SPAN 101 or SPAN 10100 (may be taken concurrently)) or Spanish Placement Exam with a score of 270 or SPAN 101EX

SPAN 18000: WKSP: 1 Hour(s)
WORKSHOP~ Workshops may be taken Pass/No Credit only. Students may take no more than nine workshops for credit toward graduation.
Workshops can be used as elective credit only.

SPAN 20100: INTERMEDIATE SPANISH I:EW: 4 Hour(s)
INTERMEDIATE SPANISH I:EW~ A continuation of Spanish 102 or 10200. Quick grammar review. Conversation and composition labs. This course fulfills the Experiencing the World requirement. Prerequisite: Spanish 102 or 10200, or equivalent (placement).
SPAN 103 or 10300, 20100 or any course numbered higher than 103 or 10300, 20100 may be used to satisfy a humanities distributive requirement.
Prerequisite: (SPAN 102 or SPAN 10200) or Spanish Placement Exam with a score of 346 or SPAN 102EX
Core: Experiencing the World

SPAN 20200: INTERMEDIATE SPANISH II:EW: 3 Hour(s)
INTERMEDIATE SPANISH II:EW~ A continuation of Spanish (103 or 10300) or 20100. First course counted toward a Spanish major or minor. Continuing study of grammatical and idiomatic difficulties. Emphasis on vocabulary building through reading and discussion. This course fulfills the Experiencing the World requirement. Prerequisite: SPAN 103 or 10300, or SPAN 201 or 20100, or equivalent (placement).
Prerequisite: (SPAN 103 or SPAN 10300) or (SPAN 201 or SPAN 20100) or Spanish Placement Exam with a score of 428 or SPAN 201EX
Core: Experiencing the World
SPAN 20300: CONVERSATION/COMP ABROAD:EW: 4 Hour(s)
CONVERSATION AND COMPOSITION ON SITE ABROAD:EW: Offered only abroad in the twelve-week term, this course is a systematic approach to learning the contemporary language of the host company. Daily contact with native speakers, newspaper and magazine readings, daily journal entries, and compositions afford the student practice in communicating. Prerequisite: Spanish (104 or 10400) 20200. This course fulfills the Experiencing the World requirement. Prerequisite: (SPAN 200 or SPAN 20000) or SPAN 20010
Core: Experiencing the World

SPAN 20400: CONVERSATION AND COMPOSITION: 4 Hour(s)
CONVERSATION AND COMPOSITION: An intensive course in oral and written practice designed to develop conversational and written skills by fostering a systematic acquisition of vocabulary and study of more complex grammatical structures. Our overall purposes are learning conversational techniques and strategies, improve student's listening and pronunciation and strengthen students' grasp of Spanish vocabulary and grammar with emphasis on building fluency in spoken and written work. Prerequisite: Spanish 202 or 20200 or equivalent (placement). Prerequisite: SPAN 202 or SPAN 20200

SPAN 21100: PHONETICS: 4 Hour(s)
PHONETICS: Theory of Spanish phonetics, symbols, transcription, interpretation. Intensive pronunciation practice and student-taped exercises. A performance component will be included. This course is vital for prospective teachers of Spanish and of interest to all students desiring to correct their pronunciation. Prerequisite: Spanish (104 or 10400) 20200 or equivalent. Prerequisite: (SPAN 104 or SPAN 10400) 20200 or SPAN 10400 or permission.

SPAN 21500: ADVANCED READING/INTRO/CRTCSM:IM,EW: 4 Hour(s)
ADVANCED READING AND INTRODUCTION TO CRITICISM:IM,EW: An introduction to extensive reading in contemporary Spanish: vocabulary building, idiomatic usage, development of rapid comprehension, and critical analysis. A revised offering of this course is available as 20010 for four (4) credit hours. This course fulfills the Interpretive Methods requirement and the Experiencing the World requirement. Prerequisite: Spanish (104 or 10400) 20200 or equivalent. Prerequisite: (SPAN 202 or SPAN 20200) or (SPAN 204 or SPAN 20400) or SPAN 20400 or permission.

SPAN 22800: SPANISH FOR BUSINESS: 1 Hour(s)
SPANISH FOR BUSINESS: Course Description: Spanish for Business is a 1-credit course designed for intermediate-level and advanced students of Spanish seeking to develop their Spanish language skills in a cross-cultural business context. Through a variety of activities and projects that reflect real-life scenarios, students will learn to interact with an increasing number of Spanish-speaking co-workers and clients. Prerequisite: SPAN 20100

SPAN 22900: SPANISH HEALTHCARE PROFESSIONALS: 1 Hour(s)
SPANISH FOR HEALTHCARE PROFESSIONALS: Course Description: Spanish for Healthcare Professionals is a course designed for students planning to work in the health care field and who are interested in acquiring the skills to communicate effectively when providing medical care. In addition to learning workplace Spanish language and improving your language skills, we will focus on developing a cultural competency for health care situations. Prerequisite: SPAN 20100

SPAN 23000: SPANISH TRANSLATION: 1 Hour(s)
SPANISH TRANSLATION: Course Description: This course focuses on the method and practice of translation. Students will analyze and practice specific translation strategies as they pertain to distinct text types. This one-credit hour course will be taught in a workshop format, in which students will workshop drafts of translations with their peers and analyze strategic decisions and decisions of detail. Students will be evaluated on the translations they produce as well as their ability to analyze and critique their own and existing translations. Prerequisite: SPAN 20100

SPAN 23100: ADVANCED GRAMMAR/COMPOSITION: 4 Hour(s)
ADVANCED GRAMMAR AND COMPOSITION: The study of advanced grammar and syntax in Spanish for non-native speakers to increase their grammatical accuracy and develop linguistic sophistication. Prerequisites: SPAN (104 or 10400) or SPAN 20200 or permission. Prerequisite: (SPAN 200 or SPAN 20000) or SPAN 20010

SPAN 24000: SPANISH/LATIN AMERICAN FILM:CA: 4 Hour(s)
SPANISH AND LATIN AMERICAN FILM:CA: Course Description: Spanish and Latin American Film:CA is an introduction to the Spanish and Latin American cinema through the discussion and critical analysis of a selection of movies directed by internationally praised film makers. It has two main focuses: first, introduce students to the formal conventions of film analysis; second, all classroom interactions are conducted entirely in the target language, so students can further develop their proficiency in Spanish. The contents of the course are organized thematically around topics such as memory, immigration, exile, marginalized identities and globalization. The films and activities in this class will enable students to improve their language and critical skills in Spanish. This course fulfills the Social and Cultural Analysis requirement. Prerequisite: SPAN 20200 (may be taken concurrently)
Core: Social/Cultural Analysis Meth

SPAN 25000: PENINSULAR SPANISH CIVILIZATION:CA: 4 Hour(s)
PENINSULAR SPANISH CIVILIZATION:CA: Course Description: Spanish and Latin American Civilization:CA~ Cultural highlights from prehistoric times to the present day. Prerequisite: Spanish (104 or 10400) or SPAN 20200 or permission.
Prerequisite: (SPAN 215 or SPAN 21500) or SPAN 21500 or permission.

SPAN 25100: SPANISH AMERICAN CIVILIZATION:CA: 4 Hour(s)
SPANISH AMERICAN CIVILIZATION:CA: Course Description: Spanish and Latin American Civilization:CA~ Cultural highlights from pre-Colombian times to the present day. Prerequisite: SPAN (215 or 21500) or permission.
Prerequisite: (SPAN 215 or SPAN 21500) or permission.

SPAN 28100: INDEPENDENT STUDY: 1-4 Hour(s)
INDEPENDENT STUDY:~

SPAN 29800: FIELD EXPERIENCE: 4 Hour(s)
FIELD EXPERIENCE:~

SPAN 30300: GOLDEN AGE THEATER: 4 Hour(s)
GOLDEN AGE THEATER: Prerequisite: Spanish (104 or 10400) or 20200
Prerequisite: (SPAN 200 or SPAN 20000)

SPAN 30400: GOLDEN AGE POETRY: 4 Hour(s)
GOLDEN-AGE POETRY: Course Description: This course presents a study of Golden-Age poetry, and will focus on the romances, including poetry by Góngora, Quevedo, Garcilaso, Herrera, Cervantes, Lope de Vega and the mystics: Sta. Teresa de Jesus and San Juan de la Cruz. Prerequisite: Spanish (104 or 10400) 20200 or permission.
Prerequisite: (SPAN 200 or SPAN 20000) or SPAN 20010
SPAN 30500: GOLDEN AGE PROSE: 4 Hour(s)
GOLDEN AGE PROSE~ Cervantes (but not the Quixote), Quevedo, Discovery. Prerequisite: Spanish (104 or 10400) 20200
Prerequisite: (SPAN 200 or SPAN 20000) or SPAN 20010

SPAN 30600: 19TH C. PENINSULAR LITR: 4 Hour(s)
19TH CENTURY PENINSULAR LITERATURE~ From Romanticism through Costumbrism and Realism to the Generation of ’98. Prerequisite: Spanish (104 or 10400) 20200.
Prerequisite: (SPAN 200 or SPAN 20000) or SPAN 20010

SPAN 30700: 20TH C. PENINSULAR SPAN DRAMA: 4 Hour(s)
20TH CENTURY PENINSULAR SPANISH DRAMA~ From Lorca to Diodado, including Casona, Buero, Sastre and Delibes. Prerequisite: Spanish (104 or 10400) 20200
Prerequisite: (SPAN 200 or SPAN 20000) or SPAN 20010

SPAN 30800: 20TH C. PENINSUL SPAN FICTION: 4 Hour(s)
20TH CENTURY PENINSULAR SPANISH FICTION~ Tremendismo, its precursors and its aftermath. Cela, Laforet, Matute, Aldecoa, Quiroga, Medio, Goytisolo, Castillo Puche and others. Prerequisite: Spanish (104 or 10400) 20200
Prerequisite: (SPAN 200 or SPAN 20000) or SPAN 20010

SPAN 30900: 20TH C. PENINSUL SPAN POETRY: 4 Hour(s)
20TH CENTURY PENINSULAR SPANISH POETRY~ The precursors of Alberti. Prerequisite: Spanish (104 or 10400) 20200
Prerequisite: (SPAN 200 or SPAN 20000) or SPAN 20010

SPAN 38000: SEM.: 1-4 Hour(s)
SEMINAR~ This course provides an in-depth study of one author or one theme or literary movement or genre. Prerequisite: SPAN (300 or 30000)-level coursework and permission.

SPAN 38100: SPC TPC.: 1-4 Hour(s)
SPECIAL TOPICS~

SPAN 48000: SENIOR SEMINAR: 1-4 Hour(s)
SENIOR SEMINAR~

SPAN 48100: INDEPENDENT RESEARCH: 1-4 Hour(s)
INDEPENDENT RESEARCH~

SPAN 49000: SENIOR PRESENTATION: 1-4 Hour(s)
SENIOR PRESENTATION~ The Spanish senior seminar is an independently driven capstone experience required of all Spanish majors. During their senior year students will complete a directed project consisting of two components: 1) an in-depth research paper and 2) a personal portfolio as a means of self-assessment. This work will culminate in a formal, public presentation at the end of the academic year. The overall goals of the senior project are to work independently, to reflect on progress toward personal and professional goals, and to demonstrate mature communication skills.

SPAN 49800: INTERNSHIP: 4 Hour(s)
INTERNSHIP~ Developed in consultation with the student’s major faculty advisor(s), the internship will be tailored to the interests and needs of the student and can be served in a wide variety of private and public organizations. Hiram College’s internship program permits students to bridge the distance between the theory they learn in the classroom and the application of their knowledge. The academic department establishes prerequisites for the application procedure. Students should check with individual departments for specific requirements and guidelines for the experience as they may vary by discipline. Prospective interns work with the faculty advisor who will monitor the experience and grade the academic component of the internship.

A minimum of 22 credits is required.

### Spanish Minor

**Minor Requirements**

There are many advantages in adding a foreign language minor to your degree path. Learning a second language provides you with linguistic skills and cultural knowledge necessary for thriving in an increasingly global community where languages are extremely useful in many differing areas, ranging from business and commerce to medicine.

A minor in Spanish consists of at least five courses in Spanish beyond SPAN 20100 INTERMEDIATE SPANISH I:EW and totaling at least 18 hours, chosen in consultation with Spanish faculty.

### Requirements of a Concentration in Spanish for the Professions within the Spanish Minor

The concentration in Spanish for the Professions is designed for students who anticipate careers in which they will need to interact with Hispanic communities in the U.S. or abroad and who wish to continue the study of Spanish language and culture for specific professional purposes: business, industry, commerce, civil service, law, media, economics, health and social sciences.
The concentration in Spanish for the Professions has the same basic requirements as the Spanish minor, but four of those 18 credit hours must be fulfilled with one-credit hour courses focused on Spanish for the Professions: Spanish for Healthcare Professionals, Spanish for Business, Spanish Translation and Advanced Spanish for Healthcare Professionals, Advanced Spanish for Business, or Advanced Spanish Translation.

Performing Arts

The performing arts open a window to the human condition. Hiram’s Performing Arts program deeply engages students in the expressive fields of the dramatic arts, music and dance—and cultivates future artists and arts leaders through rigorous study and performance-based endeavors. The Performing Arts program not only provides students with a broad understanding of history, practice, and technique within each art form; it challenges them to analyze classic and contemporary works from across arts disciplines and to further their own artistic interests, individually and collaboratively.

Experiential, high-impact activities are intrinsic to the program and not strictly limited to performance; the process of creating and rehearsing work also imbeds these qualities. Emerging partnerships with performing arts organizations across Northeast Ohio (such as Cleveland Opera Theatre, Verb Ballets and The Musical Theater Project) offer students the chance to work alongside arts professionals and network among regional and national arts leaders.

The Performing Arts program strives to:

1. train students to become well-rounded, passionate and skilled artists/arts professionals who can confront the urgent challenges of our times, and
2. provide meaningful arts experiences for students who are not pursuing a vocation in the arts but participate in them as a meaningful avocation, improving their breadth of study and quality of life, and
3. provide students, the Hiram community and audiences beyond Hiram with engaging performance experiences that represent the breadth and depth of the Hiram experience.

As such, the program offers full seasons of theatrical and music events as well as performance ensembles including choir, wind ensemble, pep band and jazz band. The Hiram College Theatre Guild produces additional student-led events each year.

This is a flexible program with significant opportunities for students to explore their interests. The program offers a B.A. in the Performing Arts, with foundational courses that result in a broad range of perspectives concerning social and cultural impact, forms and functions, technique and technical elements. Majors then select one of three pathways suited to their interest: Performance, Design/Technical Production, or Arts Management and Entrepreneurship.

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Performing Arts Courses are separated into 5 subject areas:

MUSE 19000: AFRICAN ENSEMBLE: 1 Hour(s)
AFRICAN ENSEMBLE~ The African Drum Ensemble is open to all Hiram College students. The ensemble learns and performs traditional African percussion music. Instruments are provided. Pass/No Credit Only

MUSE 20610: EARLY MUSIC ENSEMBLE: 1 Hour(s)
EARLY MUSIC ENSEMBLE~ The Early Music Ensemble is a vocal and instrumental ensemble open to all Hiram students and community members. The ensemble rehearses and performs music from the Medieval, Renaissance, and Baroque periods.

MUSE 20620: CHAMBER ENSEMBLES: 1 Hour(s)
CHAMBER ENSEMBLES~ Students participating in faculty-directed/coached chamber music duos, trios, or ensembles that will be rehearsing challenging repertoire and performing publicly on campus may register for Chamber Ensemble with the permission of the supervising faculty member.

MUSE 20630: JAZZ ENSEMBLE: 1 Hour(s)
JAZZ ENSEMBLE~ Performing groups are open to all students who qualify.

MUSE 20640: WIND ENSEMBLE: 1 Hour(s)
WIND ENSEMBLE~ The Wind Ensemble is open by audition to all Hiram College students and to community members. Auditions are held the first week of the semester. The Wind Ensemble rehearses and performs wind ensemble works from the classical repertory.

MUSE 20650: CHAMBER SINGERS: 1 Hour(s)
CHAMBER SINGERS~ The Chamber Singers is Hiram College’s premiere SATB choir, and includes 16 - 32 auditioned singers who perform a variety of repertoire from several styles and epochs. Rehearsals held biweekly. Auditions first week of fall semester.

MUSE 20660: CHAMBER ORCHESTRA: 1 Hour(s)
CHAMBER ORCHESTRA~ The Chamber Orchestra is open to all Hiram students and community members. The Chamber Orchestra rehearses and performs string symphony works from the classical repertory.

During the 19-20 academic year - subject and course numbering changes will occur.

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MUSE 20610: EARLY MUSIC ENSEMBLE: 1 Hour(s)
EARLY MUSIC ENSEMBLE~ The Early Music Ensemble is a vocal and instrumental ensemble open to all Hiram students and community members. The ensemble rehearses and performs music from the Medieval, Renaissance, and Baroque periods.

MUSE 20620: CHAMBER ENSEMBLES: 1 Hour(s)
CHAMBER ENSEMBLES~ Students participating in faculty-directed/coached chamber music duos, trios, or ensembles that will be rehearsing challenging repertoire and performing publicly on campus may register for Chamber Ensemble with the permission of the supervising faculty member.

MUSE 20630: JAZZ ENSEMBLE: 1 Hour(s)
JAZZ ENSEMBLE~ Performing groups are open to all students who qualify.

MUSE 20640: WIND ENSEMBLE: 1 Hour(s)
WIND ENSEMBLE~ The Wind Ensemble is open by audition to all Hiram College students and to community members. Auditions are held the first week of the semester. The Wind Ensemble rehearses and performs wind ensemble works from the classical repertory.

MUSE 20650: CHAMBER SINGERS: 1 Hour(s)
CHAMBER SINGERS~ The Chamber Singers is Hiram College’s premiere SATB choir, and includes 16 - 32 auditioned singers who perform a variety of repertoire from several styles and epochs. Rehearsals held biweekly. Auditions first week of fall semester.

MUSE 20660: CHAMBER ORCHESTRA: 1 Hour(s)
CHAMBER ORCHESTRA~ The Chamber Orchestra is open to all Hiram students and community members. The Chamber Orchestra rehearses and performs string symphony works from the classical repertory.

During the 19-20 academic year - subject and course numbering changes will occur.

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MUSE 20610: EARLY MUSIC ENSEMBLE: 1 Hour(s)
EARLY MUSIC ENSEMBLE~ The Early Music Ensemble is a vocal and instrumental ensemble open to all Hiram students and community members. The ensemble rehearses and performs music from the Medieval, Renaissance, and Baroque periods.
MUSE 20670: WESTERN RESERVE WOMEN'S CHORUS: 1 Hour(s)
WESTERN RESERVE WOMEN’S CHORUS—The Hiram College Western Reserve Women’s Chorus is open by audition to all Hiram students, both music majors and non-majors. The purpose of this ensemble is to provide motivated young women with the opportunity to study and perform choral music composed specially for women’s voices. In order to provide the students with opportunities for growth and progress, new repertoire will be studied each semester, including compositions from the Renaissance to the 21st century, and encompassing works from across the globe. Students will not only be challenged to widen their musicianship skills, including their vocal technique, music literacy, and interpretative skills, but will also gain new insight into world history, culture, and languages through the music they are studying. In addition, the singers will benefit from the discipline and collaborative skills required in choral music performance, and will learn the importance of individual contributions to group goals. The culmination of each semester’s rehearsal process is a public concert. Students will be assessed on the basis of their concentrated participation and preparedness during rehearsals. The group also serves as an ambassador for the arts at Hiram College, and occasionally performs off-campus.

MUSE 28000: SEM: 4 Hour(s)
SEMINAR —

MUSI 10000: FUNDAMENTALS OF MUSIC:CM: 3 Hour(s)
FUNDAMENTALS OF MUSIC:CM—This course is an introduction to the fundamentals of reading musical notation. Topics to be covered in this course include reading pitch and rhythm notation on the treble and bass clefs; identifying whole and half steps; identifying key signatures; major and minor scales; and visually and aurally identifying simple intervals. Simple creative written and keyboard activities will be used to master these concepts. Successful completion of this course will allow entrance into the Theory I course designed for Music majors and minors. This course fulfills the Creative Methods requirement.
Core: Creative Methods

MUSI 10100: INTRO TO MUSIC LITERATURE:IM: 3 Hour(s)
INTRODUCTION TO MUSIC LITERATURE:IM—An introduction to the music of the Western world. The course surveys important composers, compositions, and stylistic developments of the Medieval, Renaissance, Baroque, Classical, and Romantic periods, and the 20th century. The students are introduced to the elements of music and how they can be used to listen to music more intelligently and appreciatively. Class sessions include lectures and guided listening. This course fulfills the Interpretive Methods requirement.
Core: Interpretive Methods

MUSI 10200: SURVEY OF AMERICAN MUSIC:IM: 3 Hour(s)
SURVEY OF AMERICAN MUSIC:IM—This course presents American music from colonial psalm-singing to the most recent jazz, avant-garde, popular, and rock-and-roll. The course is designed to give the student a chronological and historical understanding of the development of American music. Some background material related to European and African music will be discussed. The format of the class will involve lectures, listening, and class discussion. A strong emphasis will be placed on listening skills for purposes of identifying genre, period, style, and composer. This course fulfills the Interpretive Methods requirement.
Core: Interpretive Methods

MUSI 10300: WORLD MUSIC:CM,EW: 3 Hour(s)
WORLD MUSIC:CM,EW—A general introduction to ethnomusicology. Study of the native music of diverse Western and Eastern cultures through reading and listening. Cultural context is emphasized. Guest lectures and live performance when possible. This course is also offered in a 4 credit hour format as MUSI 10301. A student may receive credit for only one of these two courses. This course fulfills the Creative Methods requirement and the Experiencing the World requirement.
Core: Creative Methods; Experiencing the World

MUSI 10301: WORLD MUSIC:CM,EW: 4 Hour(s)
WORLD MUSIC:CM,EW—A general introduction to ethnomusicology. Study of the native music of diverse Western and Eastern cultures through reading and listening. Cultural context is emphasized. Guest lectures and live performance when possible. This course is also offered in a 3 credit hour format as MUSI 10300. A student may receive credit for only one of these two courses. This course fulfills the Creative Methods requirement and the Experiencing the World requirement.
Core: Creative Methods; Experiencing the World

MUSI 10400: MUSICAL THEATER:IM: 3 Hour(s)
MUSICAL THEATER:IM—A study in the development of the three types of musical theater: Opera, Operetta and the Musical. Class meetings will involve lectures, discussions of outside readings, analyses and discussions of video performances. This course fulfills the Interpretive Methods requirement.
Core: Interpretive Methods

MUSI 10600: INTRO TO MUSIC TECHNOLOGY:CM: 3 Hour(s)
INTRODUCTION TO MUSIC TECHNOLOGY:CM—MIDI and Computer Music: An interactive study of music technology. A variety of software will be explored which utilize the Musical Instrument Digital Interface (MIDI) format; a universal language that allows free flow of information between electronic musical instruments and computers. Topics will include sequencing; sampling; importing, exporting, and managing MIDI files; and digital audio recording and editing. Basic music reading skills required. Also, understanding of keyboard instruments is also recommended. This course fulfills the Creative Methods requirement.
Core: Creative Methods

MUSI 10800: HISTORY OF ROCK & ROLL:IM: 3 Hour(s)
HISTORY OF ROCK & ROLL: RHYTHM AND REVOLT:IM—The history of rock and roll. More than fifty years after its birth, American rock is the most influential music in the world. This class examines the myriad stylistic roots of rock and roll and its growth amid the tumultuous social events of postwar American culture. Emphasis is on the early creative energy; the soloists and groups of the First Wave (1950s) through the Beatles era. Technical aspects of music and listening skills are developed within the framework of popular style. This course fulfills the Interpretive Methods requirement.
Core: Interpretive Methods
MUSI 21000: AFRICAN AMERICAN MUSIC:IM  3 Hour(s)
AFRICAN AMERICAN MUSIC:IM~ A survey of the unique contributions to, and influences on, music made by African American composers and performers. Emphasis will be placed on the main musical genres including Spirituals, Work Songs, Blues, Ragtime, Jazz, Swing, Bebop, Modern Jazz, Rhythm and Blues and Gospel Songs. This course fulfills the Interpretive Methods requirement.
Core: Interpretive Methods

MUSI 21400: SYMPHONIC LITERATURE:  3 Hour(s)
SYMPHONIC LITERATURE~ The course is designed to examine important standard works for symphony orchestra of the 18th through 20th centuries. Repertory will include compositions by Haydn, Mozart, Beethoven, Schubert, Brahms, Prokofiev, Shostakovitch, and Barber, to name a few. Music will not be limited to symphonies, but will also cover symphonic poems, concertos, and important orchestral excerpts from operas and incidental music to plays. The artistic, historic, and even problematic aspects of each piece will be examined. Open to non-majors with note-reading ability.
Core: Interpretive Methods

MUSI 21800: WOMEN IN MUSIC:IM  3 Hour(s)
WOMEN IN MUSIC:IM~ This course presents an examination of the role of women in music history, from the ancient world to the present. The class focuses on women's contributions as composers, performers, and patrons. Repertories include classical, popular, and world styles. Music reading ability is helpful. This course fulfills the Interpretive Methods requirement.
Core: Interpretive Methods

MUSI 22000: ASIAN MUSIC:EW,IM  4 Hour(s)
ASIAN MUSIC:EW,IM~ This cross-cultural study allows students to investigate new music styles and, equally importantly, to gain new perspectives on their own experiences with and conceptions of music. This class explores music making in three regions of Asia with great performance traditions: South India, Japan, and Bali, Indonesia. Contemporary music is the point of departure, with historical information added to elucidate the present. There are unifying topics such as gender, globalization, and authenticity. The varied format of the class will include listening, discussion, group activities, videos, and guest performers. Suitable for general students or music majors. This course fulfills the Interpretive Methods requirement and the Experiencing the World requirement.
Core: Experiencing the World, Interpretive Methods

MUSI 22110: MUSICIANSHIP III:  4 Hour(s)
MUSICIANSHIP III~ Musicianship III is the third in a series of four courses integrating the theoretical and practical study of the elements of musical works. This course explores the topics of modulation, the use of chromatic color chords, binary and ternary forms, variation, sonata, rondo, and related forms, imitative counterpoint, as well as vocal and popular music idioms. We will continue our study of counterpoint, concentration on 4th species exercises. This course includes a combination of reading, listening, writing, singing, and keyboard assignments, as well as written and aural analysis of musical scores and the composition of original melodies and chord progressions. We will also consider the role of expectation and anticipation in creating unity and variety in music. Musicianship II is prerequisite for this course.
Prerequisite: MUSI 122 or MUSI 12200 or MUSI 33000 (may be taken concurrently) or MUSI 12210
MUSI 22100: MUSICIANSHIP IV: 4 Hour(s)
MUSICIANSHIP IV ~ Musicianship IV is the fourth in a series of four
courses integrating the theoretical and practical study of the elements
of musical works. This course explores the topics of twentieth century
music materials, including the use of set classes for composition, ordered
segments, serialism, twelve tone music and matrixes, and additional
ways of organizing rhythm, meter, duration, and form. We will continue
our study of counterpoint, concentration on 5th species exercises. This
course includes a combination of reading, listening, writing, singing,
and keyboard assignments, as well as written and aural analysis of
musical scores and the composition of original melodies and chord
progressions. We will also consider the role of intuition and physiology
in the performance and interpretation of music, studying the role of
expectation and anticipation in creating unity and variety in music.
Musicianship III is a prerequisite for this course.
Prerequisite: MUSI 221 or MUSI 22100 or MUSI 43000 or MUSI 22110

MUSI 22500: MUSIC COMP: FUNDAMENTALS: 1 Hour(s)
MUSIC COMPOSITION-FUNDAMENTALS OF MELODY AND HARMONY,
FORM AND ORCHESTRATION ~ The purpose of this course is to introduce
students to the art and craft of music composition, and to the techniques
and philosophies of composers from the 16th to the 21st centuries.
Via exercises in melodic, harmonic, and contrapuntal writing and
in orchestration, they will become familiar with a variety of compositional
techniques and a broad palette of compositional tools. Students will also
engage in aural and visual study of scores as models for inspiration; and
will examine historical treatises on composition by various composers of
different epochs, discussing cultural, political, and social influences on
the art of composition. The culmination of each semester’s work will be
an original work in which the students will integrate the creative process
with objective analysis of their work. Students will be encouraged to have
fellow students or Hiram music faculty members to perform these works
in an open recital at the end of the term. The course may be repeated up
to 4 times; each semester, different readings and scores will be studied.
Students will present their works in an open concert at the end of the
semester. Prerequisite: MUSI 100 or 10000 or permission. This course
can be used as an elective for music majors and minors.
Prerequisite: (MUSI 100 or MUSI 10000)

MUSI 23100: MUSICIAN AS ENTREPRENEUR:CA: 3 Hour(s)
THE MUSICIAN AS ENTREPRENEUR:CA ~ ‘Entrepreneurship’ in the field of
music is commonly associated only with music marketing, production,
and publication. Yet successful performers, composers, or conductors
have, throughout the history of music, demonstrated an entrepreneurial
mindset. This course will demonstrate how musicians historically have
created opportunities that have not only enhanced their professional
lives but also have served and educated the communities in which they
live. We will examine entrepreneurship in music from both an historical
and contemporary, practical perspective, providing the students with role
models from both the past and the present. Emphasis will be placed on
the role of the musician as community arts advocate and educator. The
students will also examine existing local and national arts organizations
and apply entrepreneurial concepts to create ideas for new enterprises.
Counts toward ENTR minor. This course fulfills the Social and Cultural
Analysis requirement.
Core: Social/Cultural Analysis Meth

MUSI 25300: FUNCTIONAL PIANO: 2 Hour(s)
FUNCTIONAL PIANO ~ Basic practical piano skills, scales, arpeggios,
sight-reading, melodic and harmonic improvisation, harmonization of
folk songs; all keyboard fundamentals; cadences; preparation of piano
pieces. Prepares the student for the piano proficiency examination.
Required of the music majors; open to other students with permission of
the keyboard faculty.

MUSI 25700: ORCHESTRATION AND ARRANGING: 3 Hour(s)
ORCHESTRA AND ARRANGING ~ The study of idiomatic writing for
all orchestral and band instruments coupled with the investigation of
proper techniques in arranging for public school instrumental ensembles.
Prerequisite: MUSI (122 or 12200).
Prerequisite: (MUSI 122 or MUSI 12200)

MUSI 26600: DEU MUSIC,PHIL&NAT'L ID:PREQEL: 1 Hour(s)
GERMAN MUSIC, PHILOSOPHY, AND NATIONAL IDENTITY ~ This
course will serve as preparation for the 3-week Study Abroad course,
Music, Philosophy, and German National Identity. Through readings,
listening assignments, videos, and discussion, students will develop a
foundational background through which they will be better equipped
to interpret their experiences and observations in Germany. The course
will introduce students to 19th and 20th century German philosophers
and composers, providing a basis for discussion and understanding of
the complex relationship between German philosophy, music, and
national identity. We will analyze the close connections between German
music and philosophy and the manner in which both were utilized to
promote National Socialist Party ideology in the 20th century, examining
how some German composers and philosophers distanced themselves
from the Nazi party and the consequences they suffered for their
aesthetic choices. We will discuss Germany’s history as a center of both
philosophy and art music and how the events of the 20th century have
shaped their perceptions and interpretation of music and philosophy
in the 21st century. We will also examine the influence that German
music and music philosophy have had on American art music development
and music education. This course will also introduce current German societal
norms and basic phrases that students can use in their interactions with
Germans. Attendance at all class sessions is mandatory.

MUSI 28000: SEM: 4 Hour(s)
SEMINAR

MUSI 28100: INDEPENDENT STUDY: 1-4 Hour(s)
INDEPENDENT STUDY

MUSI 31000: MUSIC HISTORY & LIT I:IM: 4 Hour(s)
MUSIC HISTORY AND LITERATURE I:IM ~ A historical and analytical study
of music from Gregorian Chant through 1750, including composers such
as Machaut, Josquin, Palestrina, Lassus, Gabrieli, Monteverdi, Purcell,
Vivaldi, Bach and Handel. The student is introduced to research methods
in musicology. Open to non-majors with note-reading ability. This course
fulfills the Interpretive Methods requirement.
Core: Interpretive Methods

MUSI 31100: MUSIC HISTORY & LIT II:IM: 4 Hour(s)
MUSIC HISTORY AND LITERATURE II: CLASSIC AND ROMANTIC:IM ~ A
historical and analytical study of music by selected composers of the
late 18th to late 19th century. Listening assignments teach students to
identify different styles of composers such as Haydn, Mozart, Beethoven,
Schubert, Schumann, Chopin, Brahms, and Liszt. Open to non-majors
with note-reading ability. This course fulfills the Interpretive Methods
requirement.
Core: Interpretive Methods
MUSI 31200: MUSIC HISTORY & LIT III:I.M: 4 Hour(s)
MUSIC HISTORY AND LITERATURE III: ROMANTIC AND MODERN:I.M—This course focuses on the Post Romantic period and the 20th century. It examines significant music by composers of the late 19th and 20th centuries. This course is intended to make students aware of music as a living art and also aware of its effects of present and future cultural life. Open to non-majors who have not-reading ability. This course fulfills the Interpretive Methods requirement.
Core: Interpretive Methods

MUSI 33100: FOUNDATIONS OF SINGING: 1 Hour(s)
FOUNDATIONS OF SINGING: VOCAL PEDAGOGY AND LITERATURE—A study of pedagogical approaches to the study of the voice and general survey of classical vocal literature. Open to all students.

MUSI 33300: PIANO PEDAGOGY AND LITERATURE: 1 Hour(s)
PIANO PEDAGOGY AND LITERATURE—A survey of piano-teaching methods, available literature, survey of technical materials, introduction to teaching methods for beginning, intermediate and advanced piano pupils. Categorization of piano materials according to grade level for teaching purposes. Some classroom teaching laboratory experience. Prerequisite: permission of instructor.

MUSI 34300: SURVEY OF KEYBOARD LITERATURE: 3 Hour(s)
SURVEY OF KEYBOARD LITERATURE—A study of keyboard music from the baroque through the romantic periods. Emphasis will be placed on the development of international ‘schools’ and styles of keyboard playing. Classes to consist of lectures, recordings and live performances when possible.

MUSI 34800: SURVEY OF WIND & ORCH LITR: 3 Hour(s)
SURVEY OF WIND AND ORCHESTRAL LITERATURE—An overview of music written specifically for the wind band and orchestra. The course will incorporate listening and score study to trace the development of standard musical forms and identify significant composers and compositions. Music reading ability is not required though strongly recommended.

MUSI 35500: CHORAL CONDUCTING AND LITR: 3 Hour(s)
CHORAL CONDUCTING AND CHORAL LITERATURE—Basic elements of choral conducting techniques. Survey of choral literature. Prerequisite: MUSI (122 or 12200) or permission. Prerequisite: MUSI 122 or MUSI 12200

MUSI 35800: INSTRUMENTAL CONDUCTING: 3 Hour(s)
INSTRUMENTAL CONDUCTING—The study, development and practice of instrumental conducting and rehearsal techniques utilizing audio/visual taping and the concert band. Also included is a survey of various levels of band literature. Prerequisite: MUSI (122 or 12200). Prerequisite: MUSI 122 or MUSI 12200

MUSI 38000: SEM: . 1-4 Hour(s)
SEMINAR—

MUSI 38100: SPC TPC: 1-4 Hour(s)
SPECIAL TOPICS—

MUSI 48000: SENIOR SEMINAR: 4 Hour(s)
SENIOR SEMINAR—

MUSI 48100: INDEPENDENT RESEARCH: 1-4 Hour(s)
INDEPENDENT RESEARCH—

MUSI 49800: INTERNSHIP: 4 Hour(s)
INTERNSHIP—Developed in consultation with the student’s major faculty interests and needs of the student and can be served in a wide variety of private and public organizations. Hiram College’s internship program permits students to bridge the distance between the theory they learn in the classroom and the application of their knowledge. The academic department establishes prerequisites for the application procedure. Students should check with individual departments for specific requirements and guidelines for the experience as they may vary by discipline. Prospective interns work with the faculty discipline. Prospective interns work with the faculty the academic component of the internship.

MUSL 10501: BANJO/NON-MAJOR: 1 Hour(s)
BANJO FOR THE NON-MAJOR—Private Music Lessons - Individual instruction including technical exercises and representative repertoire at the appropriate level as determined by the instructor. Lessons are available to non-music majors for a fee.

MUSL 10502: BARITONE HORN/NONMAJOR: 1 Hour(s)
BARITONE HORN FOR THE NON-MAJOR—Private Music Lessons - Individual instruction including technical exercises and representative repertoire at the appropriate level as determined by the instructor. Lessons are available to non-music majors for a fee.

MUSL 10503: BASSOON/NONMAJOR: 1 Hour(s)
BASSOON FOR THE NON-MAJOR—Private Music Lessons - Individual instruction including technical exercises and representative repertoire at the appropriate level as determined by the instructor. Lessons are available to non-music majors for a fee.

MUSL 10504: CELLO/NONMAJOR: 1 Hour(s)
CELLO FOR THE NON-MAJOR—Private Music Lessons - Individual instruction including technical exercises and representative repertoire at the appropriate level as determined by the instructor. Lessons are available to non-music majors for a fee.

MUSL 10505: CLARINET/NONMAJOR: 1 Hour(s)
CLARINET FOR THE NON-MAJOR—Private Music Lessons - Individual instruction including technical exercises and representative repertoire at the appropriate level as determined by the instructor. Lessons are available to non-music majors for a fee.

MUSL 10506: COMPOSITION/NONMAJOR: 1 Hour(s)
COMPOSITION FOR THE NON-MAJOR—Private composition is open to all students who can read music fluently in at least one clef or who are very skilled in reading guitar tab and are enrolled in Music Fundamentals or Musicianship. This course combines a combination of technical exercises in harmonization, text setting, instrumentation, analysis, and transposition; reading and listening assignments; and creation of original works. Students meet with the instructor on an individual basis and biweekly for group seminars. Instructor permission required. A separate fee is charged for non-majors.

MUSL 10507: DOUBLEBASS/NONMAJOR: 1 Hour(s)
DOUBLE BASS FOR THE NON-MAJOR—Private Music Lessons - Individual instruction including technical exercises and representative repertoire at the appropriate level as determined by the instructor. Lessons are available to non-music majors for a fee.

MUSL 10508: FLUTE/NONMAJOR: 1 Hour(s)
FLUTE FOR THE NON-MAJOR—Private Music Lessons - Individual instruction including technical exercises and representative repertoire at the appropriate level as determined by the instructor. Lessons are available to non-music majors for a fee.
MUSL 10509: FRENCH HORN/NONMAJOR: 1 Hour(s)
FRENCH HORN FOR THE NON-MAJOR~ Private Music Lessons - Individual instruction including technical exercises and representative repertoire at the appropriate level as determined by the instructor. Lessons are available to non-music majors for a fee.

MUSL 10510: GUITAR/NONMAJOR: 1 Hour(s)
GUITAR FOR THE NON-MAJOR~ Private Music Lessons - Individual instruction including technical exercises and representative repertoire at the appropriate level as determined by the instructor. Lessons are available to non-music majors for a fee.

MUSL 10512: HARP/NONMAJOR: 1 Hour(s)
HARP FOR THE NON-MAJOR~ Private Music Lessons - Individual instruction including technical exercises and representative repertoire at the appropriate level as determined by the instructor. Lessons are available to non-music majors for a fee.

MUSL 10513: HARPSCICHORD/NONMAJOR: 1 Hour(s)
HARPSCICHORD FOR THE NON-MAJOR~ Private Music Lessons - Individual instruction including technical exercises and representative repertoire at the appropriate level as determined by the instructor. Lessons are available to non-music majors for a fee.

MUSL 10514: INSTR IMPROVISATION/NON-MAJOR: 1 Hour(s)
INSTRUMENTAL IMPROVISATION FOR THE NON-MAJOR~ JAZZ IMPROVISATION ~ Students will explore the necessary aspects of jazz improvisation and performance. This will include the study of theory, history, form, style, and the analysis of harmonic progressions found in jazz. 1.000 OR 2.000 Credit hours A separate fee is charged for non-majors.

MUSL 10515: MANDOLIN/NONMAJOR: 1 Hour(s)
MANDOLIN FOR THE NON-MAJOR~ Private Music Lessons - Individual instruction including technical exercises and representative repertoire at the appropriate level as determined by the instructor. Lessons are available to non-music majors for a fee.

MUSL 10517: OBOE/NONMAJOR: 1 Hour(s)
OBOE FOR THE NON-MAJOR~ Private Music Lessons - Individual instruction including technical exercises and representative repertoire at the appropriate level as determined by the instructor. Lessons are available to non-music majors for a fee.

MUSL 10518: ORGAN/NONMAJOR: 1 Hour(s)
ORGAN FOR THE NON-MAJOR~ Private Music Lessons - Individual instruction including technical exercises and representative repertoire at the appropriate level as determined by the instructor. Lessons are available to non-music majors for a fee.

MUSL 10519: PERCUSSION/NONMAJOR: 1 Hour(s)
PERCUSSION FOR THE NON-MAJOR~ Private Music Lessons - Individual instruction including technical exercises and representative repertoire at the appropriate level as determined by the instructor. Lessons are available to non-music majors for a fee.

MUSL 10520: PIANO/NONMAJOR: 1 Hour(s)
PIANO FOR THE NON-MAJOR~ Private Music Lessons - Individual instruction including technical exercises and representative repertoire at the appropriate level as determined by the instructor. Lessons are available to non-music majors for a fee.

MUSL 10521: PIANO ACCOMPANYING/NONMAJOR: 1 Hour(s)
PIANO ACCOMPANYING FOR THE NON-MAJOR~ Individual instruction on the skill of accompanying various types of instruments and vocalists. Survey of typical literature of various media, together with actual accompanying work, observed by the instructor. Prerequisite: Permission of instructor. A separate fee is charged for non-majors.

MUSL 10522: RECORDER/NONMAJOR: 1 Hour(s)
RECORDER FOR THE NON-MAJOR~ Private Music Lessons - Individual instruction including technical exercises and representative repertoire at the appropriate level as determined by the instructor. Lessons are available to non-music majors for a fee.

MUSL 10523: SAXOPHONE/NONMAJOR: 1 Hour(s)
SAXOPHONE FOR THE NON-MAJOR~ Private Music Lessons - Individual instruction including technical exercises and representative repertoire at the appropriate level as determined by the instructor. Lessons are available to non-music majors for a fee.

MUSL 10524: TROMBONE/NONMAJOR: 1 Hour(s)
TROMBONE FOR THE NON-MAJOR~ Private Music Lessons - Individual instruction including technical exercises and representative repertoire at the appropriate level as determined by the instructor. Lessons are available to non-music majors for a fee.

MUSL 10525: TRUMPET/NONMAJOR: 1 Hour(s)
TRUMPET FOR THE NON-MAJOR~ Private Music Lessons - Individual instruction including technical exercises and representative repertoire at the appropriate level as determined by the instructor. Lessons are available to non-music majors for a fee.

MUSL 10526: TUBA/EUPHONIUM/NONMAJOR: 1 Hour(s)
TUBA/EUPHONIUM FOR THE NON-MAJOR~ Private Music Lessons - Individual instruction including technical exercises and representative repertoire at the appropriate level as determined by the instructor. Lessons are available to non-music majors for a fee.

MUSL 10527: VIOLA/NONMAJOR: 1 Hour(s)
VIOLA FOR THE NON-MAJOR~ Private Music Lessons - Individual instruction including technical exercises and representative repertoire at the appropriate level as determined by the instructor. Lessons are available to non-music majors for a fee.

MUSL 10528: VIOLIN/NONMAJOR: 1 Hour(s)
VIOLIN FOR THE NON-MAJOR~ Private Music Lessons - Individual instruction including technical exercises and representative repertoire at the appropriate level as determined by the instructor. Lessons are available to non-music majors for a fee.

MUSL 10529: VOICE/NONMAJOR: 1 Hour(s)
VOICE FOR THE NON-MAJOR~ Vocal lessons are open to all Hiram College students. Students will be guided in mastery of vocal technique, music literacy, interpretation, diction, and acting for singers. Attendance at all lessons is mandatory. Practice outside of class is required and expected. Each voice teacher will determine the number of pieces to be learned each semester; the difficulty level of the repertoire will be based on the individual student’s experience level. Music majors will perform in one recital per semester. All voice students may be asked to perform in studio and student recitals. Level: Freshman A separate fee is charged for non-majors.

MUSL 10530: UKULELE/NONMAJOR: 1 Hour(s)
UKULELE FOR THE NON-MAJOR~ Private Music Lessons - Individual instruction including technical exercises and representative repertoire at the appropriate level as determined by the instructor. Lessons are available to non-music majors for a fee.

MUSL 21101: BANJO/MAJOR: 2 Hour(s)
BANJO FOR THE MUSIC MAJOR~ Private Music Lessons - Individual instruction including technical exercises and representative repertoire at the appropriate level as determined by the instructor. Lessons are available to non-music majors for a fee.
MUSL 21102: BARITONE HORN/MAJOR: 2 Hour(s)
BARITONE HORN FOR THE MUSIC MAJOR~ Private Music Lessons - Individual instruction including technical exercises and representative repertoire at the appropriate level as determined by the instructor. Lessons are available to non-music majors for a fee.

MUSL 21103: BASSOON/MAJOR: 2 Hour(s)
BASSOON FOR THE MUSIC MAJOR~ Private Music Lessons - Individual instruction including technical exercises and representative repertoire at the appropriate level as determined by the instructor. Lessons are available to non-music majors for a fee.

MUSL 21104: CELLO/MAJOR: 2 Hour(s)
CELLO FOR THE MUSIC MAJOR~ Private Music Lessons - Individual instruction including technical exercises and representative repertoire at the appropriate level as determined by the instructor. Lessons are available to non-music majors for a fee.

MUSL 21105: CLARINET/MAJOR: 2 Hour(s)
CLARINET FOR THE MUSIC MAJOR~ Private Music Lessons - Individual instruction including technical exercises and representative repertoire at the appropriate level as determined by the instructor. Lessons are available to non-music majors for a fee.

MUSL 21106: COMPOSITION MAJOR: 2 Hour(s)
COMPOSITION FOR THE MUSIC MAJOR~ Private composition is open to all students who can read music fluently in at least one clef or who are very skilled in reading guitar tab and are enrolled in Music Fundamentals or Musicianship. This course combines a combination of technical exercises in harmonization, text setting, instrumentation, analysis, and transposition; reading and listening assignments; and creation of original works. Students meet with the instructor on an individual basis and biweekly for group seminars. Instructor permission required.

MUSL 21107: DOUBLE BASS/MAJOR: 2 Hour(s)
DOUBLE BASS FOR THE MUSIC MAJOR~ Private Music Lessons - Individual instruction including technical exercises and representative repertoire at the appropriate level as determined by the instructor. Lessons are available to non-music majors for a fee.

MUSL 21108: FLUTE/MAJOR: 2 Hour(s)
FLUTE FOR THE MUSIC MAJOR~ Private Music Lessons - Individual instruction including technical exercises and representative repertoire at the appropriate level as determined by the instructor. Lessons are available to non-music majors for a fee.

MUSL 21109: FRENCH HORN/MAJOR: 2 Hour(s)
FRENCH HORN FOR THE MUSIC MAJOR~ Private Music Lessons - Individual instruction including technical exercises and representative repertoire at the appropriate level as determined by the instructor. Lessons are available to non-music majors for a fee.

MUSL 21110: GUITAR/MAJOR: 2 Hour(s)
GUITAR FOR THE MUSIC MAJOR~ Private Music Lessons - Individual instruction including technical exercises and representative repertoire at the appropriate level as determined by the instructor. Lessons are available to non-music majors for a fee.

MUSL 21112: HARP/MAJOR: 2 Hour(s)
HARP FOR THE MUSIC MAJOR~ Private Music Lessons - Individual instruction including technical exercises and representative repertoire at the appropriate level as determined by the instructor. Lessons are available to non-music majors for a fee.

MUSL 21113: HARP/SICHORD/MAJOR: 2 Hour(s)
HARP/SICHORD FOR THE MUSIC MAJOR~ Private Music Lessons - Individual instruction including technical exercises and representative repertoire at the appropriate level as determined by the instructor. Lessons are available to non-music majors for a fee.

MUSL 21114: INSTR IMPROVISATION/MAJOR: 2 Hour(s)
INSTRUMENTAL IMPROVISATION FOR THE MUSIC MAJOR~ JAZZ IMPROVISATION ~ Students will explore the necessary aspects of jazz improvisation and performance. This will include the study of theory, history, form, style, and the analysis of harmonic progressions found in jazz. 1.000 OR 2.000 Credit hours

MUSL 21116: MANDOLIN/MAJOR: 2 Hour(s)
MANDOLIN FOR THE MUSIC MAJOR~ Private Music Lessons - Individual instruction including technical exercises and representative repertoire at the appropriate level as determined by the instructor. Lessons are available to non-music majors for a fee.

MUSL 21117: OBOE/MAJOR: 2 Hour(s)
OBOE FOR THE MUSIC MAJOR~ Private Music Lessons - Individual instruction including technical exercises and representative repertoire at the appropriate level as determined by the instructor. Lessons are available to non-music majors for a fee.

MUSL 21118: ORGAN/MAJOR: 2 Hour(s)
ORGAN FOR THE MUSIC MAJOR~ Private Music Lessons - Individual instruction including technical exercises and representative repertoire at the appropriate level as determined by the instructor. Lessons are available to non-music majors for a fee.

MUSL 21119: PERCUSSION/MAJOR: 2 Hour(s)
PERCUSSION FOR THE MUSIC MAJOR~ Private Music Lessons - Individual instruction including technical exercises and representative repertoire at the appropriate level as determined by the instructor. Lessons are available to non-music majors for a fee.

MUSL 21120: PIANO/MAJOR: 2 Hour(s)
PIANO FOR THE MUSIC MAJOR~ Private Music Lessons - Individual instruction including technical exercises and representative repertoire at the appropriate level as determined by the instructor. Lessons are available to non-music majors for a fee.

MUSL 21121: PIANO ACCOMPANYING/MAJOR: 2 Hour(s)
PIANO ACCOMPANYING FOR THE MUSIC MAJOR~ Private Music Lessons - Individual instruction including technical exercises and representative repertoire at the appropriate level as determined by the instructor. Lessons are available to non-music majors for a fee.

MUSL 21122: RECORDER/MAJOR: 2 Hour(s)
RECORDER FOR THE MUSIC MAJOR~ Private Music Lessons - Individual instruction including technical exercises and representative repertoire at the appropriate level as determined by the instructor. Lessons are available to non-music majors for a fee.

MUSL 21123: SAXOPHONE/MAJOR: 2 Hour(s)
SAXOPHONE FOR THE MUSIC MAJOR~ Private Music Lessons - Individual instruction including technical exercises and representative repertoire at the appropriate level as determined by the instructor. Lessons are available to non-music majors for a fee.

MUSL 21124: TROMBONE/MAJOR: 2 Hour(s)
TROMBONE FOR THE MUSIC MAJOR~ Private Music Lessons - Individual instruction including technical exercises and representative repertoire at the appropriate level as determined by the instructor. Lessons are available to non-music majors for a fee.
THEA 15000: INTRODUCTION TO THEATRE:IM: 3 Hour(s)
INTRODUCTION TO THEATRE:IM~ The student’s critical awareness of theatre will be cultivated in this course by examining the interlocking roles of the actor, director, designer, and playwright within a theatre production. Students will develop an understanding and enjoyment of the collaborative arts of the theatre through the analysis of plays and essays from major theatrical periods. The student will become involved in some aspect of a live production. This course fulfills the Interpretive Methods requirement.
Core: Interpretive Methods

THEA 15200: THE ART OF THE THEATRE:CM: 3 Hour(s)
THE ART OF THE THEATRE:CM~ This course is designed to give students an introduction to the various disciplines that make up the collaborative art form of the theatre. The work of playwrights, directors, and actors will be explored through reading, discussion, and performance activities. The work of scenic, lighting, costume, and make-up designers will be studied and explored through hands-on activities, which may include some drawing and painting. Students will also explore the literature, history, and development of the theatre. This course strives to create in the student a better understanding of all aspects of the theatre so as to instill a greater appreciation of this unique and lively art form. This course is not required for Theater majors or minors, although it can be taken as an elective. This course fulfills the Creative Methods requirement.
Core: Creative Methods

THEA 17000: TECHNICAL PRODUCTION:CM: 3 Hour(s)
TECHNICAL PRODUCTION:CM~ This course is designed to train students in behind-the-scenes procedures and activities. The primary focus will be on set construction, props, painting techniques, lighting, and sound. Elementary technical theatre practices will be examined. The student will become acquainted with the use of special theatrical equipment as well as scene shop equipment. Planned exercises will be used to assist the student in acquiring a familiarity with various aspects of technical theatre. Working on the department’s current production(s) will be a required part of the course. This course fulfills the Creative Methods requirement.
Core: Creative Methods

THEA 17100: REHEARSAL ASSISTANT: 1 Hour(s)
REHEARSAL ASSISTANT~ The 1 hour practicum is designed for the interested student, providing the opportunity to assist.

THEA 17200: RUNNING CREW/PROPERTIES: 1 Hour(s)
RUNNING CREW/PROPERTIES~ This one-hour practicum is designed for the interested student, providing the opportunity to assist.

THEA 17300: SOUND/LIGHTS: 1 Hour(s)
SOUND/LIGHTS~ This one-hour practicum is designed for the interested student, providing the opportunity to assist.

THEA 17400: SET CONSTRUCTION/PAINTING: 1 Hour(s)
SET CONSTRUCTION/PAINTING~ This one-hour practicum is designed for the interested student, providing the opportunity to assist.

THEA 17500: COSTUMING/MAKE-UP: 1 Hour(s)
COSTUMING/MAKE-UP~ This one-hour practicum is designed for the interested student, providing the opportunity to assist.

THEA 17600: FRONT OF HOUSE OPERATIONS: 1 Hour(s)
FRONT OF HOUSE OPERATIONS~ This one-hour practicum is designed for the interested student, providing the opportunity to assist.

THEA 17900: TECHNICAL PRODUCTION LAB: 1 Hour(s)
TECHNICAL PRODUCTION LAB~
Corequisite: THEA 17000
THEA 18000: WKSP: 1 Hour(s)
WORKSHOP~ This workshop will provide the opportunity for students to examine a special topic in Theatre Arts. Through readings, discussions and written assignments there will be opportunities to evaluate the topic at issue. Workshops may be taken Pass/No Credit only. Students may take no more than nine workshops for credit toward graduation. Workshops can be used as elective credit only. (For PGS students only.)

THEA 20000: HISTORY OF WEST THEATRE I:IM: 3 Hour(s)
HISTORY OF WESTERN THEATRE I:IM~ This course surveys the development of the western theatre from its origins through the Renaissance and introduces the theatre of the Orient. Along with select plays the student will study acting styles, actors, theatre architecture, costuming, and scene design. Also offered as ENGL 20000. A student may receive credit for only one of these courses. This course fulfills the Interpretive Methods requirement. Previously offered as THEA/ENGL (251/25100).
Core: Interpretive Methods

THEA 20100: HISTORY OF WEST THEATRE II:IM: 3 Hour(s)
HISTORY OF WESTERN THEATRE II:IM~ Beginning in 1660 England, this course studies plays, playwrights, acting styles, actors, theatre architecture, costuming, scene design, and the development of the role of the director in the U.S. and Europe up through the present. This course will also cover a survey of Third World Theater. Also listed as English 20100. A student may receive credit for only one of these courses. This course fulfills the Interpretive Methods requirement. Previously Theater 252/25200.
Core: Interpretive Methods

THEA 20900: SHAKESPEARE IN PERFORMANCE:CM: 3 Hour(s)
SHAKESPEARE IN PERFORMANCE:CM~ Performance is the way in which dramatic texts come to life, and performing a play is an indispensable heuristic to knowledge about it. In this course, advanced students of Shakespeare shall investigate one play in its entirety, learning each scene by staging it. Becoming familiar with the work of the actor and director as well as with that of the critic, scholar, and reviewer, students will keep a daily journal and write analyses of scenes in preparation for staging work in class. The instructor will not serve as a director; rather, students will explore scenes in their own groups. Readings will include critical essays, scholarly discussions of textual issues, and reviews of performances. Also listed as ENGL 20900. This course fulfills the Creative Methods requirement.
Core: Creative Methods

THEA 22100: ACTING I: 1 Hour(s)
ACTING I~ Students will be involved as a performer in the current production. Credit for this experiential learning is gained by completing the following tasks: 1) Audition for the current theatre production and be cast in a role 2) attend all required rehearsals 3) perform in the play and assist with the striking of the set. The course may be repeated three times for credit.

THEA 22400: ORAL INTERPRETATION OF LIT:CM: 4 Hour(s)
ORAL INTERPRETATION OF LITERATURE:CM~ Critical approaches to literature to discover meaning and to appreciate the emotional effect of the work is the focal point of this course. Students will use various forms of literature for interpretation and study. Emphasis is placed on principles of reading a work aloud to communicate its intellectual and emotional meaning. Presentations will possibly be an integrated or adjunct aspect of this course. This course fulfills the Creative Methods requirement. A version of this course for three (3) credit hours is listed as Theatre 22410. Also listed as Communication 22400.
Core: Creative Methods

THEA 22410: ORAL INTERPRETATION OF LIT:CM: 3 Hour(s)
ORAL INTERPRETATION OF LITERATURE:CM~ Critical approaches to literature to discover meaning and to appreciate the emotional effect of the work is the focal point of this course. Students will use various forms of literature for interpretation and study. Emphasis is placed on principles of reading a work aloud to communicate its intellectual and emotional meaning. Presentations will possibly be an integrated or adjunct aspect of this course. This course fulfills the Creative Methods requirement. A version of this course for four (4) credit hours is listed as Theatre 22400. Also listed as Communication 22410.
Core: Creative Methods

THEA 22900: CREATIVE DRAMATICS:CM: 3 Hour(s)
CREATIVE DRAMATICS:CM~ This course will explore how dramatic play and improvisation can be used to stimulate learning in the grade-school classroom. Students will develop storytelling skills using numerous techniques, activities, and exercises. Students will develop a story through improvisation and realize their story into a theater production. The class will culminate in a performance. This course fulfills the Creative Methods requirement.
Core: Creative Methods

THEA 24100: READINGS IN DRAMATIC LIT I: 1 Hour(s)
READINGS IN DRAMATIC LITERATURE I~ By permission only.

THEA 24200: READINGS IN DRAMATIC LIT II: 1 Hour(s)
READINGS IN DRAMATIC LITERATURE II~ By permission only.

THEA 24500: CLASSICAL DRAMA: 4 Hour(s)
CLASSICAL DRAMA~ This course focuses on tragedies and comedies of the Greek and Roman theatres. Representative plays of various Greek and Latin playwrights will be examined and discussed. One play will be presented as Reader’s Theatre.

THEA 25900: THEORY & PRACT SCENE DESIGN:CM: 3 Hour(s)
THEORY AND PRACTICE OF SCENE DESIGN:CM~ This course will explore the process of creating scenic elements from the script to the stage. It is geared for students who are interested in theatre. The course will explore and develop the role and impact of the scene designer; basic drafting; use of color media; model building; and rendering. Students will become aware of the details the scene designer must integrate to achieve the historical, cultural, and psychological distinctions of stage settings and properties. This course fulfills the Creative Methods requirement. Also listed as THEA 25910 as a revised offering for 4 credit hours. Prerequisite: Theater Arts 170 or 17000 or permission.
Prerequisite: (THEA 170 or THEA 17000)
Core: Creative Methods

THEA 25910: THEORY & PRACT SCENE DESIGN:CM: 4 Hour(s)
THEORY AND PRACTICE OF SCENE DESIGN~ This course will explore the process of creating scenic elements from the script to the stage. It is geared for students who are interested in theatre. The course will explore and develop the role and impact of the scene designer; basic drafting; use of color media; model building; and rendering. Students will become aware of the details the scene designer must integrate to achieve the historical, cultural, and psychological distinctions of stage settings and properties. This course fulfills the Creative Methods requirement. Also listed as THEA 25900 as a revised offering for 3 credit hours.
Core: Creative Methods
THEA 26000: THEORY/PRACT OF STAGE LIGHT:CM: 4 Hour(s)
THEORY AND PRACTICE OF STAGE LIGHTING:CM—The principles of electricity and optics which are applied to theatrical lighting equipment will be covered in this course. Other topics include the history and developments within the total lighting control systems and the use of color in lighting for the stage. Finally, the course will develop the student’s awareness and ability to design lighting for dramatic productions. This course fulfills the Creative Methods requirement.
Core: Creative Methods

THEA 26100: SHAKESPEARE:IM: 3 Hour(s)
SHAKESPEARE:IM—This introductory course features major plays by Shakespeare with an emphasis on their place in the theater. We shall also consider historical context, language, genre, and theoretical influences on recent criticism. Plays representing early and late periods, such as Twelfth Night, I Henry IV, Hamlet, Measure for Measure, King Lear, Anthony and Cleopatra, and The Winter’s Tale, may be included. Also listed as English 26100. Counts toward ENTR minor. This course fulfills the Interpretive Methods requirement.
Core: Interpretive Methods

THEA 27100: ASSISTANT STAGE MANAGER: 2 Hour(s)
ASSISTANT STAGE MANAGER—Geared mainly for the theatre major, the 2 hour practicum is designed for the serious student, providing the opportunity to oversee one of the areas listed. Each student will design the practicum to fit his/her particular needs with the supervision of the designer and/or director of the semester production. Can only be taken once.

THEA 27200: RUNNING CREW/PROPERTIES: 2 Hour(s)
RUNNING CREW/PROPERTIES—Geared mainly for the theatre major, the 2 hour practicum is designed for the serious student, providing the opportunity to oversee one of the areas listed. Each student will design the practicum to fit his/her particular needs with the supervision of the designer and/or director of the semester production. Can only be taken once.

THEA 27300: SOUND/LIGHTS: 2 Hour(s)
SOUND/LIGHTS—Geared mainly for the theatre major, the 2 hour practicum is designed for the serious student, providing the opportunity to oversee one of the areas listed. Each student will design the practicum to fit his/her particular needs with the supervision of the designer and/or director of the semester production. Can only be taken once.

THEA 27400: SET CONSTRUCTION/PAINTING: 2 Hour(s)
SET CONSTRUCTION/PAINTING—Geared mainly for the theatre major, the 2 hour practicum is designed for the serious student, providing the opportunity to oversee one of the areas listed. Each student will design the practicum to fit his/her particular needs with the supervision of the designer and/or director of the semester production. Can only be taken once.

THEA 27500: COSTUMING/MAKE-UP: 2 Hour(s)
COSTUMING/MAKE-UP—Geared mainly for the theatre major, the 2 hour practicum is designed for the serious student, providing the opportunity to oversee one of the areas listed. Each student will design the practicum to fit his/her particular needs with the supervision of the designer and/or director of the semester production. Can only be taken once.

THEA 27600: FRONT OF HOUSE OPERATIONS: 2 Hour(s)
FRONT OF HOUSE OPERATIONS—Geared mainly for the theatre major, the 2 hour practicum is designed for the serious student, providing the opportunity to oversee one of the areas listed. Each student will design the practicum to fit his/her particular needs with the supervision of the designer and/or director of the semester production. Can only be taken once.

THEA 27700: TECHNICAL DIRECTOR: 2 Hour(s)
TECHNICAL DIRECTOR—Geared mainly for the theatre major, the 2 hour practicum is designed for the serious student, providing the opportunity to oversee one of the areas listed. Each student will design the practicum to fit his/her particular needs with the supervision of the designer and/or director of the semester production. Can only be taken once.

THEA 28000: SEM: 1-4 Hour(s)
SEMINAR—

THEA 28100: INDEPENDENT STUDY: 1-4 Hour(s)
INDEPENDENT STUDY—

THEA 29500: PREQUEL:SHAKESPEAR'S ENGLAND: 1 Hour(s)
SHAKESPEAR'S ENGLAND—This is a preparatory course for INTD 29500. This course will be offered and should be taken before travel to England with Shakespeare’s England trip abroad. This class is a twelve week, 1 hour course introducing students to four Shakespearean plays that will sample how Shakespeare used the English language, the medium of live enactment, and available dramatic formulas, to depict his country on stage. It will consider the plays to help differentiate approaches taken by dramatic critics and theatrical practitioners when approaching plays, and also as a beginning point for presentations, discussions, and assignments during upcoming travel to England during the Study Abroad trip 'Shakespeare’s England.' Cross-listed with ENGL 29500.

THEA 29800: FIELD EXPERIENCE: 1-4 Hour(s)
FIELD EXPERIENCE—

THEA 32600: EXPLORING ABILITY & DISABILITY: 3 Hour(s)
EXPLORING ABILITY AND DISABILITY THROUGH PERFORMANCE-AUTISM SPECTRUM DISORDER—This class will explore disability through the power of literature and performing arts focusing on the theme of autism spectrum disorders. In the fall, students will be engaging the topic of autism through the exploration of literature and scientific papers, discussions with medical providers and families who care for people with autism, and through personal interaction with people who have autism. This research will provide students with a comprehensive overview of Autism Spectrum Disorder and the experiences of people who live with it daily. After the interview process, the students will work the material they collected and each other in groups to create a short performance piece that captures particular issues surrounding Autism Spectrum Disorder and engages audiences (predominantly high school and college students) with the topic. The hope is that, in the spring, a selection of the pieces created in class will be toured and performed to area venues and discussion sessions will be held to provide additional information about Autism Spectrum Disorder to those audiences. This course can count for Biomedical Humanities students as one of their Medical Humanities courses. Cross-listed with THEA 32600.

THEA 33100: FUNDAMENTALS OF PLAY DIRECTING: 4 Hour(s)
FUNDAMENTALS OF PLAY DIRECTING—In this class, students will explore basic directing techniques, blocking, script analysis, production styles, and script selection. The course deals with both the theoretical and practical problems facing the beginning director. Students will read a textbook, create sample promptbooks, direct scenes with actors, critique each other’s work, and attend other theatre productions. Regular attendance is required. Prerequisite: THEA (120 or 12000) or permission. Prerequisite: (THEA 120 or THEA 12000)
THEA 36900: PROJECTS IN DESIGN: 4 Hour(s)
PROJECTS IN DESIGN-- This course is concerned primarily with scene
design project work. Building on techniques learned in Theatre Arts 360
or 36000, students design sets, work with budgets, manage shop time,
and focus on other areas related to design. Prerequisite: THEA 360 or
36000 or permission.
Prerequisite: (THEA 360 or THEA 36000)
THEA 37100: STAGE MANAGEMENT: 3 Hour(s)
STAGE MANAGEMENT--
THEA 38000: SEM:-- 1-4 Hour(s)
SEM--
THEA 38100: TPC:ACTING:-- 1-4 Hour(s)
SPECIAL TOPIC IN ACTING--
THEA 38200: TPC: DANCE:-- 4 Hour(s)
TPC:DANCE--
THEA 38300: TPC: TECH THEATRE:-- 1-4 Hour(s)
TPC: TECH THEATRE--
THEA 38400: TPC: DESIGN:-- 1-4 Hour(s)
TPC: DESIGN--
THEA 38500: TPC: DIRECTING:-- 1-4 Hour(s)
TPC: DIRECTING--
THEA 48000: SENIOR SEMINAR:-- 1-4 Hour(s)
SENIOR SEMINAR--
THEA 48100: INDEPENDENT RESEARCH: 1-4 Hour(s)
INDEPENDENT RESEARCH--
THEA 49800: INTERNSHIP: 4 Hour(s)
INTERNSHIP--
courses
Majors are required to participate in performance events and to assist
faculty conductors, directors and designers. The application of theory to
practice is one of the program’s basic teaching principles; therefore, all
majors will participate in at least two performing arts events each year.
Vocal and instrumental concerts; full-length plays, musicals and operas;
as well as recitals and one-act plays or scenes give students diverse
opportunities to apply their knowledge and training.

Majors are strongly encouraged to complete a performing arts-related
study abroad or study-away course, internship or off-campus summer
training program, which may also meet the student’s Hiram Connect
requirement.
The Senior Capstone Experience is required by all Performing Arts
majors. The student, with counsel from faculty advisors, will determine
a capstone that 1) advances the student’s specific academic and
artistic interest in the performing arts, 2) demonstrates the student’s
understanding of both the practical and theoretical knowledge of their
area of concentration, and 3) distinctly reflects the student’s rigor of
study and competency in the field.

Major Requirements:
The major requires the completion of at least 10 courses (40 hours) in
Performing Arts. All Performing Arts majors are required to take the
following foundational courses:

- PERF 1XXXX Performance & Society (3 credits)*
- MUSI 12110 MUSICIANSHIP I:CM (3 credits)
- THEA 12000 Fundamental Principles of Acting (3 credits) and PERF
  22100 Acting I (1 credit)
- THEA 17000 Technical Production (3 credits) and THEA 17900 Tech
  Production Lab (1 credit)
- THEA 17000 3xxxx Beginning Dance (4 credits) or Dance Appreciation
  (3 credits)
- One 100-300 level Performing Arts history Course (3-4 credits)
- One 200-300 level Performing Arts survey or literature course (3-4
  credits)

Students will select their remaining (13-18 credit hours) from one of three
pathways:

Performance Pathway
The Performance pathway offers significant flexibility to students
interested in theatre, music and dance performance, and the creation and direction of performing arts
events. Students may select courses that will broaden their current knowledge across art forms, or deepen
their knowledge within a specific art form.

Note on private music lessons: It is expected and encouraged that majors
with interest and experience in music take private lessons to support solo and ensemble-based endeavors. Music
lessons can be taken for 0-2 credit hours. While private lessons from
instructors are typically fee-based, scholarships are available for those in need and to students
who participate in a student music ensemble.

Performance Pathway Required Courses (13 credit hrs)
Two performance/technique/writing courses (200-300 level)
Senior Capstone (400 level)
Performance Pathway Recommended (minimum 6 credit hrs)
One additional electives and/or Independent Study
Participation in Performance Experiences (1-2 credits) each year

Performance Pathway offerings that satisfy required & elective courses:

- MUSI 10100 Intro to Music Literature (3)
- MUSI 10200 Survey of American Music (3)
Performing Arts Major

- MUSI 10300 World Music (3)
- MUSI 10400 Musical Theatre (3)
- MUSI 10600 Intro to Music Technology (3)
- MUSI 12200 Musicianship II (3)
- THEA 14000 Survey in Dramatic Literature (3) (cross-listed ENGL)
- THEA 15000 Introduction to Theatre (3)
- THEA 15200 The Art of the Theatre (3)
- THEA 20100 Theatre History for the Major (4) & THEA 20100 Theatre History for the Non-Major (3)
- INTD 20500 Music and the Brain (3)
- THEA 20900 Shakespeare in Performance (3) (cross-listed ENGL 20900)
- MUSI 22100 Musicianship III (3)
- THEA 22400 Oral Interpretation of Literature (4)
- THEA 22900 Creative Drama (3)
- THEA 2XXXX Dance Appreciation (3) *
- MUSI 23100 The Musician as Entrepreneur (3)
- PSYC 2XXXX Sport, Exercise, and Performance Psychology (4)
- ART 23900 Art of Filmmaking (3)
- THEA 26100 Shakespeare (3)
- THEA 3XXXX Musical Theatre Dance *(3)
- THEA 3XXXX Ballet/Jazz* (3)
- THEA 3XXXX The Art of Improvisation (4)*
- WRIT 30700 Craft and Technique: Playwriting (4)
- WRIT 30900 Craft and Technique of Screenwriting (4)
- MUSI 33100 Foundations of Singing: Vocal Pedagogy and Literature (3)
- THEA 33100 Fundamentals of Play Directing (4)
- THEA 38400 Intro to Costume and Make-up (4)
- THEA 38500 Projects in Directing (X)
- THEA 24100 Readings in Dramatic Literature (1)
- THEA and MUSI 2XXXX Performance Experiences (1-2)
- MUSI 1XXXX-2XXX Private Music Lessons (1-2)
- Independent Study or Internship (4)
- PERF 48000 Senior Capstone Experience (4)

*Denotes new courses, see descriptions on Page 4.

Design/Tech Pathway

Students in the Design/Tech pathway will explore the areas of stage lighting, scenic design, and costume and makeup with course study and hands-on experiences comprised from their own projects and in service to the Performing Arts music, theatre and dance events each year.

Design/Tech Pathway Required Courses (18 credit hrs)
Two Theory/Practice courses (Scene Design, Stage Lighting, Filmmaking, etc.) (200 level)
Senior Capstone (400 level)
Design/Tech Pathway Recommended (minimum 3-4 credit hrs)
One additional elective and/or Independent Study Participation in Production Experiences (1-2 credits) each year

Design/Tech Pathway offerings that satisfy required & elective courses:

- MGMT 11800: Principles of Management
- ENTR 20510: Entrepreneurial Mindset/Creativity and Innovation
- MGMT 21800: Organizational Behavior (4)
- COMM/MGMT 22200: Organizational Communication (4)
- MGMT 22700: Project Management (4)
- ACCT 22500: Financial Accounting (4)
- ACCT 22600: Managerial Accounting (3)
- MUSI 23100 The Musician as Entrepreneur (3)
- ECON 23210 Managing for Sustainability: Organizational Ecology (4)
- MUSI 23100 The Musician as Entrepreneur (3)
- INTD 24100: Public Leadership
- COMM 24500: Public Relations (4)
- COMM 24900: Principles of Advertising (3)
- MGMT 25500: Principles of Marketing (4)
- MGMT 28051: Nonprofit Management (3)
- EDUC 29000: Ethics of Collaboration (3)
- ENTR 30600: The Entrepreneurial Process (4)

Arts Management and Entrepreneurship Pathway

The Arts Management and Entrepreneurship pathway offers students interested in how the performing arts are produced an opportunity to focus their course study in the areas of communication, business and entrepreneurship, an inherent characteristic of the artist and the performing arts.

Arts Management and Entrepreneurship Pathway Required Courses (17-18 credit hrs)
MGMT 11800: Principles of Management
One Communications, Economics, Finance or Management courses (200-300 level) and/or Independent Study
Senior Capstone (400 level)
Arts Management and Entrepreneurship Pathway Recommended (3-4 credit hrs)
One additional Communications, Economics, Finance or Management courses (200-300 level) and/or Independent Study

Arts Management and Entrepreneurship Pathway offerings that satisfy required & electives courses:

- MGMT 11800: Principles of Management
- ENTR 20510: Entrepreneurial Mindset/Creativity and Innovation
- MGMT 21800: Organizational Behavior (4)
- COMM/MGMT 22200: Organizational Communication (4)
- MGMT 22700: Project Management (4)
- ACCT 22500: Financial Accounting (4)
- ACCT 22600: Managerial Accounting (3)
- MUSI 23100 The Musician as Entrepreneur (3)
- ECON 23210 Managing for Sustainability: Organizational Ecology (4)
- MUSI 23100 The Musician as Entrepreneur (3)
- INTD 24100: Public Leadership
- COMM 24500: Public Relations (4)
- COMM 24900: Principles of Advertising (3)
- MGMT 25500: Principles of Marketing (4)
- MGMT 28051: Nonprofit Management (3)
- EDUC 29000: Ethics of Collaboration (3)
- ENTR 30600: The Entrepreneurial Process (4)
Performing Arts Minor

Performing Arts Minor
The minor in Performing Arts requires a minimum of 20 semester hours from any of the program's courses but must include:

- PERF 1XXXX Performance & Society (10000 level)
- One Performing Arts intro, survey or topics course (10000-30000 level)
- One Performing Arts performance/technique/writing based course (20000-30000 level)

Two additional courses are required.

A Performing Arts minor may elect courses from across the pathways for a Performing Arts minor, or they may focus for a minor specifically in Music, Theater, Arts Management or Design/Tech depending on their interests.

Courses can be found in Music (MUSI, MUSE, MUSL) and Theater (THEA) and under PERF as courses are approved under new subject.

Philosophy

Introduction
Philosophy is one of the most diverse areas of the humanities and is central to a liberal arts education. Philosophy examines the nature of reality, the character of knowledge, and the meaning of human values. Students of philosophy develop the ability to interpret philosophical texts, critically reflect on claims of knowledge, and formulate their own views on fundamental questions of life. Graduates in philosophy are able to pursue studies in philosophy, law, health-related areas, computer science, theology, business, and other fields.

Faculty
Colin Anderson, (2002) Associate Professor of Philosophy; George and Arlene Foote Chair in Ethics and Values; Classical & Medieval Studies Advisory Committee
B.A., St. John's College;
M.A., Ph.D., Loyola University of Chicago
andersonca@hiram.edu

Course Descriptions
PHIL 10100: INTRODUCTION TO PHILOSOPHY: 4 Hour(s)
INTRODUCTION TO PHILOSOPHY~ An introduction to some of the basic issues and areas of philosophy: metaphysics and theories of reality, epistemology and theories of knowledge, ethics, social & political philosophy, theories of human nature and existence. Historical and contemporary texts studied, such as Plato, Descartes, Kant, Mill, Nietzsche, Freud, Sartre.
PHIL 21000: ANCIENT PHILOSOPHY:ES: 4 Hour(s)
ANCIENT PHILOSOPHY:ES,IM—In this course we will study some of the questions and problems that prompted ancient Greek, and therefore also, ultimately, all Western philosophizing. These questions fall generally under two fundamental problems: An epistemological problem—What can we know?—and an ethical problem—How should we live our lives? In the first half of the semester, we will examine several attempts to determine what can be known and what we must possess in order to claim that we know something in texts of Plato and Aristotle. In the second half of the semester, we will study the most important attempts to answer the ethical problem in antiquity, focusing on the Hellenistic era and its four major schools, Aristotelianism, Epicureanism, Stoicism and Skepticism. Throughout the semester, we will engage in close, careful reading and discussion of the philosophical texts in which these problems are confronted. This course fulfills the Meaning, Ethics, or Social Responsibility requirement.
Core: Meaning/Ethics/Soc Responsibil

PHIL 21100: MEDIEVAL PHILOSOPHY:IM,ES: 3 Hour(s)
MEDIEVAL PHILOSOPHY:IM,ES—This course focuses on select problems from the history of medieval philosophy (understood broadly as 350-1400 C.E.) and an overview of the most significant philosophical developments in this period. The problems which will receive particular consideration include: the relationship between faith and reason; the existence and nature of God insofar as this is accessible to reason (natural theology); the relationship between God and evil; the nature of sin, the problem of universals and its metaphysical and epistemological consequences. We will explore these problems in the texts of Christian, Islamic, or Jewish philosophers, such as, Augustine, Anselm, Abelard, Thomas Aquinas, William of Ockham, Averroes, Al-ghazali, and Moses Maimonides. This course fulfills the Interpretive Methods requirement and the Meaning, Ethics, or Social Responsibility requirement.
Core: Meaning/Ethics/Soc Responsibil; Interpretive Methods

PHIL 21200: EARLY MODERN PHILOSOPHY:IM: 4 Hour(s)
EARLY MODERN PHILOSOPHY:IM—An examination of European philosophy from 1600-1800, including the Rationalists (Descartes, Spinoza, Leibniz), the British Empiricists (Locke, Berkeley, Hume), and the critical philosophy of Kant. This course fulfills the Interpretive Methods requirement.
Core: Interpretive Methods

PHIL 21300: 19TH CENTURY PHILOSOPHY:IM,ES: 4 Hour(s)
19TH CENTURY PHILOSOPHY:IM,ES—An overview of the development of German idealism from Kant to Hegel, the collapse of idealism in the post-Hegelian philosophy of Marx, Kierkegaard, and Nietzsche. College-level reading and writing skills are necessary. This course fulfills the Interpretive Methods requirement and the Meaning, Ethics, or Social Responsibility requirement.
Core: Meaning/Ethics/Soc Responsibil; Interpretive Methods

PHIL 21800: CONTEMPORARY MORAL PROBLEMS:ES: 4 Hour(s)
CONTEMPORARY MORAL PROBLEMS:ES—Examination of topics and issues in moral problems, drawn from one or more of the following: biomedical ethics, business ethics, environmental ethics, social ethics, sexual/gender ethics. This course fulfills the Meaning, Ethics, and Social Responsibility requirement. This course is also offered for 3 credit hours as PHIL 21900.
Core: Meaning/Ethics/Soc Responsibil

PHIL 21900: CONTEMPORARY MORAL PROBLEMS:ES: 3 Hour(s)
CONTEMPORARY MORAL PROBLEMS:ES—Examination of topics and issues in moral problems, drawn from one or more of the following: biomedical ethics, business ethics, environmental ethics, social ethics, sexual/gender ethics. This course fulfills the Meaning, Ethics, and Social Responsibility requirement. This course is also offered for 4 credit hours as PHIL 21800.
Core: Meaning/Ethics/Soc Responsibil

PHIL 22000: UNDERSTANDING ARGUMENTS: 3 Hour(s)
UNDERSTANDING ARGUMENTS—An examination and analysis of different types and specimens of arguments in ordinary language, and in various special applications and contexts. Specimens of arguments will be drawn from environmental controversies, political debates (capital punishment, abortion), legal reasoning (court cases), ethical arguments, scientific arguments, theological arguments, and philosophical issues.

PHIL 22100: SYMBOLIC LOGIC:MM: 3 Hour(s)
SYMBOLIC LOGIC:MM—Development of general principles of inference, using symbolic notation to represent everyday discourse. This course will explore modern symbolic representations of logical relationships and examine their significance for our understanding of human reason and the world. Our primary focus will be modern symbolic logic including truth tables and natural deduction using propositional logic and basic quantification. We will also examine basic modal logic and some questions metalogic and the philosophy of logic. This course fulfills the Modeling Methods requirement.
Core: Modeling Methods

PHIL 22500: PHILOSOPHY AND FEMINISM:UD,ES: 3 Hour(s)
PHILOSOPHY AND FEMINISM:UD,ES—This course is an exploration of the central concerns, issues, and theories of modern and contemporary feminism, including the sex/gender distinction, essentialism, feminist critiques of knowledge and disciplines, ecological feminism, women's spirituality, feminist ethics, and the connections of feminism to issues of class, race, and sexuality. This course fulfills the Meaning, Ethics, or Social Responsibility requirement and the Understanding Diversity in the USA requirement.
Core: Meaning/Ethics/Soc Responsibil; Understanding Diversity Home

PHIL 22800: THEORIES OF HUMAN NATURE:ES: 3 Hour(s)
THEORIES OF HUMAN NATURE—A comparative-critical examination of contrasting and divergent views of human nature. Theories to be examined will include one or more of the following: Christianity, Buddhism, Evolutionary theory, Classical conceptions of humanity. Psychoanalysis, Marxism, Existentialism, Feminism, non-Western and native culture conceptions of humanity. This course fulfills the Meaning, Ethics, and Social Responsibility requirement. This course is offered for four credit hours as Philosophy 229 or 22900.
Core: Meaning/Ethics/Soc Responsibil

PHIL 22900: THEORIES OF HUMAN NATURE:ES: 4 Hour(s)
THEORIES OF HUMAN NATURE:ES—A comparative-critical examination of contrasting and divergent views of human nature. Theories to be examined will include one or more of the following: Christianity, Buddhism, Evolutionary theory, Classical conceptions of humanity. Psychoanalysis, Marxism, Existentialism, Feminism, non-Western and native culture conceptions of humanity. This course is offered for three credit hours as Philosophy 228 or 22800. This course fulfills the Meaning, Ethics, or Social Responsibility requirement.
Core: Meaning/Ethics/Soc Responsibil
PHIL 23300: PHILOSOPHY THROUGH FILM:ES,IM:  3 Hour(s)
PHILOSOPHY THROUGH FILM:ES,IM~ This course examines the history of the philosophical question of the ‘good life.’ It is designed to provide an introduction to core philosophical problems, using film to gain access to these problems. In the light of what philosophers have to say about what makes life genuinely worthwhile and fulfilling, and through the medium of films, this course explores such questions as: the loss of faith in a secularized world, the possibility of commitment, the question of what we can know, the ultimate nature of reality, the limits of science, the place of the individual in society, the possibility of authentic existence, the nature of love, the human capacity for free will, and the role of morality in determining how we should act. This course fulfills the Meaning, Ethics, and Social Responsibility requirement and the Interpretive Methods requirement.
Core: Meaning/Ethics/Soc Responsibil; Interpretive Methods

PHIL 26400: HISTORY AND PHIL OF SCIENCE:  3 Hour(s)
HISTORY AND PHILOSOPHY OF SCIENCE~ In this class, we will be critically examining various historical scientific theories and philosophical interpretations of science, in particular the nature of observations and theories and the relationship between them. What happens when we observe? What does a theory do? How do we move from one to the other? This course will help you analyze how scientists work and the assumptions that limit and/or enable their discipline. This will allow you to become a more intelligent participant in contemporary public discussions where science plays such an important role. This course is offered for four credit hours as Philosophy 265 or 26500.

PHIL 26500: HISTORY AND PHIL OF SCIENCE:  4 Hour(s)
HISTORY AND PHILOSOPHY OF SCIENCE~ An examination of the rise of modern science and the intellectual revolution in the attitude and orientation towards the universe. The displacement of the older world view and the new hypothesis that nature is inherently mathematical in structure. Galileo’s project of the mathematization of nature, and its significance for the experimental methods, and understanding of human nature and culture. This course is offered for three credit hours as Philosophy 264 or 26400.

PHIL 26600: DEU MUSIC,PHIL&NAT’L ID:PREQEL:  1 Hour(s)
GERMAN MUSIC, PHILOSOPHY, AND NATIONAL IDENTITY ~ This course will serve as preparation for the 3-week Study Abroad course, Music, Philosophy, and German National Identity. Through readings, listening assignments, videos, and discussion, students will develop a foundational background through which they will be better equipped to interpret their experiences and observations in Germany. The course will introduce students to 19th and 20th century German philosophers and composers, providing a basis for discussion and understanding of the complex relationship between German philosophy, music, and national identity. We will analyze the close connections between German music and philosophy and the manner in which both were utilized to promote National Socialist Party ideology in the 20th century, examining how some German composers and philosophers distanced themselves from the Nazi party and the consequences they suffered for their aesthetic choices. We will discuss Germany’s history as a center of both philosophy and art music and how the events of the 20th century have shaped their perceptions and interpretation of music and philosophy in the 21st century. We will also examine the influence that German music and philosophy have had on American art music development and music education. This course will also introduce current German societal norms and basic phrases that students can use in their interactions with Germans. Attendance at all class sessions is mandatory.

PHIL 27000: ENVIRONMENTAL ETHICS:ES:  4 Hour(s)
ENVIRONMENTAL ETHICS:ES~ The questions that have developed over the last century concerning our use of resources and our effects on our environment require raising fundamental conceptual and theoretical questions about our moral obligations. The discipline of environmental ethics aims at developing the necessary conceptual frameworks for addressing these questions and at the application of these frameworks both to questions of environmental policy and to questions concerning individual behavior. In this course, we will examine various attempts to include nature and natural objects within the realm of our moral obligations and the attempts to apply these ethical theories to particular environmental problems such as pollution, global warming, wilderness preservation, biodiversity. This course fulfills the Meaning, Ethics, and Social Responsibility requirement. Also listed as Environmental Studies 270 or 27000.
Core: Meaning/Ethics/Soc Responsibil

PHIL 27100: ANIMALS AND ETHICS:ES:  4 Hour(s)
ANIMALS AND ETHICS:ES~ This course will consider the relationship between ethical theories and our treatment of other animals. We will examine relevant ethical theories probably including at least Utilitarianism, rights-based and contract-based ethical theories. These theories will be examined in their applications to problems surrounding our treatment of non-human animals including consuming animals as food, using animals for experimentation, and the recreational use of animals. In addition, this course will consider issues surrounding our ascription of various mental states or capacities to animals including the ability to feel pain, possessions of interests and desires, and the ascription of awareness, self-awareness, and language to animals. This course fulfills the Meaning, Ethics, or Social Responsibility requirement.
Core: Meaning/Ethics/Soc Responsibil

PHIL 27200: ETHICAL THINKING:ES:  4 Hour(s)
ETHICAL THINKING:ES~ Ethical life depends upon identifiable intellectual capacities as well as virtues of character. This course aims to develop the intellectual virtues that are a necessary condition of an ethical life. This requires two sorts of skills - those of critical thinking and of dialogue. The first set of skills enables the analysis of arguments, exposure of fundamental assumptions, and the rigorous statement of criticism of moral values and ethical frameworks, the ability to mediate ethical discussions, seek shared ground, formulate issues in non-prejudicial or unnecessarily judgmental terms, the ability to re-frame ethical problems and open new ground for discussion. This course will cultivate these skills while engaged in analysis and discussion of some of the most pressing moral difficulties we face. This course fulfills the Meaning, Ethics, and Social Responsibility requirement. Also listed as Ethics 272 or 27200.
Core: Meaning/Ethics/Soc Responsibil

PHIL 28000: SEMINAR:  1-4 Hour(s)
SEMSEMINAR~

PHIL 28100: INDEPENDENT STUDY:  1-4 Hour(s)
INDEPENDENT STUDY~

PHIL 29800: FIELD EXPERIENCE:  1-4 Hour(s)
FIELD EXPERIENCE~
PHILOSOPHY 37000: PRECEPTORIAL: 2 Hour(s)
PRECEPTORIAL ~ A Preceptorial is a small focused discussion course in which we will closely read and examine important single works of philosophy which aren’t included in other courses. This course is not designed so that the preceptors teach students these texts. Our goal is not mastery of these texts. Instead the goal is for us to think and learn about difficult philosophical texts and ideas. This is intended as a different model of learning to complement our lower level courses or our upper level courses where we expect content mastery, skill building, and introduce students to thinking about philosophical texts. The subject and texts of these seminars will vary each year. As an advanced undergraduate course, the preceptorial will be run like a graduate seminar with a strong emphasis on participation and preparation. Enrollment is by instructor permission.

PHILOSOPHY 31400: 20TH CENTURY CONT PHIL:ES: 3 Hour(s)
20TH CENTURY CONTINENTAL PHILOSOPHY:ES~ Now that it has drawn a close, we can begin to make sense of philosophy in the 20th Century. What makes it distinctive? Which topics and figures dominated it and why? How does it carry forth ideas from the 19th Century, and what might it be pointing towards in the future? In this course, we will focus on Continental thought which arises primarily in continental Europe, rather than Analytic philosophy which is more common in Anglo-American departments. We will read about the creation of phenomenology and structuralism and trace the way both movements developed to the point of undermining themselves. Particular attention will be paid to ethical ramifications of these views. This course fulfills the Meaning, Ethics, or Social Responsibility requirement. This course is offered for four credit hours as Philosophy 315 or 31500.
Core: Meaning/Ethics/Soc Responsibil

PHILOSOPHY 31500: 20TH CEN CONTINENTAL PHIL:ES: 4 Hour(s)
20TH CENTURY CONTINENTAL PHILOSOPHY:ES~ Now that it has drawn a close, we can begin to make sense of philosophy in the 20th Century. What makes it distinctive? Which topics and figures dominated it and why? How does it carry forth ideas from the 19th Century, and what might it be pointing towards in the future? In this course, we will focus on Continental thought which arises primarily in continental Europe, rather than Analytic philosophy which is more common in Anglo-American departments. We will read about the creation of phenomenology and structuralism and trace the way both movements developed to the point of undermining themselves. Particular attention will be paid to ethical ramifications of these views. This course is offered for four credit hours as Philosophy 315 or 31500.
Core: Meaning/Ethics/Soc Responsibil

PHILOSOPHY 37000: EXISTENTIALISM:IM,ES: 3 Hour(s)
EXISTENTIALISM:IM,ES~ An examination of existential thought through the texts of Kierkegaard, Nietzsche, Camus, Satre, Beauvoir, and others a study of the extential concepts of dread, freedom, subjective truth, bad faith, and authenticity. This course is offered for four credit hours as Philosophy 37010. This course fulfills the Interpretive Methods requirement and the Meaning, Ethics, or Social Responsibility requirement.
Core: Meaning/Ethics/Soc Responsibil

PHILOSOPHY 37010: EXISTENTIALISM:IM,ES: 4 Hour(s)
EXISTENTIALISM:IM,ES~ An examination of existential thought through the texts of Kierkegaard, Nietzsche, Camus, Satre, Beauvoir, and others a study of the extential concepts of dread, freedom, subjective truth, bad faith, and authenticity. This course is offered for three credit hours as Philosophy 370 or 37000. This course fulfills the Interpretive Methods requirement and the Meaning, Ethics, or Social Responsibility requirement.
Core: Meaning/Ethics/Soc Responsibil; Interpretive Methods

PHILOSOPHY 37500: PHENOMENOLOGY: 3 Hour(s)
PHENOMENOLOGY~ An introduction to the movement of phenomenology, its methods and theories, through the writings of Husserl, Heidegger, Merleau-Ponty, and Sartre. Topics include the phenomenological reductive, lived experience, embodiment, intersubjectivity and the other, and existential psychology.

PHILOSOPHY 37700: PHILOSOPHY OF THE BODY:IM: 4 Hour(s)
PHILOSOPHY OF THE BODY:IM~ What is the nature of our bodies? Is the mind essentially independent of the body or is it embodied by its very nature? What can recent neuro-scientific findings tell us about our bodies? This class will examine several analyses of the body, including those by philosophy, cognitive science, and neuro-science. Students’ reading and writing skills should improve, as well as their critical awareness of those aspects of our experience that we generally ignore due to their ubiquity, what the ancient Greeks called wonder. This course fulfills the Interpretive Methods requirement.
Core: Interpretive Methods

PHILOSOPHY 37900: PHILOSOPHY OF SPACE:IM: 4 Hour(s)
PHILOSOPHY OF SPACE:IM~ Space pervades out lives and yet is surprisingly difficult to describe. St. Augustine famously said that as long as no one asked him, he knew perfectly well what time was, but as soon as someone asked him to define it he was all in a muddle. We are going to plunge head first into this muddle by examining the theories of some historical, and artistic perspectives. The course will combine lectures and small group discussions. You will write and rewrite essays, short textual analyses, and present topics to the rest of the class. Your reading and writing skills will get an intensive work-out in this class. This class counts as a Philosophy elective. This course fulfills the Interpretive Methods requirement.
Core: Interpretive Methods

PHILOSOPHY 38000: SEM: 1-4 Hour(s)
SEM~

PHILOSOPHY 38100: SPC TPC: 1-4 Hour(s)
SPECIAL TOPICS~

PHILOSOPHY 40000: MJR PHILOSOPHICAL PROBLEMS: 4 Hour(s)
MAJOR PHILOSOPHICAL PROBLEMS~ This course is an investigation of a major problem, issue, concept in philosophy, or a study of a particular text. Prerequisite: permission of instructor.
PHIL 40100: FOUNDATIONS OF ETHICS: 4 Hour(s)
FOUNDATIONS OF ETHICS~ The two most natural questions about ethics are also two of the most difficult: Can moral beliefs be true or false? Why should we be good? Answering these questions requires an investigation into the nature of moral judgments and their connection to motivation and action. What are we doing when we claim that something is morally wrong? Can this claim be true or false? If so, what would make it so? Are there moral facts? Or, are we, perhaps, merely expressing our disapproval of an action? If so, then why should anyone else care about our disapproval? More importantly, can we make sense of moral judgments as either expressions of our attitudes or as claims that could be true or false? And, assuming that we hold that some action is wrong, what sort of reason does this provide? Do moral beliefs need questions such as these focus on the assumptions that any moral judgment makes about epistemology, metaphysics, logic, and philosophical psychology. This course examines historically significant and recent attempts to answer these questions, seeking thereby a deeper insight into the foundations of ethics. A significant seminar paper and presentation are required in this course.

PHIL 47000: HEIDEGGER: BEING AND TIME: 4 Hour(s)
HEIDEGGER BEING AND TIME~ This class will be a slow reading of one of philosophy's masterpieces: Martin Heidegger's 'Being and Time.' Considered by many to be the greatest work of twentieth-century philosophy, it has also influenced religious studies, psychology, literary criticism, cognitive science, and many other fields. Heidegger explores, in fascinating detail, what it is like to experience life as a human being, in such a way as to be at once both astonishing and profoundly familiar. Prerequisite: Students must have taken at least two (2) humanities courses, preferably Philosophy.

PHIL 47500: FOUCAULT: POLITICS OF IDENTITY: 4 Hour(s)
FOUCAULT THE POLITICS OF IDENTITY~ Michel Foucault is an important and intriguing figure in late 20th century philosophy. His claim that power affects all human relations has influenced gender studies, literary criticism, religious studies, and traditional views of the medical and psychological professions. Foucault shows how all features of reality and human nature are fundamentally historical, which undermines our traditional pursuits of truth and, at the same time, liberates us. We will examine books from each of the three phases of his work, focusing on his 'genealogical' period, in which he describes the historical origin and transformations of punishment and sexuality. Prerequisite: Students must have taken at least two (2) humanities courses, preferably Philosophy.

PHIL 48000: SENIOR SEMINAR: 1-4 Hour(s)
SENIOR SEMINAR~

PHIL 48100: INDEPENDENT RESEARCH: 1-4 Hour(s)
INDEPENDENT RESEARCH~

PHIL 49800: INTERNSHIP: 4 Hour(s)
INTERNSHIP~

Academic Offerings

• Philosophy Minor (p. 135)

Philosophy Minor

Minor Requirements

A minor in philosophy requires 6 courses adding up to at least 20 hours, which must include:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>PHIL 21000</td>
<td>ANCIENT PHILOSOPHIES</td>
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<tr>
<td>PHIL 21100</td>
<td>MEDIEVAL PHILOSOPHY:IM,ES</td>
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<tr>
<td>PHIL 21200</td>
<td>EARLY MODERN PHILOSOPHY:IM</td>
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<tr>
<td>PHIL 21300</td>
<td>19th CENTURY PHILOSOPHY:IM,ES</td>
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<tr>
<td>PHIL 37000</td>
<td>EXISTENTIALISM:IM,ES</td>
<td></td>
</tr>
<tr>
<td>PHIL 37500</td>
<td>PHENOMENOLOGY</td>
<td></td>
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<tr>
<td>One 40000-level Philosophy Seminar</td>
<td>3-4</td>
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<tr>
<td>Select one additional PHIL course</td>
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<tr>
<td>Select three elective courses</td>
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Acceptable electives from other programs include:

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<tr>
<td>POLS 37300</td>
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<td>POLS 47900</td>
<td>TPC POLS PHIL:</td>
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<td>POLS 31900</td>
<td>THE AMERICAN FOUNDING:IM,CA</td>
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1 Logic is strongly recommended. Only one 10000-level class besides PHIL 12100 ELEMENTARY LOGIC:MM can count towards the minor requirements.

Scarborough School of Business & Communication

Programs

• Accounting and Financial Management (p. 135)
  • Accounting and Financial Management Major (p. 138)
  • Accounting and Financial Management Minor (p. 139)
• Communication (p. 139)
  • Communication Major (p. 144)
  • Communication Minor (p. 145)
• Economics (p. 146)
  • Economics Minor (p. 148)
• Entrepreneurship (p. 149)
  • Entrepreneurship Minor (p. 151)
• Management (p. 151)
  • Management Major (p. 155)
  • Management Minor (p. 156)
• Marketing (p. 157)
  • Marketing Major (p. 158)
  • Marketing Minor (p. 158)
• Sport Management (p. 158)
  • Sport Management Major (p. 160)
  • Sport Management Minor (p. 161)

Accounting and Financial Management

Are you interested in training for an accounting career while learning to contribute to the world in a meaningful way? Explore the popular, career-focused Accounting and Financial Management major, which prepares
you to become an ethically grounded and socially responsible financial professional.

A successful accounting career requires more than technical knowledge; it calls for well-rounded financial expertise rooted in a commitment to making a difference. Hiram's accounting and financial management majors are inquisitive, eager to develop analytical skills. They are leaders on campus, often involved in student-body organizations and athletics. By the time they graduate, they're prepared to pursue well-rounded, high-achieving careers.

The accounting curriculum, embedded in the liberal arts, focuses on developing students' analytical, critical thinking and communication skills and emphasizes the integration of theory and its practical application. You will be strongly encouraged to extend your learning beyond the classroom setting through:

- course projects in the field
- internships
- study abroad programs.

Excellent written and verbal communication skills lead to success in the field, so you will experience a concentration on writing in all your courses. This emphasis prepares you with both the technical and analytical skills employers look for.

As an accounting major, you are encouraged to pursue your interests outside of finance, whether they be music, business, or writing.

Faculty

Amanda Armeni, CPA, (2009) Associate Professor of Accounting
B.S., Mount Union College; M.Acc., University of Notre Dame
armenial@hiram.edu

Marybeth Murphy, CPA, (2017) Assistant Professor of Accounting
B.S., Bowling Green State University; M.Acc., James Madison University
murphym@hiram.edu

Romeva Prcela, CPA, (2017) Director of the Scarborough School of Business & Communication; Assistant Professor of Accounting
B.S., M.Acc., Case Western Reserve University
prcelarb@hiram.edu

ACCT 10100: ACCOUNTING & BUSINESS BASICS: 1 Hour(s)
ACCOUNTING AND BUSINESS BASICS ~ Whether as a consumer, potential investor, or employee, most students will be exposed to the "business world" at some point in their career. This course will introduce students to the different forms of business an organization can take on as well as the accountant's role within those organizations. Students will also learn the very basics of how to account for business transactions as well as how to read and interpret an organization's financial statements. This course is intended for students who are NOT majoring in Accounting & Financial Management or Management. Students majoring in Accounting & Financial Management or Management should enroll in ACCT22500.

ACCT 18000: WKSP: 1 Hour(s)
WORKSHOP ~ Workshops may be taken Pass/No Credit only. Students may take no more than nine workshops for credit toward graduation. Workshops can be used as elective credit only.

ACCT 22500: FINANCIAL ACCOUNTING:CA: 4 Hour(s)
FINANCIAL ACCOUNTING:CA ~ An introduction to financial accounting concepts. Accounting transactions are followed through the accounting cycle into the financial statements. The major financial statements, their components, and alternative accounting approaches are studied. This course fulfills the Social and Cultural Analysis requirement. Core: Social/Cultural Analysis Meth

ACCT 22600: MANAGERIAL ACCOUNTING: 3 Hour(s)
MANAGERIAL ACCOUNTING ~ An introduction to the accounting information needs of management. Basic managerial/cost accounting topics, such as job costing, process costing, cost-volume-profit analysis, budgets, variance analysis, and financial statement analysis are examined. Another version of this course is offered for four (4) credit hours as ACCT 22610. Prerequisites: Accounting (208 or 20800) or Accounting (225 or 22500). Prerequisite: (ACCT 225 or ACCT 22500) or ACCT 10100 (may be taken concurrently)

ACCT 22700: SMALL BUSINESS ACCT WKSP: 2 Hour(s)
SMALL BUSINESS ACCOUNTING WORKSHOP ~ This workshop will work closely with students participating in the entrepreneurship program, as well as students involved in the ventures on campus, specifically the 'Terrier Bakery' and 'Terrier Trader'. With the goal of adding value to the businesses in mind, students in the workshop will focus on the Accounting and Financial Management needs of the student run ventures, which includes recording transactions and preparing necessary financial reports in Quickbooks. Other tasks will include (but are not limited to): development of standard operating procedures for inventory maintenance; analysis of product pricing; observation of physical inventories. Students will also respond to and/or discuss assigned readings that have a focus on small business management and/or accounting. Counts toward e-minor. Prerequisite: (ACCT 225 or ACCT 22500)

ACCT 24000: PROF RESPONSIBILITIES:ES: 3 Hour(s)
PROFESSIONAL RESPONSIBILITIES:ES ~ Leaving the development of ethical boundaries to chance is no longer an acceptable practice. The activities of professional firms in the 2000's have fundamentally changed the expectations for the behavior of business professionals. Corporate risk management practices must now include ethics risk management practices that aim to ensure the reputation of the individuals of the firm, as well as the reputation of the firm itself, is not tarnished. The Professional Responsibilities course will provide an understanding of why ethics has become a critical success factor for firms, specific rules governing required behavior for accounting professionals, types of ethical decisions that professionals can be faced with, in the form of videos and case studies, and how ethical behavior and decision making can be guided and improved upon. This course fulfills the Meaning, Ethics, and Social Responsibility requirement. Core: Meaning/Ethics/Soc Responsibil

ACCT 28000: SEM.: 1-4 Hour(s)
SEMINAR ~ An introduction to selected topics of current interest in Accounting.

ACCT 28100: INDEPENDENT STUDY: 1-4 Hour(s)
INDEPENDENT STUDY ~

ACCT 29800: FIELD EXPERIENCE: 1-4 Hour(s)
FIELD EXPERIENCE ~
ACCT 30900: FEDERAL TAXATION ACCOUNTING: 4 Hour(s)
FEDERAL TAXATION ACCOUNTING ~ This course is designed to teach students to recognize major tax issues inherent in business and financial transactions. The course focuses on fundamental tax concepts, the mastery of which will enable students to incorporate tax factors into business and investment decisions. Prerequisite: Accounting (225 or 22500).
Prerequisite: (ACCT 225 or ACCT 22500)

ACCT 31910: AUDITING: 4 Hour(s)
AUDITING ~ This course addresses the unique challenges faced by auditors. Students develop an understanding of methods for the verification of financial statements and accounting procedures, professional ethics, internal control and internal audit, statistical sampling and computer systems application. This course is also offered in a revised version for 3 hours as ACCT 31900. Prerequisites: Accounting (225 or 22500) or Accounting (207 or 20700) and Accounting (208 or 20800).
Prerequisite: (ACCT 208 or ACCT 20800) and (ACCT 207 or ACCT 20700) or (ACCT 225 or ACCT 22500)

ACCT 32500: COST MANAGEMENT: 4 Hour(s)
COST MANAGEMENT ~ Students learn how to analyze and interpret cost information as a basis for decision making. Subjects include cost measurement, planning, control and performance evaluation, and behavioral issues. Prerequisite: Accounting 225 or 22500.
Prerequisite: (MGMT 225 or MGMT 22500) or (ACCT 225 or ACCT 22500)

ACCT 333000: FINANCIAL STATEMENT ANALYSIS/VALUATN: 4 Hour(s)
FINANCIAL STATEMENT ANALYSIS AND VALUATION ~ This course develops practical analysis tools to enable students to analyze financial statements to obtain an indication of the underlying value of firms. The course teaches valuation from an earnings based approach, but also discusses discounted cash flow analysis. Prerequisite: Accounting (352 or 35200).
Prerequisite: (ACCT 352 or ACCT 35200)

ACCT 33500: DECISION MAKING: 3 Hour(s)
DECISION MAKING USING FINANCIAL MODELS ~ This course discusses current financial and accounting issues. The course then develops financial models utilizing Excel spreadsheets, enabling students to perform simulation analysis to make better managerial decisions.
Prerequisite: ACCT (225 or 22500).
Prerequisite: (ACCT 225 or ACCT 22500)

ACCT 34000: ACCOUNTING INFORMATION SYSTEMS: 3 Hour(s)
ACCOUNTING INFORMATION SYSTEMS ~ Accounting Information Systems (AIS) explores the basic concepts of AIS, core business process and Enterprise-wide Risk Management Policies to enable students to understand and evaluate Information Systems to safeguard assets and provide reliable financial information for decision making purposes. This course is also taught as ACCT 34100 for 4 credit hours. Prerequisite: Accounting (225 or 22500).
Prerequisite: (ACCT 225 or ACCT 22500)

ACCT 34100: ACCOUNTING INFORMATION SYSTEMS: 4 Hour(s)
ACCOUNTING INFORMATION SYSTEMS ~ Accounting Information Systems (AIS) explores the basic concepts of AIS, core business process and Enterprise-wide Risk Management Policies to enable students to understand and evaluate Information Systems to safeguard assets and provide reliable financial information for decision making purposes. This course is also taught as ACCT 34000 for 3 credit hours. Prerequisite: Accounting (225 or 22500).
Prerequisite: (ACCT 225 or ACCT 22500)

ACCT 35100: INTERMEDIATE ACCOUNTING I: 4 Hour(s)
INTERMEDIATE ACCOUNTING ~ This course is a continuation of some of the concepts learned in Financial Accounting. Area of focus includes asset determination measurement as well as principles of revenue and expense measurement. Prerequisite: Accounting (225 or 22500).
Prerequisite: (ACCT 225 or ACCT 22500)

ACCT 35200: INTERMEDIATE ACCOUNTING II: 4 Hour(s)
INTERMEDIATE ACCOUNTING II ~ Continuation of Intermediate Accounting I. This course examines financial theory and financial statement reporting practices, including evaluation of current issues and practices related to Investments, Leases, Pensions, Stock Options, and Earnings per Share. Prerequisite: Accounting (351 or 35100) or permission.
Prerequisite: (ACCT 351 or ACCT 35100)

ACCT 38000: SEM.: 1-4 Hour(s)
SEMINAR ~

ACCT 38100: SPC TPC.: 1-4 Hour(s)
SPECIAL TOPICS ~

ACCT 44000: ADVANCED ACCOUNTING: 3 Hour(s)
ADVANCED ACCOUNTING ~ This course enhances students’ ability to determine the financial effects and implications for financial reporting of business performance related to mergers, acquisitions, and other corporate structure changes. Additional topics include SEC and interim financial reporting, foreign currency translation, and accounting for governmental and non-profit entities. Prerequisite: Accounting (352 or 35200). This course is also offered in a 4 credit hour format as ACCT 44100.
Prerequisite: (ACCT 352 or ACCT 35200) or (MGMT 352 or MGMT 35200)

ACCT 44100: ADVANCED ACCOUNTING: 4 Hour(s)
ADVANCED ACCOUNTING ~ This course enhances students’ ability to determine the financial effects and implications for financial reporting of business performance related to mergers, acquisitions, and other corporate structure changes. Additional topics include SEC and interim financial reporting, foreign currency translation, and accounting for governmental and non-profit entities. Prerequisite: Accounting (352 or 35200). This course is also offered in a 3 credit hour format as ACCT 44000.
Prerequisite: (ACCT 352 or ACCT 35200) or (MGMT 352 or MGMT 35200)

ACCT 44110: ADVANCED ACCOUNTING I: 2 Hour(s)
ADVANCED ACCOUNTING I ~ This course enhances students’ ability to determine the financial effects and implications for financial reporting of business performance related to mergers, acquisitions, and other corporate structure changes. Additional topics include SEC and interim financial reporting, foreign currency translation, and accounting for governmental and non-profit entities. Prerequisite: Accounting 352 or 35200 Corequisite: ACCT 44120
Prerequisite: (ACCT 352 or ACCT 35200) or (MGMT 352 or MGMT 35200) Corequisite: ACCT 44120

ACCT 44120: ADVANCED ACCOUNTING II: 2 Hour(s)
ADVANCED ACCOUNTING II ~ This course enhances students’ ability to determine the financial effects and implications for financial reporting of business performance related to mergers, acquisitions, and other corporate structure changes. Additional topics include SEC and interim financial reporting, foreign currency translation, and accounting for governmental and non-profit entities. Prerequisite: ACCT 352 or 35200 Corequisite: ACCT 44110
Prerequisite: (ACCT 352 or ACCT 35200) or (MGMT 352 or MGMT 35200) Corequisite: ACCT 44110
ACCT 48000: SENIOR CAPSTONE: 4 Hour(s)
SENIOR CAPSTONE—This course is designed as a capstone to the Accounting and Financial Management majors. Students will have an opportunity to integrate and apply their course work through an analysis of a significant issue. They will research the issue, review the professional literature, identify and analyze alternatives, and recommend a resolution which is supported by the appropriate justification. Prerequisite: Accounting (352 or 35200).

Prerequisite: (ACCT 352 or ACCT 35200) 

ACCT 48100: INDEPENDENT RESEARCH: 1-4 Hour(s)
INDEPENDENT RESEARCH~

ACCT 49800: INTERNSHIP: 4 Hour(s)
INTERNSHIP~
• Accounting and Financial Management Major (p. 138)
• Accounting and Financial Management Minor (p. 139)

**Accounting and Financial Management Major**

**Degree Requirements**

All students are required to complete overall degree requirements in addition to their major. Please see Degree Completion Requirements (p. 42) for full details for students entering in the 2019-2020 catalog year.

For those students who started at Hiram prior to the 2019-2020 academic year, you will follow the Degree Requirements which are outlined in your catalog of record.

**Major Requirements**

Students may not double major in management and marketing or management and accounting & financial management unless they have received permission from the program faculty.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>ACCT 22500</td>
<td>FINANCIAL ACCOUNTING:CA</td>
<td>4</td>
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<tr>
<td>ACCT 22600</td>
<td>MANAGERIAL ACCOUNTING</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 24000</td>
<td>PROF RESPONSIBILITIES:ES</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 30900</td>
<td>FEDERAL TAXATION ACCOUNTING</td>
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</tr>
<tr>
<td>ACCT 31910</td>
<td>AUDITING</td>
<td>4</td>
</tr>
<tr>
<td>ACCT 34000</td>
<td>ACCOUNTING INFORMATION SYSTEMS</td>
<td>4</td>
</tr>
<tr>
<td>ACCT 35100</td>
<td>INTERMEDIATE ACCOUNTING I</td>
<td>4</td>
</tr>
<tr>
<td>ACCT 35200</td>
<td>INTERMEDIATE ACCOUNTING II</td>
<td>4</td>
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<td>ACCT 44100</td>
<td>ADVANCED ACCOUNTING</td>
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<td>ACCT 48000</td>
<td>SENIOR CAPSTONE</td>
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Students must have a C- or better in the core courses, except for ACCT 48000 SENIOR CAPSTONE, and must maintain a 2.0 GPA in the major. Additional correlative requirements are as follows:

<table>
<thead>
<tr>
<th>Code</th>
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<th>Hours</th>
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<tbody>
<tr>
<td>ECON 20100</td>
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<td>4</td>
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<tr>
<td>or ECON 20200</td>
<td>PRINCIPLES OF MACROECONOMICS</td>
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<thead>
<tr>
<th>Code</th>
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<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>MGMT 11800</td>
<td>ORGANIZATIONAL BEHAVIOR:CA</td>
<td>4</td>
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<td>MGMT 30200</td>
<td>CORPORATE FINANCE</td>
<td>4</td>
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<tr>
<td>MATH 10800</td>
<td>STATISTICS:MM</td>
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**Code** | **Title**                                | **Hours** |
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<tr>
<td></td>
<td>Accounting and Financial Management Elecitives:</td>
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</tr>
<tr>
<td></td>
<td>Select two or more courses in consultation with an advisor.</td>
<td>6</td>
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<tr>
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<td>ACCT 22700 SMALL BUSINESS ACCT WKSP ((2))</td>
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<td>ACCT 32500 COST MANAGEMENT ((1,2))</td>
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<td>ACCT 33500 FINANCIAL DECISION MAKING ((1,2,3))</td>
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<td>MGMT 31200 OPERATIONS MANAGEMENT ((2))</td>
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<td></td>
<td>MGMT 23000 STOCK MARKET INVESTMENT I ((2))</td>
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<tr>
<td></td>
<td>MGMT 32100 BUSINESS LAW I ((1))</td>
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To complete the major, a minimum of 6 credit hours must be completed. Students may only count one pass/fail course toward their elective hours, and at least 3 credit hours of coursework must be at the 30000-level. Electives should be chosen in consultation with an advisor in the program and may focus on a specific career path including:

1. preparation for the CPA examination, graduate school, and/or a public accounting career,
2. industry and managerial accounting, and
3. finance.

Recent graduates in accounting and financial management have found employment in top tier and regional public accounting firms, in governmental and non-profit organizations and in a number of public and private institutions as financial analysts, financial planners, cost accountants and tax accountants. Many of our students have also continued their studies in Master of Accountancy programs to prepare to become Certified Public Accountants. Hiram’s accounting program has cooperative agreements with Case Western Reserve University, Ohio Northern University, and Bowling Green State University to accept qualified Hiram accounting major graduates into their Master of Accountancy programs. Students may only double major in two disciplines from the Scarborough School of Business & Communication with permission from the program faculty. Students must develop a proposal to outline how they will achieve breadth of knowledge in the two disciplines chosen.

**Pathway**

Must maintain minimum Major GPA of 2.00

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<th>Title</th>
<th>Hours</th>
<th>Term</th>
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<td>ACCT 22500</td>
<td>FINANCIAL ACCOUNTING:CA</td>
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<td>FYEN 10101</td>
<td>FIRST-YEAR ENDURING QUESTIONS</td>
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<th>Term</th>
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<tr>
<td>Hiram Core Requirement</td>
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Spring 12 Week

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<td>MGMT 11800</td>
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<td>FINANCIAL ACCOUNTING:CA</td>
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<td>FYUR 10201</td>
<td>FIRST-YEAR URGENT QUESTIONS</td>
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Hiram Core Requirement 4

Hours 12

Spring 3 Week

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Hours 3

Second Year

Fall 12 Week

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<td>ECON 20200</td>
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<td>MATH 10800</td>
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Hours 12

Fall 3 Week

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<tbody>
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<td>ACCOUNTING INFORMATION SYSTEMS</td>
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<tr>
<td>or ACCT 24000</td>
<td>PROF RESPONSIBILITIES:ES</td>
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Hours 3

Spring 12 Week

<table>
<thead>
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<th>Title</th>
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<tbody>
<tr>
<td>ACCT 35200</td>
<td>INTERMEDIATE ACCOUNTING II</td>
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<tr>
<td>MGMT 30200</td>
<td>CORPORATE FINANCE (or Hiram Core Requirement)</td>
<td>4</td>
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<tr>
<td>ACCT 30900</td>
<td>FEDERAL TAXATION ACCOUNTING (or Hiram Core Requirement)</td>
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Hours 16

Third Year

Fall 12 Week

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<td>ACCT 31910</td>
<td>AUDITING</td>
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Hiram Core Requirement 4

Hours 12

Fall 3 Week

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<tr>
<td>or ACCT 24000</td>
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Hours 3

Spring 12 Week

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INTD XXXXX | Interdisciplinary Requirement | 4

Hiram Core Requirement 4

Hours 12

Spring 3 Week

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Hours 3-4

Fourth Year

Fall 12 Week

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<td>ACCT 44000</td>
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Hours 15

Fall 3 Week

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Hours 3-4

Spring 12 Week

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Hours 12

Spring 3 Week

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Hours 3-4

Total Hours 124-127

### Accounting and Financial Management Minor

The Accounting Minor:

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<tr>
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Two Additional Accounting Electives at the 30000 level or above 6-8

Total Hours 18-20

### Communication

**Program Website:** [www.hiram.edu/academics/majors-minors/communication/](http://www.hiram.edu/academics/majors-minors/communication/)

**Communication Program**

The communication major prepares students for careers in a range of industries and roles, such as health and human services, public relations, sports communication, social media, journalism, advocacy, web and digital media, organizational communication, and advertising. In accordance with the Liberal Arts tradition, the communication curriculum emphasizes a rigorous theoretical base in the discipline and requisite skills including writing, speaking, critical thinking, and ethical
problem-solving in every course. These skills make our graduates highly competitive for positions in a wide variety of contemporary organizations.

All majors complete a required apprenticeship experience, either on or off campus, allowing students to test and refine their communication knowledge and skills in a supervised setting.

The Capstone in the major encourages students to focus their career goals, network with alumni, prepare for job search, and engage in academic dialog around contemporary issues for communicators in the marketplace.

Hiram Connect gives majors unique opportunities to extend their communication competencies by completing an extended off-campus internship, study abroad, and/or guided research experience with a faculty member.

- Communication Major (p. 144)
- Communication Minor (p. 145)

Apprenticeship in Communication
The apprenticeship is required for all students who major in communication and strongly encouraged for those who minor in the discipline. The apprenticeship requirement allows communication majors to engage in practical experiences to further develop their oral and written skills in a professional environment that goes beyond the traditional classroom setting. The apprenticeship requirement can be completed with or without having course credit attached to the experience, and it can be tied into or separate from Hiram Connect requirements. The apprenticeship requirement can be fulfilled through a variety of options, either on or off campus. On campus opportunities include working with Student Senate, Kennedy Center Programming Board (KCPB), Intercultural Forum, or campus jobs with the Alumni, Development, Career, or College Relations Offices. The most traditional manner of fulfilling the apprenticeship off campus is through either internships (COMM 49800 INTERNSHIP) or field experiences (COMM 29800 FIELD EXPERIENCE); please refer to the catalog for course descriptions.

Communication Major Grade Point Average
The Communication program calculates the grade point average by considering all courses taken that are used for the major, but not the correlative. Students must attain a cumulative grade point average of 2.0 in courses for the communication major and have a C- or better in COMM 10100 FOUNDATIONS OF PUBLIC COMMUN and COMM 30000 HUMAN COMMUNICATION THEORY.

Faculty
Vanessa Heeman, (2017) Assistant Professor of Communication
B.A., Lock Haven University of Pennsylvania;
M.A., Ph.D., Kent State University
heemanvg@hiram.edu

David M Strukel, (2016) Assistant Professor of Communication
B.A., Bowling Green State University;
M.Ed., Kent State University;
Ph.D., Bowling Green State University
strukeldm@hiram.edu

Xinlu Yu, (2002) Associate Professor of Communication
B.A., Beijing Foreign Studies University;
B.S., M.S., Ph.D., The E.W. Scripps School of Journalism at Ohio University
yux@hiram.edu

Course Descriptions
COMM 10100: FOUNDATIONS OF PUBLIC COMMUN: 4 Hour(s)
FOUNDATIONS OF PUBLIC COMMUNICATION~ This course is an exploration of the multiple publics and communicative contexts that inform message creation. Students will be challenged to recognize the obligations and opportunities that exist for public communication as it occurs in their personal, professional, and civic lives. Students will analyze case studies and create audience-centered messages designed to influence publics in a variety of communicative contexts.

COMM 18000: WKSP: 1 Hour(s)
WORKSHOP~ This workshop will provide the opportunity for students to examine a special topic in Communication. Through readings, discussions and written assignments there will be opportunities to evaluate the topic at issue. Workshops may be taken Pass/No Credit only. Students may take no more than nine workshops for credit toward graduation. Workshops can be used as elective credit only. (For CAS students only.)

COMM 20300: INTRO TO HEALTH COMMUNICATION: 4 Hour(s)
INTRODUCTION TO HEALTH COMMUNICATION ~ This course provides an introduction to the various roles of communication in health. Students will examine the multidimensional and interdisciplinary aspects of the field through the analysis of interpersonal, cultural, social, and organizational issues related to health communication. Course readings and assignments will allow students to explore health communication through the eyes of patients, health care providers, health care leaders, health campaign designers, etc. and to learn how factors like culture, media, personal identity, technology, and social networks can contribute to health, illness, risk behavior, health care, and health promotion.

COMM 22000: INTERPERSONAL COMMUNICATION:CA: 3 Hour(s)
INTERPERSONAL COMMUNICATION:CA~ The course explores the complex process of communication between persons seeking meaningful and satisfying relationships. Emphasis is on perception, self concept, verbal and nonverbal messages, conflict resolution, relationships, decision-making as each relates to the communication process. Experiential learning is central to the format of the course. This course fulfills the Social and Cultural Analysis requirement. Core: Social/Cultural Analysis Meth

COMM 22100: GROUP INTERACTION PROCESSES: 3 Hour(s)
GROUP INTERACTION PROCESSES ~ This course examines the complex dynamics of small group life within the context of organizational systems. Small group theory as it applies to perception, membership, leadership, norms, communication, problem-solving and decision making is explored. The focus of the course is to develop individual competence in group settings. Through a laboratory approach students are provided with opportunities to experiment with new behaviors and to improve group effectiveness. Students experience the development of a group through predictable stages and engage in critical analysis of the experiment. A group project is required. Also listed as Management (221 or 22100).
COMM 22200: ORGANIZATIONAL COMMUNICATION: 4 Hour(s)
ORGANIZATIONAL COMMUNICATION ~ The course involves the study of communication theory as it relates to organizations. Topics include communication systems analysis, intergroup communication, team building, goal setting, meetings, and organizational change. The course requires a field research project during which students work with actual organizations to diagnose communication systems. The course contains a significant writing component. Students will develop skill in writing proposals, letters, memos, agendas, progress reports, final reports, and executive summaries as they progress through the field research project. Also listed as Management (222 or 22200).
Prerequisite: (MGMT 218 or MGMT 21800) or (COMM 220 or COMM 22000)

COMM 22300: FAMILY COMMUNICATION:CA: 4 Hour(s)
FAMILY COMMUNICATION:CA: ~ Family Communication is a course dedicated to applying a wide range of communication theories and practices to an experience shared by all persons-family life. Few relationships are more important to people's well-being than their family relationships. Although these relationships often are defined by genes and marriages, they are built, maintained, and destroyed by communication. No two people have the same familial experience, and this course offers students the opportunity to examine how diverse families function and how their specific members interact with each other. Patterns of intimacy, rituals, roles, decision-making, and conflict are included as significant issues forming family interaction patterns. Historical and other cultural familial relationships are also included to open perspectives beyond the students' immediate experiences. Classroom discussions, experiential activities, and field projects are designed to help students gain insight into the people with whom they share their lives, as well as the workings of well-functioning or 'normal' family. This course fulfills the Social and Cultural Analysis requirement.
Core: Social/Cultural Analysis Meth

COMM 22400: ORAL INTERPRETATION OF LIT:CM: 4 Hour(s)
ORAL INTERPRETATION OF LIT:CM: ~ Critical approaches to literature to discover meaning and to appreciate the emotional effect of the work is the focal point of this course. Students will use various forms of literature for interpretation and study. Emphasis is placed on principles of reading a work aloud to communicate its intellectual and emotional meaning. Presentations will possibly be an integrated or adjunct aspect of this course. A version of this course for three (3) credit hours is listed as Communication 22410. Also listed as Theatre 22400. This course fulfills the Creative Methods requirement.
Core: Creative Methods

COMM 22410: ORAL INTERPRETATION OF LIT:CM: 3 Hour(s)
ORAL INTERPRETATION OF LITERATURE:CM ~ Critical approaches to literature to discover meaning and to appreciate the emotional effect of the work is the focal point of this course. Students will use various forms of literature for interpretation and study. Emphasis is placed on principles of reading a work aloud to communicate its intellectual and emotional meaning. Presentations will possibly be an integrated or adjunct aspect of this course. A version of this course for four (4) credit hours is listed as Communication 22400. Also listed as Theatre 22410. This course fulfills the Creative Methods requirement.
Core: Creative Methods

COMM 22500: NONVERBAL COMMUNICATION:CA: 3 Hour(s)
NONVERBAL COMMUNICATION:CA: ~ This course is devoted to the study of nonverbal communication in our intimate, social, and working relationships. Nonverbal cues found in (a) the communication context, (b) the communicator's physical characteristics, and (c) his/her body movement and position (gestures, posture, touching, facial expressions, eye and vocal behavior) are explored alone and in conjunction with the total communication system to better understand how nonverbal behavior helps accomplish various communication goals (for example, closeness, identity, and deception). Students will be introduced to contemporary research studies as well as key works from the past to develop a theoretical perspective of the subject. Field experiments, observational studies, and classroom exercises are an integral part of the course and give students an opportunity to increase their sensitivity to messages communicated via nonverbal channels in a variety of natural settings. This course fulfills the Social and Cultural Analysis requirement.
Core: Social/Cultural Analysis Meth

COMM 23000: ARGUMENTATION AND ADVOCACY: 4 Hour(s)
ARGUMENTATION AND ADVOCACY: ~ Argumentation and advocacy are examined as reasoned discourse in formal and informal decision-making situations. This includes an examination and evaluation of proofs, types and tests of evidence, proposition analysis, and their uses in the advocacy process. Students will assume the role of advocates and opponents in informal and formal communication contexts.

COMM 23700: MEDIA LAW & ETHICS:ES: 3 Hour(s)
MEDIA LAW AND ETHICS:ES: ~ The challenges of our times require civic engagement and careful, thoughtful judgment of our information sources. The agenda-setting and watchdog functions of the media define our experience with the United States capitalist and democratic system. Through intense research and class discussion, we will explore legal and ethical issues in the media. We will read and discuss popular press, peer-reviewed journal articles, and legal documents, to improve media literacy and explore the symbiotic relationship between what is legal and what is ethical. We will cover a variety of legal issues including First Amendment struggles, libel, slander, and invasion of privacy. We will also explore ethical dilemmas in mainstream media including current ethical issues. Course components include: in-class and out-of-class assigned readings, in-class viewing of related videos and films, ongoing class discussion, and in-class and out-of-class group and individual projects. This course fulfills the Meaning, Ethics, and Social Responsibility requirement.
Core: Meaning/Ethics/Soc Responsibil

COMM 24000: SURVEY OF JOURNALISM: 4 Hour(s)
SURVEY OF JOURNALISM ~ This course examines the contemporary professional journalistic field, particularly the areas of writing for media, design, layout, public relations and advertising. It provides students with practical experience and also an understanding of ethical and legal problems facing contemporary journalism. By examining the way First Amendment principles have translated in different political and social arenas, it also addresses how effectively journalism serves its various constituencies. Also listed as Writing (240 or 24000).

COMM 24100: MASS MEDIA AND SOCIETY: 3 Hour(s)
MASS MEDIA AND SOCIETY ~ Discussions covering the evolution of print and electronic media systems in general and their impact on different kinds of societies are the central focus of the course. Audience insights will be an important part of this exercise. Press freedom, a key component of many political systems, will also be evaluated. Students will be required to analyze media content and audience responses in research papers that address these issues. Some discussion of research methodology will therefore be conducted.
COMM 24500: PUBLIC RELATIONS: 4 Hour(s)
PUBLIC RELATIONS ~ This course will introduce students to how public relations function in corporations, government, nonprofit organizations, and other institutions and provide an overview of many facets of public relations: its history, development, ethics, practice, and application. We will look at the process of public relations, including research, planning, implementation, and evaluation of public relations campaigns, survey techniques, strategies and tactics used by public relations practitioners, and how to practice public relations effectively and ethically in today’s global society. Analysis of case studies gives students the opportunity to apply public relations concepts to a realistic situation and to begin to understand the actual, creative challenges available in the public relations profession.

COMM 24600: SPORTS JOURNALISM: 4 Hour(s)
SPORTS JOURNALISM ~ This course is an overview of sports journalism and includes the study of story development from a single idea to a published story in the field of sport. This course examines the various elements necessary to bring a sporting event from the playing field to the public through the print media. Topics include types of print media, the role of sports department personnel, coverage of the sporting event, developing contracts, gaining access to sports figures, interviewing, and story development. The course focuses on developing effective writing skills by approaching sports writing as a process. Also listed as Writing (246 or 24600).

COMM 24800: MEDIA AND MULTICULTURALISM:UD: 4 Hour(s)
MEDIA AND MULTICULTURALISM:UD ~ In a world pervaded by communication technologies, many of our perceptions about current affairs, others, and social realities are based on the types of information provided to us by the media. One result of this situation is that we witness the rise of different trends in and out of group consciousness. For the first time in the history of humankind, groups and individuals began to see themselves from outside as well as from inside. This course will initiate a critical exploration of representations and misrepresentations in the media of African-Americans, Hispanics, Asians, Native Americans, women, gays and lesbians, and other traditionally under-represented groups, and prepare students to critically evaluate information they receive from the media about these groups. This course fulfills the Understanding Diversity in the USA requirement. Core: Understanding Diversity Home

COMM 24900: PRINCIPLES OF ADVERTISING: 3 Hour(s)
PRINCIPLES OF ADVERTISING ~ This course is designed to introduce students to the theory and application of creativity in advertising. Based on the idea that good advertising always starts with an understanding of people and an awareness of their needs, this course moves through the creative process step by step, focusing first on the creative person, then on strategy and problem solving. It covers a range of topics including the nature of creative strategy to various media. Students will also learn how advertising is evolved and regulated and learn about key social issues and consumer problems with advertising. The emphasis throughout the course is on developing good advertising based on solid strategic thinking, and students will be required to write, design and present original advertisements and critique various advertisements. Cross listed with MKTG 24900.

COMM 25000: COMMUN BETWEEN CULTURES:EW: 3 Hour(s)
COMMUNICATION BETWEEN CULTURES:EW~ Communication channels carry our symbolic universe, create our perceptions of reality, and act as sources of influence. This course will include an examination of international and national, as well as private and public channels of communication. The emphasis will be on the effects of changing communication patterns and strategies on family structures, institutional structures, personal identity, belief systems, and cultural values. The course will examine the reciprocal nature of communication and will stress the interplay between individuals and their cultures. Different countries and cultures will be the focus in different years the course will be offered. This course fulfills the Experiencing the World requirement. Core: Experiencing the World

COMM 25200: ENGLISH LANG: LINGUISTIC INTRO: 3 Hour(s)
THE ENGLISH LANGUAGE: A LINGUISTIC INTRODUCTION ~ This course traces the historical development of the English language from its Indo-European origins down to present day U.S. speech, with a special emphasis on the various contemporary American dialects. In studying this long evolution of our native tongue, students will be introduced to modern linguistic techniques and terminology. Some fieldwork in local dialects will be required. A revised version of this course is offered for four (4) credit hours as Communication 25400. A student may receive credit for only one of these courses. Also listed as English (252 or 25200).

COMM 26000: DESKTOP PUBLISHING:CM: 4 Hour(s)
DESKTOP PUBLISHING:CM ~ The increasing emphasis on a multimedia environment has forced journalism organizations to generate reader interest in its paper forms, particularly under the demand of traditional revenue models. We will examine the state of desktop publishing in news media as well how to integrate current trends in the creation of professional and academic documents. Thus, a firm understanding of media literacy as it relates to content production is imperative. This course focuses/teaches uses of current software for various types of document design. Students will learn how to integrate text, graphics, and photographs to create a variety of professional quality documents for journalistic and general professional use. Upon completion of the course, students will be able to combine their understanding of mass communication theoretical perspectives with common techniques for getting and maintaining a media consumer's attention. This course fulfills the Creative Methods requirement. Core: Creative Methods

COMM 26200: WEB DESIGN: 4 Hour(s)
WEB DESIGN ~ This course presents topics related to basic Web design principles. We will explore Web usability, changes in the online information landscape, as well as issues confronting Web designers. We will learn the Macintosh operating system, Web design standards, Dreamweaver current software and its components, and learn to develop unique, basic Web pages.

COMM 26500: SOCIAL MEDIA COMMUNICATION: 4 Hour(s)
SOCIAL MEDIA COMMUNICATION ~ In this class, we will examine social media communication and its uses and functions, proper and improper, from personal and business standpoint. This course takes a hands-on approach to learning the content which will include designing a social media marketing campaign for a local business. A variety of social media platforms will be examined. There are no prerequisites for this class.

COMM 28000: SEM:: 4 Hour(s)
SEMINAR~

COMM 28100: INDEPENDENT STUDY: 1-4 Hour(s)
INDEPENDENT STUDY~
COMM 29800: FIELD EXPERIENCE: 1-4 Hour(s)
FIELD EXPERIENCE-- Field Experience allows a student the opportunity to examine one or more professional communication fields through observation, interview, shadowing. This may entail some professional work on behalf of the student, but is determined by the cooperating organization and the faculty supervisor. This is designed for career exploration. Generally, a student would complete 40 hours of professional commitment for each hour of academic credit, along with an analysis paper.

COMM 30000: HUMAN COMMUNICATION THEORY: 4 Hour(s)
HUMAN COMMUNICATION THEORY-- In this class, we will examine the major body of theories that claim to explain and account for the process of human communication. The course focuses on theories of communication that help you understand the issues affecting the field today and people's daily interactions in various contexts. It emphasizes the application of the theories to your experiences outside the classroom as well as the ethical issues and implications of each theory. A variety of materials including film clips, case studies, application logs, discussion, collaboration, and lecture will be utilized to sustain interest and motivate learning. This is a required course for the Communication major and minor. Prerequisite: (COMM 101 or COMM 10100)

COMM 32400: GENDER COMMUNICATION:CA: 3 Hour(s)
GENDER COMMUNICATION:CA-- This course is concerned with the communication 'about' and 'between' men and women. 'About' involves how the sexes are discussed, referred to, or depicted both verbally and nonverbally. 'Between' is the interpersonal dimension. More specific topics include the social construction of gender and the influence of gender on: self-perceptions, self-disclosure, language usage, nonverbal communication, mass media, intimacy, friendship, and professional relationships. Counts toward the Gender Studies Minor. This course fulfills the Social and Cultural Analysis requirement. Core: Social/Cultural Analysis Meth

COMM 32600: PERSUASION AND ATTITUDE CHANGE: 4 Hour(s)
PERSUASION AND ATTITUDE CHANGE-- This course focuses on the interaction of attitudes and verbal communication process emphasizing recent experimental studies dealing with source, message, receiver and environmental variables. Additionally, specific persuasive situations such as bargaining, negotiations, trial processes, marketing and political campaigns are examined. A research paper on an aspect of persuasion theory and recent experiments is required. Also listed as Management (326 or 32600).

COMM 35400: INTERCULTURAL HLTHCRE COMM:UD: 4 Hour(s)
INTERCULTURAL HEALTH CARE COMMUNICATION:UD-- Cultural beliefs about disease and health are closely intertwined with beliefs about religion, life and death, and even gender and child rearing. The intersection between cultural belief systems and communication is the focus of this course. As the United States becomes more culturally diverse, the need for knowledge and sensitivity about different cultures in health care settings becomes more crucial. Whether it is a Muslim woman who refuses to let a male doctor examine her in an emergency room or a Native American who is suspicious of the "white man's" medicine, health care providers are presented with daily challenges. Students will learn culture general and culture specific concepts to achieve the goal of greater knowledge, awareness, and understanding of intercultural health care. Students will examine readings and engage in experiential learning to increase their understanding of the impact of culture on communication and its application to the health care context. This course fulfills the Understanding Diversity in the USA requirement. Core: Understanding Diversity Home

COMM 38000: SEM: 1-4 Hour(s)
SEMINARY--

COMM 38100: SPC TPC: 1-4 Hour(s)
SPECIAL TOPICS IN COMMUNICATION-- Special topics focusing on specific areas within the broad realm of human communication will be offered each year. Topics will vary depending upon the currency of the subject matter and expertise of the faculty. Offered on a rotating basis, topics in Rhetoric, Communication, and Mass Media will provide an opportunity for students to examine contemporary issues and research methods. A prerequisite and/or permission may be required for some topics.

COMM 39310: CHINA: TRAD & CHG:BACKGROUND: 1 Hour(s)
CHINA: TRADITION AND CHANGE: BACKGROUND-- As a prerequisite for INTD 39300 and Study Away trip to China in the subsequent semester, the course will introduce students to China's history, geography, philosophies, religious traditions, and cultural values. The course will also address issues associated with the process of cultural transition and practical considerations for preparation for the trip abroad. The course will provide the broader context for understanding the readings, sites, and interactions when the students travel to China. Corequisite: INTD 39300

COMM 40100: RESEARCH DEVELOPMENT: 1 Hour(s)
RESEARCH DEVELOPMENT-- Students in this course will research and develop communication topics in preparation for the Senior Seminar course. Students will also examine recent and historical communication research to become better acquainted with research writing in communication. The course also provides students with opportunities for career exploration, with special attention to resume and cover letter writing. Prerequisite: (COMM 101 or COMM 10100) and (COMM 300 or COMM 30000)

COMM 48000: SENIOR SEMINAR: 4 Hour(s)
SENIOR SEMINAR-- A comprehensive examination of the discipline's recent significant or historical exemplary research is undertaken to acquaint all majors with important aspects of each field within the discipline. Major areas include interpersonal, group, organizational, nonverbal communication, rhetoric, public address, mass media and journalism. Ethical issues of the discipline will also be considered, particularly a discussion of the significance of choice, moral obligations, truth, and honesty in communication. During this course, each student will also submit a research proposal and prepare a poster presentation describing his or her research plan. Prerequisite: COMM 40100

COMM 48100: INDEPENDENT RESEARCH: 1-4 Hour(s)
INDEPENDENT RESEARCH--
COMM 49800: INTERNSHIP: 4 Hour(s)

INTERNSHIP—An internship can bring a specific focus to the study of communication that is not available in the traditional educational environment of a classroom or library. Students with a junior or senior status and with completion of six courses in communication may apply for an internship at a cooperating communication-related business for professional field-work experience and directed research or project. The student's study-employment is jointly supervised by a faculty member and the employer. Internships can be arranged in professions such as journalism, public relations, and mass media. For each hour of academic credit, a minimum of 40 hours of professional work experience must be completed. Additional requirements include a daily log of professional activities and a research paper connecting the theoretical learning to the practical work experience, and a written evaluation by the cooperating professional supervisor in the communication field.

Academic Offerings
- Communication Major (p. 144)
- Communication Minor (p. 145)

Communication Major

Degree Requirements

All students are required to complete overall degree requirements in addition to their major. Please see Degree Completion Requirements (p. 42) for full details for students entering in the 2019-2020 catalog year.

For those students who started at Hiram prior to the 2019-2020 academic year, you will follow the Degree Requirements which are outlined in your catalog of record.

Major Requirements

The Communication Program offers a major requiring ten courses and one correlative course defined below. All four core courses are required and must be completed in sequential order. Students must earn a C- or better in COMM 10100 FOUNDATIONS OF PUBLIC COMMUN and COMM 30000 HUMAN COMMUNICATION THEORY and maintain a minimum grade point average of 2.0 for all communication courses to progress in the major.

Core Courses

The senior sequence of the two 40000-level courses constitutes the capstone sequence, which encourages students to explore critical issues in the discipline and further refine their communication skills in the context of a senior seminar.

Elective Courses in the Major

Students are to complete a minimum of four courses from one of the following three areas of concentration (i.e., health communication, public relations, or sports communication) and a minimum of two additional COMM courses outside their concentration for a total of six elective courses. Of the minimum four courses required for each concentration, only one course can be from another program outside of communication. Students also have the option to build their own concentration in consultation with a communication faculty member.

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<td>COMM 10100</td>
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Elective Courses

Select a minimum of four courses from one of the following concentrations: 12-16

Health Communication Concentration

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<th>Hours</th>
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<tr>
<td>COMM 20300</td>
<td>INTRO TO HEALTH COMMUNICATION (Required Course)</td>
<td></td>
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<tr>
<td>COMM 22200</td>
<td>ORGANIZATIONAL COMMUNICATION</td>
<td></td>
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<tr>
<td>COMM 22100</td>
<td>GROUP INTERACTION PROCESSES</td>
<td></td>
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<tr>
<td>COMM 22200</td>
<td>ORGANIZATIONAL COMMUNICATION</td>
<td></td>
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<tr>
<td>COMM 23000</td>
<td>FAMILY COMMUNICATION:CA</td>
<td></td>
</tr>
<tr>
<td>COMM 22500</td>
<td>NONVERBAL COMMUNICATION:CA</td>
<td></td>
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<tr>
<td>COMM 23000</td>
<td>ARGUMENTATION AND ADVOCACY</td>
<td></td>
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<tr>
<td>COMM 25000</td>
<td>COMMUN BETWEEN CULTURES:EW</td>
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<tr>
<td>COMM 32400</td>
<td>GENDER COMMUNICATION:CA</td>
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<tr>
<td>COMM 32500</td>
<td>PERSUASION AND ATTITUDE CHANGE</td>
<td></td>
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<tr>
<td>COMM 35400</td>
<td>INTERCULTURAL HLTHCRE COMM:UD</td>
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<tr>
<td>PUBH 10100</td>
<td>INTRO TO PUBLIC HEALTH:UD</td>
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Public Relations Concentration

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<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>COMM 24500</td>
<td>PUBLIC RELATIONS (Required Course)</td>
<td></td>
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<tr>
<td>COMM 23000</td>
<td>ARGUMENTATION AND ADVOCACY</td>
<td></td>
</tr>
<tr>
<td>COMM 23700</td>
<td>MEDIA LAW &amp; ETHICS:ES</td>
<td></td>
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<tr>
<td>COMM 24000</td>
<td>SURVEY OF JOURNALISM</td>
<td></td>
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<tr>
<td>COMM 24900</td>
<td>PRINCIPLES OF ADVERTISING</td>
<td></td>
</tr>
<tr>
<td>COMM 26000</td>
<td>DESKTOP PUBLISHING:CM</td>
<td></td>
</tr>
<tr>
<td>COMM 26200</td>
<td>WEB DESIGN</td>
<td></td>
</tr>
<tr>
<td>COMM 26500</td>
<td>SOCIAL MEDIA COMMUNICATION</td>
<td></td>
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<tr>
<td>COMM 32600</td>
<td>PERSUASION AND ATTITUDE CHANGE</td>
<td></td>
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<tr>
<td>MKTG 15500</td>
<td>PRINCIPLES OF MARKETING:CA</td>
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<tr>
<td>EVST 28000</td>
<td>SEM: (Environmental Conflict Resolution)</td>
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Sports Communication Concentration

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<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>COMM 24600</td>
<td>SPORTS JOURNALISM (Required)</td>
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</tr>
<tr>
<td>COMM 23700</td>
<td>MEDIA LAW &amp; ETHICS:ES</td>
<td></td>
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<tr>
<td>COMM 24000</td>
<td>SURVEY OF JOURNALISM</td>
<td></td>
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<tr>
<td>COMM 24100</td>
<td>MASS MEDIA AND SOCIETY</td>
<td></td>
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<tr>
<td>COMM 26000</td>
<td>DESKTOP PUBLISHING:CM</td>
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<tr>
<td>COMM 26200</td>
<td>WEB DESIGN</td>
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<tr>
<td>COMM 26500</td>
<td>SOCIAL MEDIA COMMUNICATION</td>
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<tr>
<td>ART 12000</td>
<td>FUNDAMTLS DIGITAL PHOTO:CM</td>
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<tr>
<td>IES 21000</td>
<td>FITNESS &amp; HEALTH PROMO/MGMT</td>
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<tr>
<td>PSYC/IES 23500</td>
<td>SPORT/EXERCISE/PERFORM PSYC</td>
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</table>

Select a minimum of two additional COMM courses outside the concentration.

General Elective Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>COMM 22400</td>
<td>ORAL INTERPRETATION OF LIT:CM</td>
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<tr>
<td>COMM 24800</td>
<td>MEDIA AND MULTICULTURALISM:UD</td>
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</tbody>
</table>

Correlative Courses
Students are required to complete one writing course at the 20000-level or above.

Total Hours 44-49

Pathway

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
<th>Term</th>
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<tbody>
<tr>
<td><strong>First Year</strong></td>
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<td></td>
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<tr>
<td><strong>Fall 12 Week</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hiram Core Requirement</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>FYEN 10101</td>
<td>FIRST-YEAR ENDURING QUESTIONS</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Hiram Core Requirement</td>
<td></td>
<td>4</td>
<td></td>
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<tr>
<td><strong>Fall 3 Week</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>COMM XXXXX</td>
<td>Communication Elective</td>
<td>3</td>
<td></td>
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<tr>
<td><strong>Spring 12 Week</strong></td>
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</tr>
<tr>
<td>COMM 10100</td>
<td>FOUNDATIONS OF PUBLIC COMMUN 1</td>
<td>4</td>
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<tr>
<td>FYUR 10201</td>
<td>FIRST-YEAR URGENT QUESTIONS</td>
<td>4</td>
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<td>Hiram Core Requirement</td>
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<td>4</td>
<td></td>
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<tr>
<td><strong>Spring 3 Week</strong></td>
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<td></td>
</tr>
<tr>
<td>COMM XXXXX</td>
<td>Communication Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Second Year</strong></td>
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<td></td>
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<tr>
<td><strong>Fall 12 Week</strong></td>
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<td></td>
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<tr>
<td>COMM XXXXX</td>
<td>Communication Elective</td>
<td>4</td>
<td></td>
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<tr>
<td>Hiram Core Requirement</td>
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<tr>
<td>Hiram Core Requirement</td>
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<td>4</td>
<td></td>
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<tr>
<td><strong>Fall 3 Week</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>INTD XXXXX</td>
<td>Interdisciplinary Requirement</td>
<td>3-4</td>
<td></td>
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<tr>
<td><strong>Spring 12 Week</strong></td>
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<td></td>
<td></td>
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<tr>
<td>COMM XXXXX</td>
<td>Communication Elective</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Elective, Second Major or Minor Course</td>
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<td>4</td>
<td></td>
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<tr>
<td>Hiram Core Requirement</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Spring 3 Week</strong></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Elective, Second Major or Minor</td>
<td></td>
<td>3-4</td>
<td></td>
</tr>
<tr>
<td><strong>Third Year</strong></td>
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<td></td>
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<tr>
<td><strong>Fall 12 Week</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WRIT XXXXX</td>
<td>Department Writing Requirement 2</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>COMM 30000</td>
<td>HUMAN COMMUNICATION THEORY (Only offered in the fall semester)</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Elective, Second Major or Minor</td>
<td></td>
<td>4</td>
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<tr>
<td><strong>Fall 3 Week</strong></td>
<td></td>
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<tr>
<td>INTD XXXXX</td>
<td>Interdisciplinary Requirement</td>
<td>3-4</td>
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</tbody>
</table>

1  'Critical' to timely degree progression.
2  A writing course at the 200 level or above or a communication course designated as "writing."

Communication Minor

**Minor Requirements**

A minor in communication consists of five courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 10100</td>
<td>FOUNDATIONS OF PUBLIC COMMUN</td>
<td>4</td>
</tr>
<tr>
<td>COMM 30000</td>
<td>HUMAN COMMUNICATION THEORY</td>
<td>4</td>
</tr>
</tbody>
</table>

Select a minimum of three additional COMM courses

The additional courses must be chosen in consultation with a communication faculty member to ensure they represent a coherent study of communication. Students who minor in communication must complete COMM 10100 FOUNDATIONS OF PUBLIC COMMUN and COMM 30000 HUMAN COMMUNICATION THEORY in sequential order.
**Economics**

**Making a strong analysis**

The economics minor at Hiram College focuses on developing students’ analytical, critical thinking and communication skills while emphasizing the integration of theory and its practical application. The study of economics in the context of a small liberal arts college uniquely prepares individuals for leadership positions in the complex global environment of contemporary organizational life. Through an emphasis on interdisciplinary learning, practical experience, independent research, and ethics, our economics minors are ready for leadership positions in private, nonprofit, and governmental organizations after Hiram.

**About the Economics Minor**

The diverse experiences offered through the economics minor are proven to produce graduates with the knowledge and skills essential for success. Some of the program benefits include:

- Intimate learning in small classes.
- An emphasis on writing and speaking.
- Close interactions with diverse individuals.
- Study away and abroad experiences.
- Leadership opportunities both on and off campus.

**How the Economics minor Works**

Through the study of economic theory and its application to important societal issues—e.g. unemployment, inflation, economic development, international trade, environmental quality, economic inequality—economics minors at Hiram learn how to identify solutions to emerging personal and societal concerns. They are also encouraged to extend their learning beyond the classroom setting through course projects in the field, internships, and study abroad experiences.

**What Can You Pursue With an Economics Minor?**

Our graduates serve in leadership positions in for profit and not for profit settings, including a wide range of industry, financial, governmental, and healthcare organizations. Our alumni have pursued a variety of graduate programs, including accounting and finance, business, international management, public policy, and law.

To learn more about the economics minor at Hiram College, visit the economics program page [http://www.hiram.edu/academics/majors-minors/economics/program/](http://www.hiram.edu/academics/majors-minors/economics/program/).

**Faculty**

Ghanshyam Sharma, (2019) Visiting Assistant Professor of Economics
B.A., University of Delhi, India; M.A., Gokhale Institute of Politics and Economics, India; M.A., Ph.D., Clemson University
SharmaG1@hiram.edu

Ugur S. Aker, (1985) Professor Emeritus of Economics
B.A., Robert College, Istanbul, Turkey; M.A., Ph.D., Wayne State University
akerus@hiram.edu (%20akerus@hiram.edu)

**ECON 18000: WKSP: 1 Hour(s)**
WORKSHOP~ This workshop will provide the opportunity for students to examine a special topic in Economics. Through readings, discussions and written assignments there will be opportunities to evaluate the topic at issue. Workshops may be taken Pass/No Credit only. Students may take no more than nine workshops for credit toward graduation. Workshops can be used as elective credit only. (For PGS students only.)

**ECON 20000: ECONOMIC ISSUES:MM: 4 Hour(s)**
ECONOMIC ISSUES:MM~ Through the study of contemporary socio-economic issues such as pollution, resource depletion, poverty, discrimination, monopoly power, inflation and unemployment, the student will be introduced to the field of economics. Students will learn how to use economic theory and data for the purpose of understanding and explaining what is happening in our society and what policies should be developed. In addition, required assignments will introduce students to writing in economics and the variety of resources available to support research in the field of economics. This course fulfills the Modeling Methods requirement.
Core: Modeling Methods

**ECON 20100: PRIN OF MICROECONOMICS:MM: 4 Hour(s)**
PRINCIPLES OF MICROECONOMICS:MM~ This course is an introduction to the field of economics and a survey of the principles and applications of microeconomic theory. The methods our society employs to determine the uses of its limited resources and the distribution of income and wealth among its members will be discussed. Economic analysis will be used to study some of the following areas of interest: poverty, discrimination, energy, environmental deterioration, international trade, governmental intervention in markets, collective bargaining, and industrial concentration. This course fulfills the Modeling Methods requirement.
Core: Modeling Methods

**ECON 20200: PRINCIPLES OF MACROECONOMICS: 4 Hour(s)**
PRINCIPLES OF MACROECONOMICS~ An introduction to the relevant topics of macroeconomics. The course includes a survey of national income accounting, a discussion of national income determination, the role of the banking system and an explanation of monetary, fiscal and other governmental policies and their effects on unemployment and inflation. Prerequisite: ECONOMICS 20100 is highly recommended.

**ECON 21000: SUSTAINABLE ECON DEVELOPMENT: 3 Hour(s)**
SUSTAINABLE ECONOMIC DEVELOPMENT~ Population growth, rising consumption, inequality and use of damaging technologies have combined to create an environmental crisis of global magnitude demanding a broad-based analysis. Abolishing poverty while simultaneously achieving true development and ecological stability will require a change in the values and culture of industrialized nations. By examining the interaction between human economic systems and their encompassing ecological systems we will discover the source of the problems and the basic nature of the changes that must occur.

**ECON 22700: GLOBALIZATION: ECON PERSPECTIVE: 3 Hour(s)**
GLOBALIZATION AN ECONOMIC PERSPECTIVE~ An appropriate course for gaining a general understanding about globalization and economics that introduces students to an important discussion about globalization and its positive and negative effects, its past trends and future prospects from the perspective of economics.
ECON 23000: HIST OF LABOR IN THE U.S.:CA,UD: 4 Hour(s)
WORKERS UNIONS BOSSES AND CAPITALISTS:CA,UD~ History of labor in the United States. The economic and technological transformations that carried the United States into the industrial age brought significant changes in the patterns of everyday life. This course examines the effects of such changes from the perspective of working people in the 19th and 20th century United States. Topics include the development of the market economy and industrial modes of production, class formation, working-class political organization, immigration, slavery and emancipation, the sexual division of labor, the rise of corporate capitalism, consumption and the commercialization of leisure, the welfare state, the global economy, and the nature of work in 'postindustrial' society. Also listed as History 23000. This course fulfills the Social and Cultural Analysis requirement and the Understanding Diversity in the USA requirement.
Core: Social/Cultural Analysis Meth; Understanding Diversity Home

ECON 23210: ORGANIZATIONAL ECOLOGY: 4 Hour(s)
MANAGING FOR SUSTAINABILITY:ORGANIZATIONAL ECOLOGY~
Organizational ecology examines the relationship between organizations - for-profit and not-for-profit - and nature. It envisions an industrial ecosystem in which energy and material use is optimized, waste and pollution are minimized, and there is an economically and environmentally viable role for every product of a manufacturing process. Successful organizations such as Herman Miller, Seventh Generation, Interface Inc., and Henkel will be examined to discover how their business practices foster positive relationship with all of the stakeholders including their natural environment. A revised version of this course is also offered as ECON 23200 for three (3) credit hours. Also listed as Environmental Studies 23210.

ECON 23500: CAPITALISM: LIBERTY/JUSTICE:ES: 3 Hour(s)
LIBERTY JUSTICE AND CAPITALISM TWO VIEWS:ES~
What values form the foundation for the capitalist democratic system? Can our modern capitalist system be considered fair or just? How do we evaluate the inherent dynamic tension in capitalism between efficiency and equity? What values are most important in the system? How do we define distributive justice? How do we understand equality of opportunity as distinct from equality of results? How do we understand the relationship between private property rights and the allocation of exploitation of workers by capitalists. We will explore the interrelationships between our own values and our society’s political and economic values as we understand them. Our focus will be on these enduring questions about our political economy at the turn of the 20th century. Our values continue to evolve through history and personal experiences. As they evolve, they influence our laws, our economic institutions, and the distribution of economic and political power in our society. This course fulfills the Meaning, Ethics, and Social Responsibility requirement.
Core: Meaning/Ethics/Soc Responsibil

ECON 27900: ECONOMICS AND ETHICS:ES: 3 Hour(s)
ECONOMICS AND ETHICS:ES~ An investigation of ethical dilemmas faced by individuals trying to make rational choices is the focus of this course. Different cases considered by economic theorists will be presented and the discussion will concentrate on the possible choices, likely decisions and social implications. This course fulfills the Meaning, Ethics, and Social Responsibility requirement.
Core: Meaning/Ethics/Soc Responsibil

ECON 28000: SEM:: 1-4 Hour(s)
SEMINAR~ An introduction to selected topics of current interest in Economics.
**ECON 33000: PUBLIC FINANCE:** 4 Hour(s)

PUBLIC FINANCE~ This course is the study of the organizational structure and internal workings of the government from the perspective of its interrelationships with society in both a political and economic context. The course will stress the multi-faceted nature of government in our modern society and will examine the decision-making processes of government with an analysis of the effect of government actions on the economy. Prerequisites: Economics 201 or 20100 or 202 or 20200. Prerequisite: ECON 201 or ECON 202 or ECON 20100 or ECON 20200

**ECON 33600: URBAN ECONOMICS AND POLITICS: 3 Hour(s)**

URBAN ECONOMICS AND POLITICS~ Application of economic principles to urban spatial patterns, economic development and public policy in housing, transportation, pollution and other contemporary urban problems. Prerequisites: Economics (201 or 20100) or permission of the instructor. This course is also offered in a 4 credit hour format as Economics 33900. Also listed as Political Science 33600
Prerequisite: (ECON 201 or ECON 20100)

**ECON 33900: URBAN ECONOMICS AND POLITICS: 4 Hour(s)**

URBAN ECONOMICS AND POLITICS~ Application of economic principles to urban spatial patterns, economic development and public policy in housing, transportation, pollution and other contemporary urban problems. Prerequisites: Economics (201 or 20100) or permission of the instructor. This course is also offered in a 3 credit hour format as Economics 336 or 33600. Also listed as Political Science 33900.
Prerequisite: (ECON 201 or ECON 20100)

**ECON 34100: ECONOMIC DEVELOPMENT: 4 Hour(s)**

ECONOMIC DEVELOPMENT~ A course on economic development focuses our attention on the tier monde or third world countries and their efforts to sustain and improve their society's standard of living. Our understanding of how a country can develop begins with economic theories, but must include consideration of a broader more expansive set of political, historical and cultural factors. Because of this expanded scope, our inquiry into the process and nature of economic development will be full of complexity and uncertainty. On the one hand, this is what makes it interesting. This also makes it frustrating. While our inquiry includes relevant economic theory, it also has numerous rich historical case studies and current empirical examples of development efforts by specific countries across a broad range of historical and current periods. Prerequisite: Economics(201 or 20100).
Prerequisite: (ECON 201 or ECON 20100)

**ECON 35000: MICROECON: DECISION MAKING: 4 Hour(s)**

MICROECONOMICS: DECISION MAKING~ An examination of the methodology and analytical tools that economists have developed for studying the allocation of resources. Through a careful study of the scope, methods, and principles of microeconomic theory, an appreciation of the strengths and limitations of economic theory will be gained. The process by which our society determines the use and development of its limited resources and the impact of this process on the formation and the achievement of the individual and societal goals will be considered. Specific attention will be paid to tools for estimating and forecasting demand and supply. Prerequisite: Economics (201 or 20100) or permission of instructor. Formerly listed as ECON 250 or 25000.
Prerequisite: (ECON 20100 or ECON 201)

**ECON 35600: BUSINESS+SUCCESS CHILE:PREQUEL: 1 Hour(s)**

BUSINESS AND CULTURE IN CHILE ~ Business and Culture in Chile is the required one credit hour preparatory course for the study abroad program in Chile. Students are exposed to frameworks from management and economics to better understand business behavior. Students also study Chilean culture, history and geography to more fully grasp the nature of doing business there. In addition, this course prepares students on a practical level for the visit to Santiago as well as other locations around the country.
Corequisite: INTD 35650

**ECON 36000: INTERMEDIATE MACROECONOMICS: 4 Hour(s)**

INTERMEDIATE MACROECONOMICS~ Macroeconomics investigates the forces that affect the economy of an entire country. Theories of growth, stagnation, unemployment, inflation, exchange rates, and interest rates are discussed with the connecting feedback mechanisms. A unified theoretical model is developed throughout the course to enable the student to understand the basic challenges that are faced by economies and also to understand the limits of available policy measures. Prerequisites: Economics (201 or 20100) and (202 or 20200).
Prerequisite: (ECON 202 or ECON 20200) and (ECON 201 or ECON 20100)

**ECON 38000: SEMINAR:: 1-4 Hour(s)**

SEMINAR~

**ECON 38100: SPC TPC:: 1-4 Hour(s)**

SPECIAL TOPICS~ Various advanced courses.

**ECON 47900: RESEARCH METHODS AND DESIGN: 2 Hour(s)**

RESEARCH METHODS AND DESIGN~ This course will focus on devising research questions, building a bibliographic base for surveying the literature, and discussing methodologies, all of which shall lead to preparation for the research paper that will be completed in Economics Senior Seminar. Prerequisite: senior standing.

**ECON 48000: ECONOMICS SENIOR SEMINAR: 3 Hour(s)**

ECONOMICS SENIOR SEMINAR~ This course is designed as a capstone to the Economics major. The format for the seminar is to have each student write and present a significant research paper on a topic of his or her choice. The research effort will be a group process with continuous discussion, criticism, and suggestion from the participants, in order to improve the quality of the paper during the research and writing period. Participants give progress reports and summarize their readings to receive constructive evaluations. Prerequisite: Economics (479 or 47900).
Prerequisite: (ECON 479 or ECON 47900)

**ECON 48100: INDEPENDENT RESEARCH: 1-4 Hour(s)**

INDEPENDENT RESEARCH~ The course is open to Economics and Management majors with junior standing or above, with the consent of the department. This affords junior and senior Economics or Management majors the opportunity to design their own course of study in an area that is not currently taught. The independent research course would normally require the student to write a research paper.

**ECON 49800: INTERNSHIP: 4 Hour(s)**

INTERNSHIP~ For a complete description of this program, students should consult with a member of the Economics faculty.

- Economics Minor (p. 148)

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**Economics Minor**

**Economics Minor**

The Economics Minor requires the following courses:
**Entrepreneurship**

**Program Website:** [http://www.hiram.edu/entrepreneurship/](http://www.hiram.edu/entrepreneurship/)

The mission of the Center for Integrated Entrepreneurship is to foster an expansive sense of the possible, an exploration of personal passion, an ownership of one's ideas and actions, and a commitment to add value to one's self and community.

At Hiram College, entrepreneurship is more than organizing and starting a business. It is a way of thinking. The skills and character fostered by the liberal arts are an excellent foundation for successful entrepreneurs, who use their passion to create valued products, services, and programs. The synergy of the liberal arts and entrepreneurship helps students develop the knowledge, skills, and mindset necessary to enhance their own lives, and those of their communities and society, no matter their areas of study or chosen career paths.

The entrepreneurship minor consists of three required courses, two electives chosen in consultation with an entrepreneurship faculty advisor, and a senior experience. The flexibility of the electives, and the experiential learning component means students can develop a minor that complements any major at Hiram College.

**Academic Offerings**

- Entrepreneurship Minor (p. 151)

**Faculty**

David J. Kukurza (2011), Instructor/Academic Program Coordinator for Entrepreneurship
B.S., Bowling Green State University; M.B.A., Baldwin-Wallace College

**Course Descriptions**

**ENTR 10100: SCIENCE & THE ENTREPRENEUR: 2 Hour(s)**

**SCIENCE AND THE ENTREPRENEUR~** Scientists are constantly tinkering with ways to improve current designs or solve problems. They look for further applications of current products and develop ideas into useful applications that add value to the discipline and society as a whole. Scientists take lessons from the world around them as well as find inspiration for discoveries through creativity, curiosity and necessity. The scientist, by nature, is an entrepreneur. This course will examine the innovation, application, development and collaborative relationships of the entrepreneurial scientist as well as analyze the thought processes behind the discoveries, risks and research of a scientist. The topics will extend over the disciplines of chemistry, biology, environmental science, computer science and materials science as well as looking into the business aspects of bringing an idea or product to market. This course will draw materials from books, current literature and personal accounts of professionals.

**ENTR 20510: ENTR MIND/CREATE&INNOVATION:CM: 4 Hour(s)**

**ENTREPRENEURIAL MINDSET/CREATIVITY AND INNOVATION:CM~** Creativity and innovation are key elements in developing an entrepreneurial mindset. In this course students will be exposed to new approaches to thinking creatively. These approaches will change the way students create ideas, identify problems, and develop solutions. In this class we will convey these methods through interaction, reflection, and experiential learning in groups and individually. Creativity is about the creative process: what it is, how to improve it, how to work with it. Using a project-focused approach, students will learn about creative thinking as it applies to the development of innovations and inventions in the arts, sciences, and business. This course focuses on alternative representations of the opportunity recognition process. Students will learn how to move from an idea as a vague concept to an innovation as a well-designed idea. This course is designed to continue to expose you to new ways to enhance your creativity. This course also explores how teams screen creative ideas to determine whether or not they are worth pursuing, how to work within a team to develop an idea and present it to others. You need to be willing to risk expressing your creative ideas and thought and possibly looking or acting foolish in the quest for insight and innovation. Counts toward ENTR minor. This course fulfills the Creative Methods requirement.
Core: Creative Methods

**ENTR 20510: ENTR MIND/CREATE&INNOVATION:CM:**

**ENTREPRENEURIAL MINDSET/CREATIVITY AND INNOVATION:CM~**

**ENTR MIND/CREAT&INNOVATION:CM:**

**ENTR 10700: ENTREPRENEUR THRU EDUCATION:ES: 4 Hour(s)**

**EXPLORING INTERSECTIONS-EXAMINING ENTREPRENEURSHIP THROUGH AN EDUCATIONAL LENS:ES~** This course will examine opportunities for intersecting education, entrepreneurship, and social issues. It will explore the educational slant of certain social entrepreneurship and non-profit ventures, and will consider the strengths and challenges of each approach. Students will ethically consider how organizations may impose a particular worldview and the potential implications of this worldview on those they serve and those they are educating, understanding that no educational tool or strategy is free of specific ideologies or values. Students will also develop and implement an educational plan/application of learning to support Hiram College's own student run venture (focusing on fair trade goods) by designing educational events around the merchandise in the store. This course is also listed as EDUC 10700. This course is aligned with the Educational Studies Major/Minor Program Goals and Outcomes. This course counts toward the Entrepreneurship Minor. This course fulfills the Meaning, Ethics, and Social Responsibility requirement.
Core: Meaning/Ethics/Soc Responsibil

**ENTR 20510: ENTR MIND/CREATE&INNOVATION:CM: 4 Hour(s)**

**ENTREPRENEURIAL MINDSET/CREATIVITY AND INNOVATION:CM~**

**ENTR MIND/CREAT&INNOVATION:CM:**

**ENTR 10700: ENTREPRENEUR THRU EDUCATION:ES:**

**EXPLORING INTERSECTIONS-EXAMINING ENTREPRENEURSHIP THROUGH AN EDUCATIONAL LENS:ES~**
ENTR 22100: FIRESIDE CHAT SEMINARS: 2 Hour(s)
FIRESIDE CHAT SEMINARS~ This course explores entrepreneurship based upon the experiences of a broad range of local entrepreneurs. During the twelve weeks, at least ten entrepreneurs will share their paths in establishing a successful enterprise, including some of the obstacles and missteps they made along the way. Students will also attend Integrated Entrepreneurship’s idea competition and will analyze the idea opportunities and critique the presentations. Offered every fall and spring 12 week. Counts toward ENTR minor.

ENTR 28000: SEM:: 4 Hour(s)
SEMINARY:

ENTR 28100: INDEPENDENT STUDY: 1-4 Hour(s)
INDEPENDENT STUDY~

ENTR 28500: SPECIAL ENTERPRISE DEVELOPMENT: 4 Hour(s)
SPECIAL ENTERPRISE DEVELOPMENT~ This course will focus on the basic elements needed to start a business, and culminate in the development of a business plan for a student-run enterprise. Concepts covered will include: opportunity identification, feasibility analysis, legal structure, marketing/communication, customers and markets, leadership, management and organization, operations plan, and financial planning – sales forecasting, income statements and cash flows. Prerequisites: ENTR (205 or 20500) or basic MGMT/ACCT/MKTF/COMM courses Prerequisite: (ENTR 205 or ENTR 20500)

ENTR 29800: FIELD EXPERIENCE: 1-4 Hour(s)
FIELD EXPERIENCE~

ENTR 30100: ENTREPRENEURIAL MARKETING: 4 Hour(s)
ENTREPRENEURIAL MARKETING ~ This Entrepreneurial Marketing (EM) course is structured to bring traditional marketing theory, concepts, and frameworks together with the rapidly evolving technology and social media perspectives into an integrative framework called “entrepreneurial marketing” (EM). EM represents a strategic type of marketing built around six core elements: opportunity, innovation, calculated risk taking, resource leveraging, proactive behavior, and customer intensity. We will explore how marketing and entrepreneurship affect and are affected by one another. We will examine entrepreneurial and marketing concepts to determine how they apply to, and how they can aid the practice of, the other. We will look at the role of marketing in entrepreneurial ventures, and the role of entrepreneurship in marketing efforts of all firms. Attention will be devoted to understanding why marketers resist entrepreneurship as well as the common mistakes entrepreneurs make when it comes to marketing. Implications will be drawn from the latest trends in marketing and in entrepreneurship. Hands-on cases will be used to assess real-world problems at the marketing entrepreneurship interface with primary learning activity being a ‘live EM planning project’. Prerequisite: MGMT 22500 Prerequisite: MGMT 225 or MGMT 22500

ENTR 30600: THE ENTREPRENEURIAL PROCESS: 4 Hour(s)
THE ENTREPRENEURIAL PROCESS~ The course focuses on entrepreneurs, entrepreneurial ventures, and the entrepreneurial process through lecture, case studies, and the analysis of enterprise plans. There is an emphasis on developing skills conducive to venture success, including opportunity identification, creative thinking, problem solving, innovation, organizing, planning, goal setting, market analysis, decision making, communicating, and team building. Additionally, the course looks at how entrepreneurs, as creative visionaries, develop innovative strategies aimed at goal achievement by effectively linking internal core competencies to external competitive advantage, resulting in successful ventures. The course is intended to provide the student with the basic knowledge necessary to create new business ventures and to innovate within existing organizations. Pre-requisite: ENTR 20510 or (205 or 20500). Counts toward ENTR minor. Prerequisite: ENTR 20510 or (ENTR 205 or ENTR 20500)

ENTR 30700: ENTREPRENEURIAL FINANCE: 4 Hour(s)
ENTREPRENEURIAL FINANCE ~ Entrepreneurial Finance is a required course for the minor in Entrepreneurship. This course provides students with the essential tools and technical knowledge to manage a new business venture. Entrepreneurial Finance discusses, illustrates and analyzes the following major topics for a successful manager: the way to pursue your entrepreneurial dreams, analyzing financial statements, managing cash flow, avoiding behavioral decision bias, raising debt and equity capital, valuing your business and marketing your venture. Prerequisite: ACCT 22500

ENTR 32100: INTEGRATIVE ENTREPRENEURSHIP: 3 Hour(s)
INTEGRATIVE ENTREPRENEURSHIP~ The course is designed to build upon the base knowledge that was acquired in ENTR205 and ENTR306. It will provide a strong conceptual framework for the study, understanding, and application of entrepreneurship. The overall approach to the course is designed around working with “real world” start-up companies. This course will meet off-site throughout the entire 3-week semester at the Shaker Launch House Incubator. Working in small groups, students will be assigned to work with and analyze a start-up company that is contemplating going to market with a new venture. Students will be interfacing with the assigned entrepreneur throughout the entire course process, analyzing the feasibility of the venture and making a final “Go to market” recommendations presentation. Counts toward ENTR minor. Prerequisites: ENTR (205 or 20500) or ENTR 20510 and ENTR 3(06 or 30600).

ENTR 38100: SPECIAL TOPIC: 1-4 Hour(s)
SPECIAL TOPIC~
ENTR 48000: BUSINESS PLAN PRACTICUM: 1-4 Hour(s)
BUSINESS PLAN PRACTICUM~ The course is designed to bring together all of the elements of entrepreneurship in the context of an original enterprise concept that the students themselves conceive and develop as a viable, sustainable, and truly innovative new venture. The centerpiece of the course is the end result - a new venture. The new venture is detailed through an enterprise plan developed by the students. The expectation is that each plan will be of sufficient quality to be presented to potential investors. Prerequisites: ENTR 20510 or ENTR 20510 and ENTR 306 or 30600 and ENTR 321 or 32100. Junior and Senior standing only. A minimum GPA of 2.0. Faculty Permission required. Counts toward ENTR minor.
Prerequisite: (ENTR 205 or ENTR 20500) or ENTR 20510 and (ENTR 306 or ENTR 30600) and (ENTR 321 or ENTR 32100 or ENTR 320 or ENTR 32000)

ENTR 48100: INDEPENDENT STUDY: 1-4 Hour(s)
INDEPENDENT STUDY PRACTICUM~ The Independent Study is designed by the student in conjunction with a Hiram College faculty member. The product of the Independent Study is detailed academic research. The intent is to have the student research directly correlate the entrepreneurial processes to their chosen major. Prerequisites: ENTR 20510 or (205 or 20500) and ENTR (306 or 30600) and ENTR (320 or 32000). Junior or Senior standing. A minimum GPA of 2.5. Faculty Permission.
Prerequisite: ENTR 20510 or (ENTR 205 or ENTR 20500) and (ENTR 306 or ENTR 30600) and (ENTR 320 or ENTR 32000)

ENTR 48500: STUDENT RUN VENTURE I: 2 Hour(s)
STUDENT RUN VENTURE INTERNSHIP-PART I (SRV)~ This course is intended for E-minor students who have completed the core course requirements for the E-minor to help the student learn what it takes to manage a small business and succeed as a manager. Students will conduct a supervised internship managing one of the College’s student-run ventures (Terrier Bakery, Olive Branch Fair Trade Store). Working in teams consisting of a general manager, operations manager, marketing/sales manager, human resource manager, and a finance manager (from ACCTXXX – Accounting Workshop), students will be responsible for the daily operations of their assigned SRV. Students will work closely with the Instructor, the faculty SRV champion, and the students-workers in the related SRV (this may include students in the SRV connected course and/or paid student workers). The majority of the work will take place outside of the classroom and it is the responsibility of the student SRV Teams to coordinate their time and activities to assure the productive operation of the SRV. Prerequisites: ENTR 20510 or (205 or 20500) and ENTR (306 or 30600) and ENTR (320 or 32000) or ENTR 32100 or permission of Instructor. Counts toward ENTR minor.
Prerequisite: ENTR 20510 or (ENTR 205 or ENTR 20500) and (ENTR 306 or ENTR 30600) and (ENTR 320 or ENTR 32000)

ENTR 48510: STUDENT RUN VENTURE II: 2 Hour(s)
STUDENT RUN VENTURE INTERNSHIP-PART II (SRV)~ This course is a continuation of ENTR48500. In addition to continuing to manage the daily operations of their assigned SRV, students will also develop (or revise) the SRV’s business plan (organization, marketing and financial). Students will also be responsible for developing a succession plan to assist the transition for next year’s group of SRV interns. Prerequisites: ENTR (485 or 48500) or permission of Instructor. Counts toward ENTR minor.
Prerequisite: (ENTR 485 or ENTR 48500)

ENTR 49800: EXPERIENTIAL LEARNING: 4 Hour(s)
EXPERIENTIAL LEARNING (INTERNSHIP)~ The objective of the Integrated Entrepreneurship Experiential Learning Program is to enable students to acquire practical experience, which will broaden their knowledge of systems, organizations, and cultures while integrating the formal study of entrepreneurship and their chosen major. Such experience aids in the development, maturity, and confidence of the student. Prerequisites: ENTR 20510 or (205 or 20500) and ENTR (306 or 30600) and ENTR (320 or 32000). Junior or Senior standing and a minimum GPA of 2.0. Faculty Permission. Counts toward ENTR minor.
Prerequisite: ENTR 20510 or (ENTR 205 or ENTR 20500) and (ENTR 306 or ENTR 30600) and (ENTR 320 or ENTR 32000)

Entrepreneurship Minor

Minor Requirements

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<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>ENTR 20510</td>
<td>ENTR MIND/CREATE&amp;INNOVATION:CM</td>
<td>4</td>
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<tr>
<td>ENTR 30600</td>
<td>THE ENTREPRENEURIAL PROCESS</td>
<td>4</td>
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<tr>
<td>ENTR 32100</td>
<td>INTEGRATIVE ENTREPRENEURSHIP</td>
<td>3</td>
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<td></td>
<td>Select two electives chosen from the integrated entrepreneurship program list or other courses approved for the minor (faculty approval required)</td>
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<tr>
<td>ENTR 48000</td>
<td>BUSINESS PLAN PRACTICUM (see course description)</td>
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<tr>
<td>or ENTR 49800</td>
<td>EXPERIENTIAL LEARNING</td>
<td>4</td>
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</tbody>
</table>

Total Hours: 21-23

Please contact David Kukurza, 330.569.5480 – email: kukurzadj@hiram.edu to discuss your interest in the program.

Management

Management

The Management program engages students in the complexity of and interaction between organizations, the human behavior within them, and the international and environmental contexts in which they operate. Our goal is to develop leaders of public and private organizations capable of success in a complex, rapidly changing global world. To accomplish this goal, we provide a strong ethical and analytical foundation through in-depth learning combined with a wide variety of practical experiences (on and off campus) to develop professional networks and relevant skills. Students can prepare for careers in human resources, international business, finance, public administration, and change management.

Recent management graduates have found successful employment in a wide variety of public and private organizations. Examples include financial institutions, major sports teams, international marketing organizations, nonprofit organizations, human resources departments, government agencies and the Foreign Service. Many have continued their studies in graduate programs including Master of Business Administration, law degrees, master’s degree in organization development, international management, and public administration.

Faculty

Romeva Prcela, CPA, (2017) Director of the Scarborough School of Business & Communication; Assistant Professor of Accounting
B.S., M.Acc., Case Western Reserve University
prcelarb@hiram.edu

Gail C. Ambuske, (1981) Professor Emerita of Management and Communication
B.A., M.A., Kent State University; Ph.D., Case Western Reserve University
ambuskegc@hiram.edu (%20ambuskegc@hiram.edu)

MGMT 11800: ORGANIZATIONAL BEHAVIOR:CA: 4 Hour(s) ORGANIZATIONAL BEHAVIOR:CA~ This course offers an introduction to the field of organizational behavior. The emphasis will be on learning theories and vocabulary to improve your analytic ability to make sense of behavior in organizations and to learn how to initiate an effective course of action. To this end, you will be exposed to some of the major ideas in the field and their disciplinary foundations in economics, psychology, social psychology, sociology, and anthropology. You will be asked to apply these ideas to your own experience and to the vicarious experience of case studies and simulations. We will cover such topics as intuition, decision-making, motivation, job design, organizational culture, personality and group dynamics, power and persuasion, innovation, social capital, and managing change, among others. This course fulfills the Social and Cultural Analysis requirement.
Core: Social/Cultural Analysis Meth

MGMT 15500: PRINCIPLES OF MANAGEMENT: 4 Hour(s) PRINCIPLES OF MANAGEMENT ~ This course will provide the student with a conceptual framework for basic understanding of the management functions and process including planning, organizing, leading, directing, and controlling for establishing and accomplishing business objectives. This course will provide the student a broad overview of the subject of management, application of these concepts in real world scenarios; as well as with the basic skills that are necessary in order for a manager to be effective. The objective of the course is to expose the student to the theories and principles that are important for successfully managing organizations and people; serving as basis for further management studies.

MGMT 18000: WKSP: 1 Hour(s) WORKSHOP~ This workshop will provide the opportunity for students to examine a special topic in Management. Through readings, discussions and written assignments there will be opportunities to evaluate the topic at issue. Workshops may be taken Pass/No Credit only. Students may take no more than nine workshops for credit toward graduation. Workshops can be used as elective credit only. (For PGS students only.)

MGMT 22100: GROUP INTERACTION PROCESSES: 3 Hour(s) GROUP INTERACTION PROCESSES ~ This course examines the complex dynamics of small group life within the context of organizational systems. Small group theory as it applies to perception, membership, leadership, norms, communication, problem-solving and decision making is explored. The focus of the course is to develop individual competence in group settings. Through a laboratory approach students are provided with opportunities to experiment with new behaviors and to improve group effectiveness. Students experience the development of a group through predictable stages and engage in critical analysis of the experiment. A group project is required. Also listed as Communication (221 or 22100).

MGMT 22200: ORGANIZATIONAL COMMUNICATION: 4 Hour(s) ORGANIZATIONAL COMMUNICATION ~ The course involves the study of communication theory as it relates to organizations. Topics include communication systems analysis, intergroup communication, team building, goal setting, meetings, and organizational change. The course requires a field research project during which students work with actual organizations to diagnose communication systems. The course contains a significant writing component. Students will develop skill in writing proposals, letters, memos, agendas, progress reports, final reports, and executive summaries as they progress through the field research project. Also listed as Communication (222 or 22200). Prerequisite: Management (218 or 21800), or Communication (220 or 22000). Prerequisite: (MGMT 218 or MGMT 21800) or (COMM 220 or COMM 22000)

MGMT 22400: INFLUENCE & NEGOTIATION SKILLS: 3 Hour(s) INFLUENCE AND NEGOTIATION SKILLS~ Negotiation and influence skills are key components of everyday life. We negotiate daily with potential employers, co-workers, bosses, landlords, merchants, service providers, partners, parents/children, friends, roommates, and many other people. Although we negotiate often, many of us know very little about the strategy and psychology of effective negotiation. The purpose of the course is to develop expertise in managing negotiations and to understand the influence tactics so often used to persuade us (most notably among salespeople). This course seeks to increase your competence and confidence to confront negotiation and influence opportunities through a progressive sequence of simulations. Through this process we will explore your own personal style and its impact, as well as specific areas for individual development. We will encourage you to expand your negotiation toolkit and develop greater strategic flexibility across situations and people by encouraging you to try out new behaviors and strategies. Prerequisites: Management (218 or 21800). Prerequisite: (MGMT 218 or MGMT 21800)

MGMT 22700: PROJECT MANAGEMENT: 4 Hour(s) PROJECT MANAGEMENT ~ Project Management is both people and process (technical) oriented, and is a discipline where one must oversee complex, and often very unique projects to meet organization's strategic goals. Special attention will be given to understand first what a project is, and how they differ from standard processes. As a prospective project manager, organizational and management skills will be taught and developed to improve the chances of making a project successful. Project management coordinates a vast and complex network of vendors, subcontractors, project team members, senior management, functional managers, and customers. We will explain and teach how to build a high-performing project team. The goal of successful project management is to help the project stakeholders understand the role of the project within the organization. Emphasis will be on developing and mastering the project manager’s tools, techniques, and interpersonal skills necessary to manage projects. Emphasis will include project proposal, commercial terms, starting, running and completion of the project along with financial analysis, closure and lessons learned.
MGMT 28000: COMPARATIVE HR MGMT:EW  3 Hour(s)
COMPARATIVE HUMAN RESOURCE MANAGEMENT:EW-- Human resource management practices vary considerably across organizations and countries. Personnel management concerns--recruitment and retention, compensation and evaluation, among many others--are universal. However, the handling of them is generally place-specific or contextual. This course examines various core human resource management issues through a comparative lens. Therefore, students will gain exposure to personnel management practices in the United States and other countries. Through this survey of comparative human resource management practices, students will focus on three units of analysis--employees, employers, and government--and develop a working sense of how HR management is a product of complex and sometimes fluid forces. This course fulfills the Experiencing the World requirement.

Core: Experiencing the World

MGMT 23000: STOCK MARKET INVESTMENT I:  2 Hour(s)
INVESTMENT CLUB I-- The emphasis of this course is understanding the stock and bond markets. Fundamental techniques for analyzing stocks and bonds are introduced and applied. Advanced investment strategies such as short sales, margin, options and futures are also discussed.

MGMT 23100: STOCK MARKET INVESTMENT II:  2 Hour(s)
INVESTMENT CLUB II-- The emphasis of this course is understanding the stock and bond markets. Fundamental techniques for analyzing stocks and bonds are introduced and applied. Advanced investment strategies such as short sales, margin, options, and futures are also discussed. Prerequisite: Management (230 or 23000) or permission of the instructor. Prerequisite: (MGMT 230 or MGMT 23000)

MGMT 25100: INTRO TO SOCIAL DEMOGRAPHY:  4 Hour(s)
POPULATION PATTERNS-- This course is about population, the causes of population growth and change, and the consequences of population trends for human society. These issues will be analyzed from the point of view of the three components of population growth (fertility, morality, and migration), and the factors, especially social factors, which affect them. Finally, the course will investigate the ways in which societies and cultures respond to population change, with an emphasis on the sociodemographic future of the United States. Also listed as Sociology 25100. Prerequisite: Sociology (155 or 15500). Prerequisite: (SOAN 155 or SOAN 15500)

MGMT 28000: SEM:  1-4 Hour(s)
SEMINAR-- An introduction to selected topics of current interest in Management.

MGMT 28100: INDEPENDENT STUDY:  1-4 Hour(s)
INDEPENDENT STUDY-- Open to all management majors with the consent of the instructor. It affords management majors the opportunity to design their own course of study in an area that is not currently taught. The independent study normally requires the students to write a research paper.

MGMT 29800: FIELD EXPERIENCE:  4 Hour(s)
FIELD EXPERIENCE--

MGMT 30200: CORPORATE FINANCE:  4 Hour(s)
CORPORATE FINANCE-- This course provides students with the foundations of corporate finance. Students apply these foundations by analyzing decisions that are made within firms and other institutions. Topics examined include risk analysis, valuation, present value concepts, debt and equity offerings, and underwriting. Prerequisite: Accounting (225 or 22500). Prerequisite: (ACCT 225 or ACCT 22500)

MGMT 31200: OPERATIONS MANAGEMENT:  3 Hour(s)
OPERATIONS MANAGEMENT-- An investigation of the process of organizing the resources of humans, machines, and materials in the production process. Topics covered include plant location, design of facilities, choosing equipment, layout of equipment, product development, time and motion studies, quality control, and efficient decision making. Cases are used to illustrate methods of approach. The latest managerial concepts will be discussed including PERT, CPM, and other operations research techniques. Prerequisite: Accounting (225 or 22500) and Management (218 or 21800). This course is also offered in a 4 credit hour format as MGMT 31300. Prerequisite: (ACCT 22600)

MGMT 31300: OPERATIONS MANAGEMENT:  4 Hour(s)
OPERATIONS MANAGEMENT-- An investigation of the process of organizing the resources of humans, machines, and materials in the production process. Topics covered include plant location, design of facilities, choosing equipment, layout of equipment, product development, time and motion studies, quality control, and efficient decision making. Cases are used to illustrate methods of approach. The latest managerial concepts will be discussed including PERT, CPM, and other operations research techniques. Prerequisite: Accounting (226 or 22600). Prerequisite: (ACCT 226 or ACCT 22600)

MGMT 31700: SMALL BUSINESS MANAGEMENT:  3 Hour(s)
SMALL BUSINESS MANAGEMENT-- This course examines the history of small business and the role it plays in U.S. society. It also examines the unique challenges that are presented to small-business success. The course focuses on the tasks and issues associated with starting a small business after start up, with a primary emphasis on day-to-day operation. Students will study strategic planning for the small business. Other operational aspects of a small business will also be addressed; for example, accounting and financial aspects, marketing of goods and services, managing human resources, and succession planning. This course is also offered in a 4 credit hour format as MGMT 31710. Prerequisite: Management (218 or 21800). Prerequisite: (MGMT 218 or MGMT 21800)

MGMT 31710: SMALL BUSINESS MANAGEMENT:  4 Hour(s)
SMALL BUSINESS MANAGEMENT-- This course examines the history of small business and the role it plays in U.S. society. It also examines the unique challenges that are presented to small-business success. The course focuses on the tasks and issues associated with operating a small business after start up, with a primary emphasis on day-to-day operation. Students will study strategic planning for the small business. Other operational aspects of a small business will also be addressed; for example, accounting and financial aspects, marketing of goods and services, managing human resources, and succession planning. Prerequisite: Management (218 or 21800). This course is also offered in a 3 credit hour format as MGMT 31700. Prerequisite: (MGMT 218 or MGMT 21800)

MGMT 32100: BUSINESS LAW I:  4 Hour(s)
BUSINESS LAW I-- This course develops the student's familiarity with doctrines traditionally distilled as the law of negotiable instruments, agency, partnership, and corporations. This course will also deal with the laws pertaining to property protection; title protection; freedom of personal action; freedom of use of property; enforcement of intent; protection from exploitation, fraud, and oppression; furtherance of trade; creditor protection; nature and classes of contracts; interpretation of contracts; breach of contracts and remedies; obligations and performance; warranties and product liabilities; creation, management, and termination of corporations.
MGMT 32200: BUSINESS LAW II: 4 Hour(s)
BUSINESS LAW II~ A continuation of the business law sequence.
Prerequisite: Management (321 or 32100).
Prerequisite: (MGMT 321 or MGMT 32100)

MGMT 32600: PERSUASION & ATTITUDE CHANGE: 4 Hour(s)
PERSUASION AND ATTITUDE CHANGE ~ This course focuses on the interaction of attitudes and verbal communication process emphasizing recent experimental studies dealing with source, message, receiver and environmental variables. Additionally, specific persuasive situations such as bargaining, negotiations, trial processes, marketing and political campaigns are examined. A research paper on an aspect of persuasion theory and recent experiments is required. A research paper on an aspect of persuasion theory and recent experiments is required. Also listed as Communication (326 or 32600).

MGMT 32700: HUMAN RESOURCE MANAGEMENT: 3 Hour(s)
HUMAN RESOURCE MANAGEMENT~ Analysis and examination of personnel practices; selection, interviewing, training programs, merit rating, and promotion. Students also learn techniques of preparing job descriptions and case analysis. Prerequisite: Management (218 or 21800). This course is also offered in a 4 credit hour format as MGMT 32800.
Prerequisite: (MGMT 218 or MGMT 21800)

MGMT 32800: HUMAN RESOURCE MANAGEMENT: 4 Hour(s)
HUMAN RESOURCE MANAGEMENT~ Analysis and examination of personnel practices; selection, interviewing, training programs, merit rating, and promotion. Students also learn techniques of preparing job descriptions and case analysis. Prerequisite: Management (218 or 21800). This course is also offered in a 3 credit hour format as MGMT 32700.
Prerequisite: (MGMT 218 or MGMT 21800)

MGMT 34000: INTERNATIONAL MANAGEMENT:EW: 4 Hour(s)
INTERNATIONAL MANAGEMENT:EW~ This course examines the application of management concepts in an international environment. Topics include: worldwide developments, cultural contexts, organizational structures, management processes, and social responsibility and ethics. Case studies will encourage students to explore the critical issues related to doing business in a global context. Prerequisite: Management (218 or 21800). This course fulfills the Experiencing the World requirement.
Prerequisite: (MGMT 218 or MGMT 21800)
Core: Experiencing the World

MGMT 35600: BUSINESS+SUCCESS CHILE:PREQUEL: 1 Hour(s)
BUSINESS AND CULTURE IN CHILE ~ Business and Culture in Chile is the required one credit hour preparatory course for the study abroad program in Chile. Students are exposed to frameworks from management and economics to better understand business behavior. Students also study Chilean culture, history and geography to more fully grasp the nature of doing business there. In addition, this course prepares students on a practical level for the visit to Santiago as well as other locations around the country.

MGMT 36400: FINANCING INT'L BUSINESS: 3 Hour(s)
FINANCING INTERNATIONAL BUSINESS FIRMS~ Problems facing the financial management of multinational firms including environmental problems, organizing for optimal results, sources and uses of funds, accounting, tax, and control problems. Prerequisite: Management (302 or 30200). Also offered as MGMT 365 or 36500 for 4 credit hours.
Prerequisite: (MGMT 302 or MGMT 30200)

MGMT 36500: FINANCING INT'L BUSINESS: 4 Hour(s)
FINANCING INTERNATIONAL BUSINESS FIRMS~ Problems facing the financial management of multinational firms including environmental problems, organizing for optimal results, sources and uses of funds, accounting, tax, and control problems. Prerequisite: Management (302 or 30200). Also offered as MGMT 36400 for 3 credit hours.
Prerequisite: (MGMT 302 or MGMT 30200)

MGMT 36600: ORGANIZATION DEVELOPMENT: 4 Hour(s)
ORGANIZATION DEVELOPMENT~ This course concentrates on the process of planned, systemic change in open organizational systems. Emphasis is placed upon understanding change as a complex educational strategy intended to change the beliefs, attitudes, values, and structure of organizations so that they can better adapt to new technologies, markets, and challenges. International organization development is also explored. The course requires a field research project. Prerequisite: Management (218 or 21800).
Prerequisite: (MGMT 218 or MGMT 21800)

MGMT 36700: ORGANIZATIONAL LEADERSHIP 3 Hour(s)
ORGANIZATIONAL LEADERSHIP~ This course is designed to help you better understand organizations and how effective leadership can be exercised in them. Better understanding of how organizations work helps leaders to eliminate surprise, reduce confusion, and make success more likely. Self-awareness, sound intuition, valid theory, and leadership skills are all important. Through this course, you will gain experience in diagnosing and addressing organizational problems, and hone your personal leadership skills. Prerequisite: Management (218 or 21800). This course is also offered in a 4 credit hour format as MGMT 36800.
Prerequisite: (MGMT 218 or MGMT 21800)

MGMT 36800: ORGANIZATIONAL LEADERSHIP 4 Hour(s)
ORGANIZATIONAL LEADERSHIP~ This course is designed to help you better understand organizations and how effective leadership can be exercised in them. Better understanding of how organizations work helps leaders to eliminate surprise, reduce confusion, and make success more likely. Self-awareness, sound intuition, valid theory, and leadership skills are all important. Through this course, you will gain experience in diagnosing and addressing organizational problems, and hone your personal leadership skills. Prerequisite: Management (218 or 21800). This course is also offered in a 3 credit hour format as MGMT 36700.
Prerequisite: (MGMT 218 or MGMT 21800)

MGMT 38000: SEM:~ 1-4 Hour(s)
SEMINAR~ Includes various topics or upper level speciality courses.

MGMT 38100: SPC TPC:~ 1-4 Hour(s)
SPECIAL TOPICS: ~ Various advanced courses.

MGMT 39310: CHINA: TRAD & CHG:BACKGROUND: 1 Hour(s)
CHINA: TRADITION AND CHANGE: BACKGROUND ~ As a prerequisite for INTD 39300 and Study Away trip to China in the subsequent semester, the course will introduce students to China's history, geography, philosophies, religious traditions, and cultural values. The course will also address issues associated with the process of cultural transition and practical considerations for preparation for the trip abroad. The course will provide the broader context for understanding the readings, sites, and interactions when the students travel to China.
Corequisite: INTD 39300
MGMT 40100: RESEARCH DEVELOPMENT: 1 Hour(s)
RESEARCH DEVELOPMENT ~ This course is the first step in a yearlong process of reflecting on the meaning of the management major. One part of this process focuses on students identifying a research topic and initiating the research necessary for the completion of a high-quality, senior-level paper in the spring. Another part of this process relates to career preparation and development. MGMT 40100 seeks to assist students in identifying job opportunities and presenting a compelling professional profile in the marketplace.

MGMT 48000: MANAGEMENT SENIOR SEMINAR: 4 Hour(s)
MANAGEMENT SENIOR SEMINAR~ This course is designed as a capstone to the Management major. The format for the seminar is to have each student write and present a significant research paper on a topic of his or her choice. The research effort will be a group process with continuous discussion, criticism, and suggestion from the participants, in order to improve the quality of the paper during the research and writing process. Participants give progress reports and summarize their readings to receive constructive evaluations. Prerequisite: Management (401 or 40100).
Prerequisite: MGMT 401 or MGMT 40100

MGMT 48100: MARKETING CAPSTONE: 4 Hour(s)
Course Description: MARKETING CAPSTONE ~ The Marketing Capstone focuses on Ethical Marketing issues applied to the marketing management and strategy process. Students study the ethical and legal constraints of contemporary market and marketing mix elements from the perspective of a practitioner. The course discusses current marketing, advertising, public relations, and social media controversies many of which involve products and services students use in their everyday lives. Topics include ethical framework models, First Amendment issues, libel, and consumer privacy and confidentiality with emphasis on the ethical and legal issues inherent in developing an integrated marketing strategy.

MGMT 48100: INDEPENDENT RESEARCH: 1-4 Hour(s)
INDEPENDENT RESEARCH~ The course is open to management majors with junior standing or above with the consent of the department. This affords junior and senior Management majors the opportunity to design their own course of study in an area that is not currently taught. The independent research course would normally require the student to write a research paper.

MGMT 49800: INTERNSHIP: 4 Hour(s)
INTERNSHIP~ For a complete description of this program students should consult with a member of the management faculty.

Academic Offerings

- Management Major (p. 155)
- Management Minor (p. 156)

Management Major

Degree Requirements

All students are required to complete overall degree requirements in addition to their major. Please see Degree Completion Requirements (p. 42) for full details for students entering in the 2019-2020 catalog year.

For those students who started at Hiram prior to the 2019-2020 academic year, you will follow the Degree Requirements which are outlined in your catalog of record.

Pathway

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
<th>Term</th>
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<tbody>
<tr>
<td>FYEN 10101</td>
<td>FIRST-YEAR ENDURING QUESTIONS</td>
<td>4</td>
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<tr>
<td>MGMT 11800</td>
<td>ORGANIZATIONAL BEHAVIOR:CA</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Hiram Core Requirement</td>
<td></td>
<td>4</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Hours</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Fall 3 Week</td>
<td>MGMT 2XXXX Management Elective</td>
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<tr>
<td></td>
<td>Hours</td>
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<td>Spring 12 Week</td>
<td>FYUR 10201 FIRST-YEAR URGENT QUESTIONS</td>
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<td>MGMT 15500</td>
<td>PRINCIPLES OF MARKETING:CA</td>
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<tr>
<td>Hiram Core Requirement</td>
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<td>4</td>
<td>12</td>
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<td></td>
<td>Hours</td>
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<td>Spring 3 Week</td>
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<td></td>
<td>Hours</td>
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Management Minor

Management Minor:

The management minor requires five courses - minimum 20 credits.

<table>
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<tr>
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<th>Course Title</th>
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<tbody>
<tr>
<td>MGMT 48000</td>
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</tr>
<tr>
<td></td>
<td>Elective, Minor Course</td>
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<td>Hiram Core Requirement</td>
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<td></td>
<td>Total Hours</td>
<td>120-128</td>
</tr>
</tbody>
</table>

1 'Critical' to timely degree progression.

Note: Management majors must complete a Leadership Essay and submit it to your advisor in the department prior to graduation. See your Management advisor for specific details.

Note: MGMT 23000 STOCK MARKET INVESTMENT I and MGMT 23100 STOCK MARKET INVESTMENT II do not count as electives in the Management major.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>MGMT 22100</td>
<td>GROUP INTERACTION PROCESSES</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 22200</td>
<td>ORGANIZATIONAL COMMUNICATION</td>
<td>4</td>
</tr>
<tr>
<td>MGMT 22400</td>
<td>INFLUENCE &amp; NEGOTIATION SKILLS</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 22800</td>
<td>HUMAN RESOURCE MANAGEMENT</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 28000</td>
<td>MARKETING MANAGEMENT</td>
<td>4</td>
</tr>
<tr>
<td>MGMT 30100</td>
<td>MARKETING RESEARCH</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 30200</td>
<td>FINANCING INT'L BUSINESS</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 32600</td>
<td>OPERATIONS MANAGEMENT</td>
<td>3</td>
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<tr>
<td>MGMT 32700</td>
<td>HUMAN RESOURCE MANAGEMENT</td>
<td>3</td>
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<tr>
<td>MGMT 33000</td>
<td>INTERNATIONAL MANAGEMENT:EW</td>
<td>4</td>
</tr>
<tr>
<td>MGMT 33500</td>
<td>MARKETING RESEARCH</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 36100</td>
<td>MULTINATIONAL MARKETING:EW</td>
<td>4</td>
</tr>
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<td>MGMT 36400</td>
<td>FINANCING INT'L BUSINESS</td>
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<tr>
<td>MGMT 36600</td>
<td>ORGANIZATION DEVELOPMENT</td>
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<tr>
<td>MGMT 36700</td>
<td>ORGANIZATIONAL LEADERSHIP</td>
<td>3</td>
</tr>
<tr>
<td>MGMT 38000</td>
<td>SEM: (Special Topics)</td>
<td>1-4</td>
</tr>
<tr>
<td>MKTG 30100</td>
<td>MARKETING MANAGEMENT</td>
<td>4</td>
</tr>
<tr>
<td>MKTG 30200</td>
<td>CORPORATE FINANCE</td>
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<td>MKTG 31200</td>
<td>OPERATIONS MANAGEMENT</td>
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<tr>
<td>MKTG 32600</td>
<td>HUMAN RESOURCE MANAGEMENT</td>
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<tr>
<td>MKTG 34000</td>
<td>INTERNATIONAL MANAGEMENT:EW</td>
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</tr>
<tr>
<td>MKTG 35500</td>
<td>MARKETING RESEARCH</td>
<td>3</td>
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<tr>
<td>MKTG 36100</td>
<td>MULTINATIONAL MARKETING:EW</td>
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<tr>
<td>MKTG 36400</td>
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<td>MKTG 36600</td>
<td>ORGANIZATION DEVELOPMENT</td>
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<td>MKTG 36700</td>
<td>ORGANIZATIONAL LEADERSHIP</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 38000</td>
<td>SEM: (Special Topics)</td>
<td>1-4</td>
</tr>
<tr>
<td>MKTG 48000</td>
<td>MANAGEMENT SENIOR SEMINAR (Capstone)</td>
<td>4</td>
</tr>
<tr>
<td>MGMT 48100</td>
<td>INDEPENDENT RESEARCH</td>
<td>1-4</td>
</tr>
<tr>
<td>MGMT 49800</td>
<td>INTERNSHIP</td>
<td>4</td>
</tr>
</tbody>
</table>
The minors include three required courses as well as two electives at the 30000-level or equivalent.

**Code** | **Title** | **Hours**
--- | --- | ---
MGMT 15500 | PRINCIPLES OF MANAGEMENT | 4
MGMT 11800 | ORGANIZATIONAL BEHAVIOR:CA | 4
ACCT 10100 | ACCOUNTING & BUSINESS BASICS | 1

**Marketing Electives: 3 courses at the 3000 level or above.** 12

**Marketing**

In the modern era of globalization, increased business competition and consumerism; marketing has become the heart of business success. Graduates can find successful employment in a wide variety of activities and businesses including large corporations, start-up firms, advancing business and social entrepreneurship, advertising agencies, and small businesses. Graduates can also continue their studies in graduate programs including Master of Business Administration, Marketing, International Business and Entrepreneurship.

**Faculty**

Ebru Genc, (2019) Visiting Assistant Professor of Marketing
B.S., Middle East Technical University, Ankara, Turkey;
M.S., University of Illinois at Urbana-Champaign, IL;
Ph.D., Temple University
gence@hiram.edu

**MGTK 15500: PRINCIPLES OF MARKETING:CA: 4 Hour(s)**
PRINCIPLES OF MARKETING:CA~ An introduction to the marketing system from a managerial perspective. Emphasis is on the environmental context of marketing, the marketing decision process in an organization, and basic marketing concepts. The role of marketing in society, and trends and issues confronting marketing managers are also addressed. This course fulfills the Social and Cultural Analysis requirement.
Core: Social/Cultural Analysis Meth

**MGTK 24900: PRINCIPLES OF ADVERTISING: 3 Hour(s)**
PRINCIPLES OF ADVERTISING ~ This course is designed to introduce students to the theory and application of creativity in advertising. Based on the idea that good advertising always starts with an understanding of people and an awareness of their needs, this course moves through the creative process step by step, focusing first on the creative person, then on strategy and problem solving. It covers a range of topics including the nature of creative strategy to various media. Students will also learn how advertising is evolved and regulated and learn about key social issues and consumer problems with advertising. The emphasis throughout the course is on developing good advertising based on solid strategic thinking, and students will be required to write, design and present original advertisements and critique various advertisements. Cross listed with COMM 24900.

**MGTK 28000: SEM:: 1-4 Hour(s)**
SEMINAR: ~

**MGTK 28100: INDEPENDENT STUDY: 1-4 Hour(s)**
INDEPENDENT STUDY ~

**MGTK 29800: FIELD EXPERIENCE: 4 Hour(s)**
FIELD EXPERIENCE ~

**MGTK 30000: SERVICES MARKETING: 4 Hour(s)**
SERVICES MARKETING ~ Marketing is that function of an enterprise, which represent the customers’ needs and wants to the internal stakeholders of the enterprise. The role of marketing management is to help companies better understand customer preferences, develop internal agility to rapidly respond to changing needs of customers, link market knowledge to designing appropriate products and services for selected customers, and determine appropriate methods to communicate, to deliver value, and to retain customers’ attention. This course aims to enable students of marketing and aspiring managers to understand the nuances of services marketing and agile corporations. This course includes an introduction to business and services marketing. The course also aims to create a strong familiarity of concepts like developing offerings, setting pricing, managing profitability, segmenting, targeting and promoting services to customers, balancing demand and services, managing customer relationships and marketing services globally. The course will use video cases studies to understand the challenges in Service Marketing. Prerequisites: MKTG 15500
Prerequisite: MKTG 15500 (may be taken concurrently) or MGMT 25500

**MGTK 30100: MARKETING MANAGEMENT: 4 Hour(s)**
MARKETING MANAGEMENT~ This course examines the analysis, planning, implementation, and control of marketing activities in for-profit, not-for-profit, and service organizations. Subjects addressed include the role of the external and internal environments in marketing decision-making, the relationship between the organization’s overall strategy and its marketing strategy; and the integration of the marketing mix and ethical issues. A variety of analytical frameworks and tools to support marketing decision-making are introduced and used. Prerequisite: Marketing 15500
Prerequisite: MKTG 15500 (may be taken concurrently) or MGMT 25500

**MGTK 31800: CONSUMER BEHAVIOR: 3 Hour(s)**
CONSUMER BEHAVIOR~ This course explores the various environments that have an impact upon the behavior of individuals in the marketplace. A framework is introduced to analyze the consumer decision process and the cultural, sociological, psychological, and economic factors that influence it. Prerequisite: Marketing 15500
Prerequisite: MKTG 15500 (may be taken concurrently) or MGMT 25500

**MGTK 35500: MARKETING RESEARCH: 3 Hour(s)**
MARKETING RESEARCH~ This course is an introduction to the research process as it relates to the marketing function within an organization. Special emphasis is placed on the human aspects of the research effort and ethical standards for researchers. The student is introduced to survey, field, and experimental research designs. Subjects examined include problem definition, sample selection, interviewing techniques, data collection, analysis and presentation. Prerequisite: Marketing 15500
Prerequisite: MKTG 15500 (may be taken concurrently) or MGMT 25500

**MGTK 36100: MULTINATIONAL MARKETING:EW: 4 Hour(s)**
MULTINATIONAL MARKETING:EW~ This course examines the marketing function across national boundaries. The cultural, political, social, economic and financial environments and their influence upon global marketing decisions are emphasized. Product, pricing, promotion, and distribution strategies in different environments are examined. Modes of participation, including exporting, licensing, joint ventures, and direct investments, are also studied. Analytical techniques for assessing global marketing opportunities are introduced and used. This course fulfills the Experiencing the World requirement. Prerequisite: Marketing 15500
Prerequisite: MKTG 15500 (may be taken concurrently) or MGMT 25500
Core: Experiencing the World

**MGTK 38000: SEM:: 1-4 Hour(s)**
SEMINAR: ~
MKTG 48000: MARKETING SENIOR SEMINAR: 4 Hour(s)
MARKETING SENIOR SEMINAR

MKTG 48100: INDEPENDENT RESEARCH: 1-4 Hour(s)
INDEPENDENT RESEARCH ~ The course is open to marketing majors with junior standing or above with the consent of the department. This affords junior and senior Marketing majors the opportunity to design their own course of study in an area that is not currently taught. The independent research course would normally require the student to write a research paper.

MKTG 49800: INTERNSHIP: 4 Hour(s)
INTERNSHIP

Courses

Academic Offerings
- Marketing Major (p. 158)
- Marketing Minor (p. 158)

Marketing Major

Degree Requirements
All students are required to complete overall degree requirements in addition to their major. Please see Degree Completion Requirements (p. 42) for full details for students entering in the 2019-2020 catalog year.

For those students who started at Hiram prior to the 2019-2020 academic year, you will follow the Degree Requirements which are outlined in your catalog of record.

Major Requirements
Students may not double major in management and marketing or management and accounting & financial management unless they have received permission from the program faculty.

Students interested in the marketing major should begin with the following courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
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<tbody>
<tr>
<td>MKTG 15500</td>
<td>PRINCIPLES OF MARKETING:CA</td>
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<tr>
<td>MGMT 11800</td>
<td>ORGANIZATIONAL BEHAVIOR:CA</td>
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<tr>
<td>MATH 10800</td>
<td>STATISTICS:MM (MATH 10800 is a required correlative course)</td>
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</tr>
<tr>
<td>ECON 20100</td>
<td>PRINC OF MICROECONOMICS:MM</td>
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<tr>
<td>ECON 20200</td>
<td>PRINCIPLES OF MACROECONOMICS</td>
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<td>ACCT 10100</td>
<td>ACCOUNTING &amp; BUSINESS BASICS</td>
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<tr>
<td>ACCT 22600</td>
<td>MANAGERIAL ACCOUNTING</td>
<td>3</td>
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<td>MKTG 31800</td>
<td>CONSUMER BEHAVIOR</td>
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<tr>
<td>MKTG 35500</td>
<td>MARKETING RESEARCH</td>
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<tr>
<td>MKTG 3xxxx: Research Development</td>
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<td>MKTG 48000</td>
<td>MARKETING SENIOR SEMINAR</td>
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<tr>
<td>Marketing electives:</td>
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</table>

Total Hours 47

Students must have a C- or better in the core courses, except for MKTG 48000 MARKETING SENIOR SEMINAR, and must maintain a 2.0 GPA in the major.

1. Students who have taken ACCT22500 (or equivalent) do not need to take Accounting & Business Basics.
2. For the final 12 credits, students should consult with an advisor in the department. Students may only take 1 elective with a non-MKTG designation. A variety of courses will be offered such as Consumer Behavior, Marketing Mix, Modern Marketing Strategies and Models, Digital Marketing, Social Media Marketing, New Product Development, Marketing Research, etc.

Marketing Minor

The Marketing minor require five courses, minimum 18 credits.

The minor include two required courses as well as three electives at the 30000-level or equivalent.

<table>
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<th>Title</th>
<th>Hours</th>
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</thead>
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<tr>
<td>MKTG 15500</td>
<td>PRINCIPLES OF MARKETING:CA</td>
<td>4</td>
</tr>
<tr>
<td>MGMT 11800</td>
<td>ORGANIZATIONAL BEHAVIOR:CA</td>
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<tr>
<td>Marketing Electives: 3 or 4 courses in MKTG at the 30000 or above level</td>
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</tbody>
</table>

Total Hours 20

Sport Management

Students in Sport Management will have the opportunity to combine their love of sport with their passion for business.

Students will learn about the financial, managerial, sociological, historical, and legal and ethical aspects of sport management and then apply this learning in the front office or on the field during their internship experiences. Close connections with Hiram College athletics allow our students to begin developing their professional skills on campus, while our positioning in Northeast Ohio provides ample opportunities to further hone these skills with off-campus internships in professional, semi-professional, Division 1 collegiate, high school, and middle school athletics, in addition to local running events, sport and exercise facilities, and parks and recreation departments.

Through our interdisciplinary curriculum, students will advance their skills in areas highly valued by employers — including integrative problem-solving, self-awareness and management, and both written and oral communication — leaving them primed for success in the rapidly growing sport industry upon graduation.

Faculty

Michael Rebold, (2016) Assistant Professor of Integrative Exercise Science; Integrative Exercise Science Program Coordinator
B.A., Baldwin Wallace University;
M.S., University of Akron;
Ph.D., Kent State University
reboldmj@hiram.edu

David M Strukel, (2016) Assistant Professor of Communication
B.A., Bowling Green State University;
M.Ed., Kent State University;
Ph.D., Bowling Green State University
strukeldm@hiram.edu

Andrew C White, (2017) Assistant Professor of Psychology
B.A., Ohio Wesleyan University;
M.A., University of Windsor;
SPMT 10100: INTRO TO SPORT MANAGEMENT: 4 Hour(s)
INTRODUCTION TO SPORT MANAGEMENT ~ This course serves as an introduction to the field of sport management, offering a diversity of information pertaining to essential topics in the field of sport administration, including management and marketing principles, amateur and professional sport industry, international sport, facility and event management, sport broadcasting, and career preparation.

SPMT 20100: FACILITY/EVENT MGMT IN SPORT: 4 Hour(s)
FACILITY AND EVENT MANAGEMENT IN SPORT ~ Principles and techniques of planning, operating and managing sport facilities and events. This course will emphasize the principles and concepts of organization and administration including communication, personnel management, management of physical resources, and risk management. This course will examine a variety of sport operations such as indoor stadiums, athletic field complexes, and managing recreation and intramural activities.

SPMT 22000: PRINCIPLES COACH/LEADERSHIP: 4 Hour(s)
PRINCIPLES OF COACHING AND LEADERSHIP ~ This course is designed for those students preparing to enter a coaching career or be involved in the management and organization of an athletic program. Students will learn guidelines and principles for organizing a successful athletic program. Topics include, but are not limited to developing a coaching philosophy, evaluating theories in motivation, understanding team dynamics, communicating effectively, and improving player performance. This course will also emphasize an awareness of the demands of the coaching profession and explore issues and ethical considerations significant to coaching.

SPMT 28000: SEM: 1-4 Hour(s)
SEMINAR ~

SPMT 28100: INDEPENDENT STUDY: 1-4 Hour(s)
INDEPENDENT STUDY ~ Open to all sport management majors with the consent of the instructor. It affords sport management majors the opportunity to design their own course of study in an area that is not currently taught. The independent study normally requires the students to write a research paper.

SPMT 30100: HIST/PHIL OF SPORT IN US: 3 Hour(s)
HISTORY AND PHILOSOPHY OF SPORT IN THE U.S. ~ This course covers the history of sport and physical activity in the United States (1776–present) to understand the field in a broader context. Students will learn how past events and issues influence current beliefs and behaviors as well as common themes permeating throughout sport history (e.g., social and political activism). The philosophy unit of the course will cover philosophical approaches to the practice of physical activity. Students will learn how one’s philosophy guides thoughts, emotions, and behaviors about relevant issues such as physical activity lifestyles and career choices.

SPMT 32000: SPORT IN A DIVERSE SOCIETY: 3 Hour(s)
SPORT IN A DIVERSE SOCIETY ~ Sports are an integral part of social life in the U.S. with millions of people growing up playing sports and/or spending countless hours watching them. In many ways, the world of sports is an arena through which we can understand more about our society’s dynamics, values, and problems. This three-week course explores the intersections between sport and topics such as race, ethnicity, gender, social class, sexuality, and physical ability. Students will examine population subgroups in their historical context and how those groups have evolved over the years and how they have fared in society. The course will examine these groups from a sociological and legislative standpoint.

SPMT 35000: SPORT ETHICS & LAW: 4 Hour(s)
SPORT ETHICS & LAW ~ This course provides an extensive overview of legal principles and ethical issues in sport. The different fields of law and issues (Federal Amendment, torts, contracts, labor relations) as they relate to sport will also be introduced. In addition, the basic philosophical issues concerning ethics and moral reasoning and how these issues relate to sport will be examined. Furthermore, this course is designed to help future sport administrators develop an ethical decision-making process. Potential topics may include concepts of morality, personal philosophy regarding social responsibility, theories of ethics, professional code of ethics, etc.
Prerequisite: SPMT 10100

SPMT 38000: SEM: 1-4 Hour(s)
SEMINAR ~ Includes various topics or upper level specialty courses.

SPMT 40500: CONTEMPORARY ISSUES IN SPORT: 2 Hour(s)
CONTEMPORARY ISSUES IN SPORT ~ This course is designed to provide students with an overview of significant issues surrounding the world of sport in today’s society. This course is designed to enhance student’s comprehension of sport, its place on society, and possible changes it may need in order to maintain a positive future. Arguments for and against the inclusion of sport in our social institutions will be made. Relevant legal issues will also be addressed.

SPMT 48000: SENIOR SEMINAR: 1 Hour(s)
SENIOR SEMINAR ~ This course is the second piece of the capstone experience for the Sport Management major, and will provide students with the necessary information to integrate their specific area of concentration and internship or research experience into a portfolio and oral presentation as the culmination of the Sport Management program. The purpose of this course is to allow students to demonstrate achievement in competency areas and to engage in self-reflection and self-evaluation. Co-requisite: SPMT 48100 or SPMT 49800 (for 1-2 credits)
Prerequisite: SPMT 48100 (may be taken concurrently) or SPMT 49800 (may be taken concurrently)

SPMT 48100: INDEPENDENT RESEARCH: 1-2 Hour(s)
INDEPENDENT RESEARCH ~ The course is open to sport management majors with junior standing or above with the consent of the department. This affords junior and senior sport management majors the opportunity to design their own course of study in an area that is not currently taught. The independent research course would normally require the student to write a research paper.

SPMT 49800: INTERNSHIP: 1-2 Hour(s)
INTERNSHIP ~ For a complete description of this program students should consult with a member of the sport management faculty.

- Sport Management Major (p. 160)
- Sport Management Minor (p. 161)
Sport Management Major

Degree Requirements

All students are required to complete overall degree requirements in addition to their major. Please see Degree Completion Requirements (p. 42) for full details for students entering in the 2019-2020 catalog year.

For those students who started at Hiram prior to the 2019-2020 academic year, you will follow the Degree Requirements which are outlined in your catalog of record.

Core Sport Management Courses

All nine courses are required. Students must earn a C or better in SPMT 10100 INTRO TO SPORT MANAGEMENT, SPMT 35000 SPORT ETHICS & LAW, and SPMT 40500 CONTEMPORARY ISSUES IN SPORT for them to count toward the completion of the major/minor.

• SPMT 10100: Introduction to Sport Management
• SPMT 3xxxx: Sport Ethics and Law
• ACCT 22500: Financial Accounting: CA
• SPMT 2xxxx: Principles of Coaching & Leadership
• MGMT 21800: Organizational Behavior: CA
• MGMT 25500: Principles of Marketing: CA
• SPMT 3xxxx: Sport in a Diverse Society
• SPMT 3xxxx: History and Philosophy of Sport
• SPMT 4xxxx: Contemporary Issues in Sport

Sport Management Tracks

To help students achieve their career goals, the program includes administrative, fitness, and education and coaching tracks of elective courses. Students must choose one of these tracks and complete at least three courses from the track (including required course(s) within the track, indicated by asterisks).

Administrative Track

• *IES 39700: Fitness Administration & Organization
• MGMT 22200: Organizational Communication
• ACCT 22600: Managerial Accounting
• COMM 24500: Principles of Public Relations
• SPMT 2xxxx: Facility and Event Management in Sport
• MGMT 30200: Corporate Finance
• MGMT 36700: Organizational Leadership

Fitness Track

• *EDUC 38700: Pedagogy and Instruction
• EDUC 20300: Education, Culture, & Society: CA, UD
• MGMT 22100: Group Interaction Processes
• MGMT 28000: Social Media Marketing
• PSYC 28000: Sport and Exercise Psychology
• IES 36000: Health, Fitness, & Movement in Early Childhood: ES

Education and Coaching Track

• *EDUC 23100: Human Growth & Devel. & Learning Theories w/ Lab: UD (EDUC 234/3500)
• ACCT 22500: Financial Accounting: CA
• MGMT 21800: Organizational Behavior: CA
• MGMT 25500: Principles of Marketing: CA
• SPMT 3xxxx: Sport in a Diverse Society
• SPMT 3xxxx: History and Philosophy of Sport
• SPMT 4xxxx: Contemporary Issues in Sport

Sport Management Capstone Experience

SPMT 4xxxx: Beginning Internship (1-2)
SPMT 4xxxx+4xxxx: Senior Internship & Seminar

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<th>Course</th>
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<td>MGMT 11800</td>
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School of Education, Civic Leadership & Social Change

Programs
- Crime, Law, and Justice (p. 161)
- Education (p. 163)
- Environmental Studies (p. 179)
- Political Science (p. 184)
- Public Leadership (p. 192)
- Sociology (p. 193)

Crime, Law, and Justice

Program
The crime, law, and justice program strives to prepare students for a variety of careers within the legal system or in services related to criminal justice. Embedded within the context of the liberal arts, students at Hiram will gain skills in oral and written communication skills, critical thinking, and problem solving. Students will learn the foundations of the legal system in the United States and how social, economic, political, and cultural factors influence our understanding of crime and justice through both theoretical and applied courses.

Examples of careers that crime, law and justice majors may pursue include corrections, juvenile justice, FBI, CIA, probation, parole, investigation, justice and human relations, rehabilitation, victim assistance, court reporting, legal assistance, crisis intervention, policing, public policy, and security.

Some students may choose to combine this major with a pre-law program. Some may choose to use this major as part of the 3+3 BA/JD program. Students are strongly encouraged to consult with a faculty member in the program in order to plan their curriculum accordingly.

Faculty
Elena Fox, (2018) Visiting Assistant Professor of Sociology
B.A., M.A., Kent State University
foxem@hiram.edu

James N Rhodes, (2019) Assistant Professor of Sociology
B.A., M.A., Ph.D., University of Manchester
rhodesjn@hiram.edu

Additional Courses will be approved during the 19-20 Academic Year.

CRLJ 10500: LAW & SOCIETY

ISSUES IN LAW AND SOCIETY ~ This course is an introduction to the American legal system (both civil and criminal law) and its relationship with social institutions. It provides students with knowledge about the connections between justice and society with particular emphasis on the law's historical origins and its structure and function within society. Several topics such as types of crime, juveniles and criminality, minorities and criminality, and social control are discussed allowing for better understanding of the significant interaction between law and humanity.

Consultation with faculty associated with the Sport Management program is strongly encouraged for choosing these additional courses.
CRLJ 18000: WKSP: 1 Hour(s)
WORKSHOP ~ This workshop will provide the opportunity for students to examine a special topic in Crime, Law and Justice. Through readings, discussions and written assignments there will be opportunities to evaluate the topic at issue. Workshops may be taken Pass/No Credit only. Students may take no more than nine workshops for credit toward graduation. Workshops can be used as elective credit only.

CRLJ 20100: CRIMINOLOGY: 4 Hour(s)
CRIMINOLOGY ~ This course explores how society defines crime, who gets labeled a “criminal,” and how we punish those who commit crimes. With an emphasis on the societal impact of crime and the many theories on why criminal behavior occurs; students will examine how criminality relates to the world around them. Several topics such as the multiple types of crime, measurement trends/patterns, hate crime, drugs, organized crime and more will be examined in relation to society at large. Prerequisite: (CRLJ 10500 or SOAN 10500)

CRLJ 28000: SEM: 4 Hour(s)
SEMINAR ~

CRLJ 28100: INDEPENDENT STUDY: 1-4 Hour(s)
INDEPENDENT STUDY ~

CRLJ 28100: SPCC: 1-4 Hour(s)
SPCC ~

CRLJ 38000: SEM: 1-4 Hour(s)
SEMINAR ~

CRLJ 38100: SPC TPCC: 1-4 Hour(s)
SPECIAL TOPIC ~

CRLJ 48000: SENIOR SEMINAR: 1-4 Hour(s)
SENIOR SEMINAR ~

CRLJ 48100: INDEPENDENT RESEARCH: 1-4 Hour(s)
INDEPENDENT RESEARCH ~

CRLJ 49800: INTERNSHIP: 4 Hour(s)
INTERNSHIP ~

• Crime, Law, and Justice Major (p. 162)
• Crime, Law, and Justice Minor (p. 163)

Crime, Law, and Justice Major

The crime, law, and justice majors requires that all students complete a minimum of 43 hours in coursework. Students will be encouraged to have an internship and will be required to present a capstone project demonstrating their knowledge and skills.

This program offers a Bachelors of Arts (B.A.) in crime, law, and justice. A sequence of foundational courses provides students an underpinning in issues in law and society, ethics, social inequality, criminology, and American government. Those courses provide the basis for more applied courses such as policing, corrections, and substance abuse.

Core Major Requirements (28):

- CRLJ/SoAN 28000: Law and Society (4) *
- CRLJS 28000: Criminology (4)
- Shared capstone course taken with sociology majors (4)
- One of the following:
  - PHIL 11800: Introduction to Ethical Issues (4)
  - PHIL 21900: Contemporary Moral Problems (4)
  - PHIL/ETH 27200: Ethical Thinking (4)

- POLS 10900: American Government (4)
- POLS 34500: The Court and Constitutional Government (4)
- SOAN 15000: Introduction to Sociology (4)

*Student must earn a grade of C or higher as CLJS majors.

For the remaining minimum of 15 additional credits, students may choose among the following:

- CLJS 38000: Policing and Corrections (4)
- SOAN 32300: Social Inequality (4)
- SOAN 32000: Social Deviance, Theoretical Perspectives (4)
- HIST 23100: The Supreme Court in U.S. History (3)
- CLJS 38000: Juvenile Delinquency (4)
- CLJS 38000: Crisis Intervention (3)
- CLJS 38000: Substance Abuse and Criminal Justice (4)

The following are recommended but not required for a major in crime, law, and justice:

- ACCT 22500: Financial Accounting
- PSYC 10100: General Psychology (4)
- PSYC 25500: Abnormal Psychology (4)
- SPAN 10100: Beginning Spanish I (4)
- SPAN 10200: Beginning Spanish II (4)
- Concentration in Spanish for the Professions, within the Spanish Minor

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<td>LAW &amp; SOCIETY</td>
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<td>SOAN 15500</td>
<td>INTRODUCTION TO SOCIOLGY:CA</td>
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<td>FYUR 10201</td>
<td>FIRST-YEAR URGENT QUESTIONS</td>
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<td>CRLJ 2xxxx Criminology</td>
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Pathway

Crime, Law, and Justice Minor
Minor in Crime, Law, and Justice

The minor requires that all students complete a minimum of 24 hours in the Crime, Law, and Justice Program which must include:

- SOAN 15500 INTRODUCTION TO SOCIOLOGY:CA (4)
- One of the following PHIL courses:
  - PHIL 11800 INTRODUCTION TO ETHICS:ES (4)
  - PHIL 21900 CONTEMPORARY MORAL PROBLEMS:ES (4)
  - ETH 27200 ETHICAL THINKING:ES (4)
- CRLJ 10500 LAW & SOCIETY Introduction to the Crime, Law, and Justice Program: issues in law and society (4)
- Remaining three courses are chosen from 20000 - 40000 level courses in the Crime, Law, and Justice major (12 hours)
  - POLS 34500 COURT/CONSTITUTION GOV:IM,ES (4)
  - CRLJ 20100 CRIMINOLOGY (4)
  - CRLJ 3X000 Policing and Corrections (4)
  - SOAN 32300 SOCIAL INEQUALITY (4)
  - SOAN 32000 SOC DEVIANCE & THEORY PERSPECTIVES (4)
  - HIST 23100 SUPREME COURT IN US HISTORY:CA (3)
  - CRLJ 4X000 Juvenile Delinquency (4)
  - CRLJ 3X000 Crisis Intervention (3)
  - CRLJ 4X000 Substance Abuse and Criminal Justice (4)

Sociology majors minoring in Crime, Law, and Justice may not have more than two courses counting in both the major and the minor.

Education

Program Website: http://www.hiram.edu/education (http://www.hiram.edu/education/)

Students interested in education have two options at Hiram College: majors that lead to teacher licensure in the state of Ohio or a liberal arts educational studies major/minor. Both programs offer students the opportunity to engage in rigorous coursework and experiences that will prepare them for challenges faced by education and educators of the 21st century. Hiram College recognizes that while the traditional teaching license meets the interests of many students, others may wish to pursue a background in education that will allow them to understand and apply educational theories in a wide variety of settings.

Academic Offerings

- Education - Teacher Licensure Program (p. 172)
- Educational Studies Major (p. 177)
- Educational Studies Minor (p. 178)

Faculty

Kathleen E Maretka, (2012) Director of Student Teaching and Field Experience
B.S., Baldwin Wallace College;
M.A., Cleveland State University
maretkake@hiram.edu
Jennifer McCreight, (2011) Director of the School of Education, Civic Leadership & Social Change; Associate Professor of Education
B.A., Hiram College;
M.Ed., Georgia State University;
Ph.D., University of Georgia
mcreightja@hiram.edu

Kelly NewVine, (2013) Associate Professor of Education
B.A., M.Ed., Doane College;
Ph.D., Kent State University
lewiska@hiram.edu

Roxanne Sorrick, (2001) Professor of Education; Head of Teacher Education
B.A., Hiram College;
M.Ed., Kent State University;
Ed.D., Walden University
sorrickr@hiram.edu

Course Descriptions

EDUC 10200: TEACHER LICENS POLICIES/PROCED: 1 Hour(s)
TEACHER LICENSURE POLICIES AND PROCEDURES~ Participants in this course will examine policies and procedures for teacher licensure in the state of Ohio, and specifically at Hiram College. Issues pertinent to teacher licensure, such as career options of educators, certification in states other than Ohio, and Pearson testing requirements, will be discussed. Participants will complete an application to Hiram's teacher licensure program and will initiate other aspects of the licensure process. This course is a requirement for every student seeking teacher licensure, and must be taken during the first term they wish to apply to Hiram College and will initiate other aspects of the licensure process.

EDUC 10700: ENTREPRENEUR THRU EDUCATION:ES: 4 Hour(s)
EXPLORING INTERSECTIONS-EXAMINING ENTREPRENEURSHIP THROUGH AN EDUCATIONAL LENS:ES~ This course will examine opportunities for intersecting education, entrepreneurship, and social issues. It will explore the educational slant of certain social entrepreneurship and non-profit ventures, and will consider the strengths and challenges of each approach. Students will ethically consider how organizations may impose a particular worldview and the potential implications of this worldview on those they serve and those they are educating, understanding that no educational tool or strategy is free of specific ideologies or values. Students will also develop and implement an educational plan/application of learning to support Hiram College's own student run venture (focusing on fair trade goods) by designing educational events around the merchandise in the store. This course is also listed as ENTR 10700. This course is aligned with the Educational Studies Major/Minor Program Goals and Outcomes. This course counts toward the Entrepreneurship Minor. This course fulfills the Meaning, Ethics, and Social Responsibility requirement.
Core: Meaning/Ethics/Soc Responsibil

EDUC 12000: PERSONAL COMM HEALTH P12:ES: 3 Hour(s)
PERSONAL AND COMMUNITY HEALTH ISSUES PREK-12:ES ~ This course examines the myriad issues of personal and community health impacting PreK-12 students of the 21st century. Topics such as abuse and neglect, major childhood illnesses and communicable diseases, and recommendations for appropriate nutrition, immunizations and health practices for appropriate development will be discussed. Additionally, this course will explore urgent issues impacting children and adolescents including opioid education and abuse, community and school violence, suicide awareness and prevention, bullying and conflict resolution and teacher understanding of aggressive, risk-taking, and/or anti-social behaviors. Aspects of trauma-informed teaching and responsive classroom practices will provide an over-arching framework for the course. The intent of this course is to prepare educators to work proactively to understand, identify and respond to the personal and community health factors that impact academic achievement and success. This course will meet 12 times for face-to-face meetings of 3 hours each. Students should plan to spend a minimum of 2 hours for each assigned reading. The remainder of the engagement hours will be spent on quiz preparation, the Advocacy paper, online discussions and preparing for the presentation. Note: This course meets a requirement for all licensure areas and is an elective for the Educational Studies program. However, due to the nature of the content of the course alignment to the Education Department Goals and Standards, the Education Department Dispositions, InTASC Standards, and the Ohio Standards for the Teacher Profession form the basis of this class. The content of the course, however, is applicable to any student who wishes to work with young children and adolescents, whether in a classroom or other environment. This course fulfills the Meaning, Ethics, and Social Responsibility (ES) core.
Core: Meaning/Ethics/Soc Responsibil

EDUC 12100: AM SIGN LANG/DEAF CULTURE I: 4 Hour(s)
INTRODUCTION TO SIGN LANGUAGE AND DEAF CULTURE I~ This class in the introductory course for American Sign Language as a world language credit. This course will focus on the visual-spatial language of ASL with emphasis on expressive/receptive communication skill building, vocabulary development, and grammatical structure development. Deaf Culture awareness and understanding of the Deaf Community will also be featured throughout the course.

EDUC 12200: AM SIGN LANG/DEAF CULTRE II:UD: 4 Hour(s)
AMERICAN SIGN LANGUAGE AND DEAF CULTRE II:UD~ This course builds on the knowledge and skills developed in ASL I. This course focuses on increased speed, fluency, vocabulary receptive skills and knowledge of grammatical structures. This course provides opportunities for students to continue to increase expressive communicative effectiveness using ASL with as emphasis on non-manuals. Students will further receptive skills and voice simple ASL sentences and paragraphs. This course fulfills the Understanding Diversity in the USA requirement.
Prerequisite: EDUC 12100
Prerequisite: EDUC 12100
Core: Understanding Diversity Home
EDUC 15000: EDUC CULTURE & SOCIETY:CA,UD - 4 Hour(s)
EDUCATION, CULTURE & SOCIETY:CA,UD-- This course is designed
to introduce students to the issues related to teaching the widening
diversity of students to be found in schools and communities across
the United States. Students become familiar with the knowledge base,
skills, and dispositions that are necessary to offer equal educational
opportunity for all children and adolescents. The course examines the
impact that human difference has on educational policy and practice,
as well as the relationship of cultural values to the formation of a
teacher's professional and personal self-concept and teaching styles.
Field experiences provide interactions with students in diverse schools.
This course fulfills the Social and Cultural Analysis requirement and the
Understanding Diversity in the USA requirement.
Core: Social/Cultural Analysis Meth; Understanding Diversity Home

EDUC 20100: EDUCATION AND US SOCIETIES: 4 Hour(s)
EDUCATION AND U.S. SOCIETY -- This course examines the historical,
philosophical and sociological foundations of education as sources for
school policies and practices. Students will explore multiple facets of
education in relationship to U.S. society and its constituent cultures, and
will research and discuss contemporary issues in education. Includes
observation at a variety of school and community sites. Some sections of
this course may be considered service learning (SL).
Core: Meaning/Ethics/Soc Responsibil

EDUC 20500: ENVIRONMENTAL EDUCATION: 4 Hour(s)
ENVIRONMENTAL EDUCATION-- The goal of this course is to provide
students, including those interested in classroom and environmental
education, naturalists, and youth leaders, with the skills, experiences,
and understandings necessary to help audiences interpret their natural
surroundings and define their relationship and interactions with nature
and the environment. This will be accomplished by emphasizing an
understanding of natural history and fundamental environmental
concepts, and providing opportunities to plan, teach and evaluate
nature and environmental education based on best practices and
developmentally appropriate strategies. The James H. Barrow Field
Station and surrounding park districts and environmental education
centers will be our classroom as we attempt to develop a foundation for
conceptual understanding of environmental concepts. The course will
focus on environmental literacy and current research in environmental
education. Students will develop skills to foster learning through
experiences teaching children, adults and families at the Hiram College
Field Station, local schools and nearby natural areas. Assessment of
learning outcomes and program evaluation strategies will be practiced.
Students will be certified to teach national curricula, such as project
WILD and Project WILD Aquatic. A segment of the course will be taught
at Hiram's Northwoods Field Station in the Upper Peninsula of Michigan.
Surrounded by 100,000 acres of national forest, lakes, streams and bogs,
Northwoods provides the ideal location to develop a land ethic and reflect
on the many ways people change nature and nature changes people. At
Northwoods, we will live communally -- sleeping in cabins -- and each of
us will be responsible for camp maintenance, daily chores, and cooking.
Field trip fee. This course is also listed as Environmental Studies (205 or
20500).

EDUC 20600: PHONICS ELEM & MIDDLE GRADES: 3 Hour(s)
PHONICS FOR ELEMENTARY AND MIDDLE GRADES -- This course
will focus on the PreK-9th grade population and how typically and
atypically developing students learn to read. Students will understand
the importance of Phonics instruction in a balanced reading program.
Multi sensory methods of and strategies for phonics instruction will be
discussed as well as modeled by students in the course, focusing on
the alphabetic principle, phonological training/word-attack skills, word
recognition, vocabulary, spelling, and writing, as well as assessment of
relevant literacy skills. There will be a focus on the relationships among
phonemic awareness and graphophonic, syntactic, and semantic
cuing systems, and the role they play in developing competence in
reading, spelling, and writing. This course will serve as a basis for student
understanding of the English language and its orthography.

EDUC 20900: UNIVERSAL DESIGN:UD: 3 Hour(s)
UNIVERSAL DESIGN:UD-- This course familiarizes students with the
concept of universal design and how it applies to the creation and
redesign of commonly encountered situations and entities. Universal
Design is an approach that considers accessibility and usability for the
greatest possible variety of people, disabled or not, without any special
adaptations or modifications. Students will learn about the diversity
of experiences and capabilities that people have, including disabilities
(e.g. physical, learning, and cognitive), learning styles, and cultural
backgrounds. After becoming familiar with how abilities vary, students
will learn how to design/redesign products and environments in ways
that make these things available to the broadest group of people. A
revised version of this course is offered for 4 credit hours as EDUC 20910.
This course fulfills the Understanding Diversity in the USA requirement.
Core: Understanding Diversity Home

EDUC 20910: UNIVERSAL DESIGN:UD: 4 Hour(s)
UNIVERSAL DESIGN:UD-- This course familiarizes students with the
concept of universal design and how it applies to the creation and
redesign of commonly encountered situations and entities. Universal
Design is an approach that considers accessibility and usability for the
greatest possible variety of people, disabled or not, without any special
adaptations or modifications. Students will learn about the diversity
of experiences and capabilities that people have, including disabilities
(e.g. physical, learning, and cognitive), learning styles, and cultural
backgrounds. After becoming familiar with how abilities vary, students
will learn how to design/redesign products and environments in ways
that make these things available to the broadest group of people. A
revised version of this course is offered for 3 credit hours as EDUC 20900.
This course fulfills the Understanding Diversity in the USA requirement.
Core: Understanding Diversity Home

EDUC 21500: UNDERSTANDING SCIENCE: 4 Hour(s)
UNDERSTANDING SCIENCE-- This course is designed to provide early
and middle childhood educators with a better understanding of science
by integrating fundamental scientific concepts. Using concepts in earth,
space, life, and physical science, as outlined by the National Science
Education Standards and the Ohio's current content standards, students
will investigate the nature of scientific knowledge. The inquiry-based
approach to learning will not only emphasize science process skills, but
also model best practices for early and middle childhood education.
Students will work cooperatively to resolve questions, experiment,
and discuss interpretations and conclusions. Class activities will help
students develop their technological design abilities, as well as gain
insight into the historical and cultural contributions of scientists who
have provided us with a comprehensive understanding of the natural
world.
EDUC 21600: EARTH & SPACE SCIENCE: 3 Hour(s)
UNCOVERING EARTH AND SPACE SCIENCE ~ This course provides a hands-on, field-based approach to learning about Earth and Space science. Through lectures, demonstrations, and field trips, students will develop a working knowledge of geology, including geologic history, plate tectonics, the hydrologic cycle and how thermal energy transfers throughout Earth’s spheres. Also, the solar system and Earth-Sun-Moon complex will be explored. Field trips will allow us to explore local natural resources to collect rocks and learn about geologic history and astronomy.

EDUC 22900: DEV APPROP PRACT:BIRTH-10:UD: 4 Hour(s)
DEVELOPMENTALLY APPROPRIATE PRACTICE: BIRTH TO TEN:UD ~ This course will focus on the goal of developmentally appropriate practice in childcare settings, preschools, and elementary classrooms in the context of individual, family, program, and community diversity. Students will learn about various types of early childhood and elementary grades programs and curriculum models, and nationally recognized preschool program models. As they observe and work with infants, toddlers, preschool, and elementary children, Hiram students will learn about developmental theorists and their ideas about how children learn. Field experiences will develop knowledge of typical as well as individual differences in development and learning across physical, cognitive, social-emotional, and language domains. The standards of the Council for the Accreditation of Educator Preparation, CAEP Elementary Standards, Ohio Common Core Standards, and the Ohio Standards for the Teaching Profession and their application to best practices in creating healthy, respectful, supportive, and challenging learning environments are included. Applicable standards and codes of ethics for other related disciplines/educational settings will also be covered. Field experience with students birth to eight is required. EDUC 23000 is taken concurrently with this course.
Corequisite: EDUC 23000
Core: Understanding Diversity Home

EDUC 23000: ELEMENTRY SCHOOL EXP AND LAB: 2 Hour(s)
ELEMENTARY SCHOOL EXPERIENCE AND LAB~ The teacher candidate will use the classroom observation experience as a basis for reflecting on practice. Guided reflections require candidates to apply theories of elementary-aged development to classroom observation and interactions. In addition, candidates analyze the teaching process in the context of individual, family, and community diversity. This course is taken concurrently with EDUC 22900*. This course is offered Standard Letter Grade.
Corequisite: EDUC 22900

EDUC 23100: HUMAN GROWTH/DEVELOP/LRNG:UD: 4 Hour(s)
HUMAN GROWTH AND DEVELOPMENT AND LEARNING THEORY:UD ~ This course examines human growth, development, and learning theories through the use of readings, current research, and school-based experiences to develop knowledge about physical, cognitive, personal, social/emotional, and linguistic development from early through late adolescence. Students will apply these theories in the context of individual, family, and community diversity, and learn how they translate into education practice. Topics will include the role of educational and psychological theory in schools, the learning environment (including classroom management), and motivation. Enrollment in the corresponding field experience (EDUC 23400 or EDUC 23500) is mandatory.
Corequisite: EDUC 23400, EDUC 23500
Core: Understanding Diversity Home

EDUC 23200: DEV APPROP PRACT:BIRTH-8:UD: 4 Hour(s)
DEVELOPMENTALLY APPROPRIATE PRACTICE BIRTH TO EIGHT:UD~ This course will focus on the goal of developmentally appropriate practice in childcare settings, preschools, primary classrooms, and other educational settings in the context of individual, family, program, and community diversity. Students will learn about various types of early childhood programs and curriculum models, and nationally recognized preschool program models. As they observe and work with infants, toddlers, preschool, and primary children, Hiram students will learn about developmental theorists and their ideas about how children learn. Field experiences will develop knowledge of typical as well as individual differences in development and learning across physical, cognitive, social-emotional, and language domains. The standards of the Council for the Accreditation of Educator Preparation, National Association for the Education of Young Children, Ohio Common Core Standards, and the Ohio Educator Standards and their application to best practices in creating healthy, respectful, supportive, and challenging learning environments are included. Applicable standards and codes of ethics for other related disciplines/educational settings will also be covered. Field experience with students birth to eight is required. EDUC 23300 is taken concurrently with this course.
Corequisite: EDUC 23300
Core: Understanding Diversity Home

EDUC 23300: EARLY CHILD SCHOOL EXP AND LAB: 2 Hour(s)
HUM GROWTH DEVELOP & LEARN THEORY EARLY CHILD SCHOOL & LAB~ The teacher candidate will use the classroom observation experience as a basis for reflecting on practice. Guided reflections require candidates to apply theories of early childhood development to classroom observation and interactions. In addition, candidates analyze the teaching process in the context of familial, cultural, and community diversity. Education 233 or 23300 is taken concurrently with Education 232 or 23200. This course is offered Standard Letter Grade.
Corequisite: EDUC 23200

EDUC 23400: MID CHILD SCHOOL EXP/LAB: 2 Hour(s)
HUM GROW & DEVELOP & LEARN THEORY MIDDLE CHILD & LAB~ The teacher candidate will engage in school-based classroom experiences as a basis for reflecting on practice. Guided reflections require candidates to apply theories of young adolescent development to classroom interactions. In addition, candidates analyze the teaching process in the context of individual, family, and community diversity. Education 23400 is taken concurrently with Education 23100. This course is offered Standard Letter Grade.
Corequisite: EDUC 23100

EDUC 23500: ADOLESCENT SCHOOL EXP AND LAB: 2 Hour(s)
HUMAN GROWTH AND DEVELOPMENT AND LEARNING THEORY: ADOLESCENT SCHOOL EXPERIENCE AND LAB~ The teacher candidate will engage in school-based classroom experiences as a basis for reflecting on practice. Guided reflections require candidates to apply theories of adolescent development to classroom interactions. In addition, candidates analyze the teaching process in the context of individual, family, and community diversity. Education 23500 is taken concurrently with Education 23100. This course is offered Standard Letter Grade.
Corequisite: EDUC 23100
EDUC 24500: INTEGRAT TECH EDUC SPACES: 1 Hour(s)
INTEGRATING TECHNOLOGY INTO EDUCATIONAL SPACES~ This course will focus on acquiring the current technological skills/mindset necessary to engage 21st Century learners in today's classrooms. Students will engage in such tasks as creating/implementing wikis, RSS feeds, podcasts, and blogs. They will work with learning tools like SmartBoards, iPads, and iPods. Video creation, editing, and compression skills will also be covered. Throughout the course itself, students will engage in discussions and personal reflection around how these technological advancements may be changing the way students learn, and how to adapt their instructional strategies to meet the needs of those they teach. PERMISSION ONLY: when students are enrolled in/have already taken EDUC (231 or 23100) or EDUC (232 or 23200).

EDUC 24600: ISS CONTENT: 3 Hour(s)
INTEGRATED SOCIAL STUDIES CONTENT ~ This course will be a survey of U.S. History, Ohio History and World History based on Ohio Department of Education curriculum standards. Students will study the growth and development of Ohio as connected to the growth and development of the United States. Development of the Western Hemisphere will be analyzed in terms European exploration and colonization. World Geography will be studied in context of history related to the movement of people and regions across the globe. Students will study human systems, physical characteristics of the environment and change over time. This course is for P-5 elementary and middle childhood licensure students only.

EDUC 25300: READING/WRITING CHILD LIT:IM: 3 Hour(s)
READING,WRITING, AND RESPONSE WITH CHILDREN'S LITERATURE:IM~ Reading strategies based on authentic reading tasks including comprehension, vocabulary, word identification, and writing for both narrative and expository texts are taught through an exploration of traditional and modern children's literature, including multicultural literature, poetry, fiction, non-fiction, informational, and technology based selections. The goal of this course is to expose students to a variety of written materials, strategies, and methods that they may use in the teaching of reading in a classroom. Includes observation and practice at a school site. This course fulfills the Interpretive Methods requirement.
Core: Interpretive Methods

EDUC 25400: TEACHING READING/ADOL LIT:IM: 3 Hour(s)
TEACHING READING WITH ADOLESCENT LITERATURE:IM~ This course will comprise a survey of traditional and modern literature for adolescents, across genres with emphasis on reader-response and transactional theories of reading using quality adolescent literature. This literature will also be used to reinforce and apply reading concepts such as pre-reading, comprehension, and assessment strategies. Additional emphasis will include evaluating and selecting a wide range of literature to meet the needs and interests of adolescent students of diverse backgrounds and abilities, as well as the role of high-quality adolescent literature in interdisciplinary teaching strategies in both the middle grades and high school.
Core: Interpretive Methods

EDUC 28000: SEM:: 4 Hour(s)
SEMINAR:~

EDUC 28100: INDEPENDENT STUDY: 1-4 Hour(s)
INDEPENDENT STUDY~

EDUC 29000: ETHICS OF COLLABORATION:ES: 3 Hour(s)
ETHICS OF COLLABORATION:ES~ This course will require students to intentionally consider possibilities for advocacy regarding ethical interactions and the empowerment of both their collaborative educational partners and themselves. Such ethical collaboration requires those involved to not only be aware of the perspectives others bring to the table, but also of how their own background and experiences affects the way they interact with people. Students will work from the inside out, examining themselves as social beings situated in personal experiences, considering the validity of others’ ways of meaning making, and acknowledging miscommunications that can arise in collaborative settings involving diverse participants. We will apply these understandings as we consider how individuals might ethically construct dialogic working relationships as supervisor/supervisee, peer/peer, and community/organization partners in camps, daycares, hospitals, museums, schools, and more. Students will wrestle with the balance between dialogic relationships and an individual’s ethical responsibility to work against injustice, regardless of another’s cultural background. Some sections of this course may be considered service learning (SL). This course fulfills the Meaning, Ethics, and Social Responsibility requirement. Core: Meaning/Ethics/Soc Responsibil

EDUC 29100: EXPERIENCES IN ENVIRO EDUCATN: 1 Hour(s)
EXPERIENCES IN ENVIRONMENTAL EDUCATION~ This field experience course requires 10 hours of training in environmental education programs offerings and 10 hours of Field Trip Program instructional experience. Understandings and experiences related to science include sensory explorations of the natural world, biomes, ecosystems, habitats, Ohio plants and animals, living and non-living factors, adaptations, biodiversity, ecology, and erosion. Additional experiences include cooperative learning, inquiry science explorations, program reflection and evaluation, and an understanding of age-appropriate activities. Schedule and hours will be determined by the instructor and each individual student’s schedule. This course is offered as pass/no credit only.

EDUC 29200: INTEGRATED FINE ARTS/ERL CHLD:CM: 3 Hour(s)
INTEGRATED FINE ARTS FOR EARLY CHILDHOOD:CM~ This course is designed to develop the knowledge, skill, and dispositions to integrate music, drama, art, and movement into the classroom curricula based on the Ohio’s current content standards, and the National Association for the Education of Young Children (NAEYC) guidelines. Students will explore different media employed in creating visual art, learn to move to music and play simple instruments for accompaniment, and try out telling stories with flannel boards, puppets, and theater games. Emphasis will be placed on developmentally appropriate and individually appropriate curriculum, as well as the role of the arts in speaking, listening, movement and play. Students will gain an intellectual understanding of the theory behind the creative activities we employ in the classroom, and will have hands-on experience in the creation of their own art. This course fulfills the Creative Methods requirement.
Core: Creative Methods

EDUC 29300: FIELD EXPERIENCE:PRE-SCHOOL: 1 Hour(s)
FIELD EXPERIENCE:PRE-SCHOOL~ Pass/No Credit Only.

EDUC 29500: FIELD EXP:EARLY CHILDHOOD: 1-4 Hour(s)
FIELD EXPERIENCE EARLY CHILDHOOD~ Prerequisite: (EDUC 232 or 23200) Pass/No Credit Only.
Prerequisite: (EDUC 232 or EDUC 23200)

EDUC 29600: FIELD EXP: MIDDLE CHILDHOOD: 1-4 Hour(s)
FIELD EXPERIENCE MIDDLE CHILDHOOD~ Pass/No Credit Only.

EDUC 29700: FIELD EXPERIENCE: ADOLESCENT: 1-4 Hour(s)
FIELD EXPERIENCE ADOLESCENT~ Pass/No Credit Only.
EDUC 29800: FIELD EXPERIENCE: 1-4 Hour(s)
FIELD EXPERIENCE-- Pass/no credit only.

EDUC 30500: PHONICS:EARLY CHILDHOOD: 3 Hour(s)
PHONICS EARLY CHILDHOOD-- The course will focus on the PreK-3 population and how typically and atypically developing students learn to read. Students will understand the importance of Phonics instruction in a balanced reading program. Multisensory methods of and strategies for phonics instruction will be discussed as well as modeled by students in the course, focusing on the alphabetic principle, phonological training/word attack skills, word recognition, vocabulary, spelling, and writing. This course will serve as a basis for student understanding of the English language and its orthography.

EDUC 30600: PHONICS:MIDDLE CHILDHOOD: 3 Hour(s)
PHONICS MIDDLE CHILDHOOD-- This course provides an introduction to the graphophonemic and morphological foundations of the English Language. The focus is on the relationships among phonemic awareness and graphophonemic, syntactic, and semantic cueing systems, and the role they play in developing competence in reading, spelling, and writing in the middle grades. Students will be introduced to multisensory strategies for teaching typically and atypically developing learners the alphabetic principle, reading (including word recognition and vocabulary), spelling, and writing. Major topics will include an understanding of letter-sound relationships and how they affect students' development in reading, vocabulary, spelling, and writing, as well as assessment and intervention appropriate to middle-grades students.

EDUC 30700: MIDDLE SCHOOL MATHEMATICS: 4 Hour(s)
MIDDLE SCHOOL MATHEMATICS METHODS MATERIALS & MEANINGS--Building on the basis of Fundamentals (Mathematics 10300 and 10400), Mathematical Modeling (Mathematics 16200), and Pre-calculus (Mathematics 19700), this course examines topics suitable for the middle grades and discusses ways to teach them, ideas for alternative approaches, and appropriate materials (from concrete to abstract). Topics include rational numbers, percent, probability, statistics, geometry (synthetic, transformational, coordinate), algebra, and triangle trigonometry. Ideas from Operations Management may be included. Integrates National Council of Teachers of Mathematics (NCTM) standards and Ohio's current content standards. Prerequisite: admission to the Teacher Education Program or permission, and Education 23100. Prerequisite: (EDUC 231 or EDUC 23100)

EDUC 30800: TEACHING SECONDARY MATHEMATICS: 4 Hour(s)
TEACHING SECONDARY MATHEMATICS-- This course provides integration of education and mathematics courses as they relate to the secondary mathematics classroom. Topics include: learning and developmental theory, curriculum, National Council of Teacher of Mathematics (NCTM) standards, Ohio's current content standards, instruction, materials, planning, and assessment. Prerequisites: Education (23100) and permission. Prerequisite: (EDUC 231 or EDUC 23100)

EDUC 31000: MATH & SCI INVESTIGATIONS F EX: 1 Hour(s)
MATH AND SCIENCE INVESTIGATIONS-- This course is intended to extend the math and science methodologies discussed in Education 35500 and 35700 (taken concurrently). Preservice teachers will be assigned to a classroom, where they will work with small groups of students in an effort to extend their conceptual understanding of math and science concepts designated by the classroom teacher. Emphasis will be placed on creative teaching strategies, literature connections, extending student thought, and assessment of student understanding of the concepts presented. Reflection and preservice teacher growth will play a strong role in the course. All lessons will be aligned to Ohio's current content standards. Prerequisite: Admission to the Teacher Education Program and permission. This course is offered as Pass/No Credit only.
Corequisite: EDUC 35500, EDUC 35600, EDUC 35700

EDUC 31300: TEACHING/SUPRVISING WRITING:CM: 4 Hour(s)
TEACHING AND SUPERVISING WRITING:CM-- This course is designed to prepare students in all disciplines to teach, tutor, and supervise the writing of high school students and college undergraduates. The course will offer an introduction to the major trends in composition theory and research. It will also develop the technical and interpersonal skills necessary for effective instruction. Students will closely examine their own writing process and style. To fulfill the required laboratory element of this course, students will spend time each week working with a mentor in the Writing Center. This course fulfills the Creative Methods requirement. Prerequisite: Permission through recommendation only. Also listed as Writing 31300.
Core: Creative Methods

EDUC 32400: EXCEPTIONALITY:UD: 3 Hour(s)
EXCEPTIONALITY:UD-- This course examines the philosophical, historical, legal, and ethical foundations of services for individuals with special needs. The characteristics, etiology, and socio-psychological implications of exceptional conditions, including specific disabilities, gifts, and talents, are explored. Categorical and noncategorical classification systems; assessment, diagnosis, and evaluation; and educational adaptations and assistive technologies, are included. Participants will explore the impact on families of disabilities at different life stages, from infancy and early childhood to adolescence and adulthood. This course fulfills the Understanding Diversity in the USA requirement. Also listed as Psychology 32400.
Core: Understanding Diversity Home

EDUC 34000: CLASSROOM MANAGEMENT: 1 Hour(s)
CLASSROOM MANAGEMENT: BUILDING EFFECTIVE LEARNING ENVIRONMENTS-- Effective classroom management is the key to creating a learning environment where respect, cooperation, positive social behaviors, and motivation build a foundation for student achievement. This course will explore research-based strategies for managing the classroom, review research on development and learning that affect the classroom environment, and allow candidates to develop classroom management models that fit the needs of PreK-12 classrooms.
EDUC 34200: ASSESSMENT FOR LEARNING: 4 Hour(s)
ASSESSMENT FOR LEARNING--This course examines the goals, benefits, and uses of developmentally appropriate assessment of typically and atypically developing students. Students will learn about the use of diagnostic, formative, and summative assessments to evaluate and ensure the continuous cognitive, social/emotional, and physical development of all students. Students will learn to design appropriate assessments and to collect and analyze data in order to plan effective instruction that advances the learning of each individual student. Legal and ethical issues in standardized assessment, as well as basic statistical concepts needed to interpret standardized testing results, are included. This course emphasizes a collaborative approach to assessment, in partnership with learners, other professionals and families within a context of familial, cultural, and social diversity. Prerequisite: Admission to the Teacher Education Program, EDUC 23100 or 23200, or instructor permission. Prerequisite: (EDUC 231 or EDUC 23100) or (EDUC 232 or EDUC 23200)

EDUC 34300: DIAGNOSIS INTERVENTION P9: 3 Hour(s)
DIAGNOSIS AND INTERVENTION IN P-9 LITERACY -- This course explores formal and informal assessment as a critical part of classroom activities in reading and writing, for P-5 Elementary and Middle Childhood teacher-candidates. Teacher-candidates will develop a knowledge base and pedagogical assessment skills to most appropriately diagnose and intervene to meet individual student’s literacy needs. The importance of developing and maintaining relationships with students’ caregivers, as well as recognizing and building on their unique backgrounds, will be emphasized.

EDUC 35500: SCIENCE METHOD-EARLY CHILDHOOD: 4 Hour(s)
SCIENCE METHODS FOR EARLY CHILDHOOD--This course will examine, analyze, evaluate, and create developmentally appropriate, science curricula for pre-primary and primary-aged children in accordance with guidelines established by the National Association for the Education of Young Children, Ohio’s current content standards, and the Standards for Ohio Educators. Curricular development will be situated in the context of family and community, and will entail age appropriate and individually appropriate components. Pre-service teachers will practice implementation of curricula via instructional practices that are inclusive of children who are typically and atypically developing, through a continuous cycle of assessment, integrated curriculum development, and instructional planning. Establishment of learning environments that promote conceptual development in children through active learning is emphasized. Taken concurrently with Social Studies Methods for P-5 Elementary. Clinical experience is required. Prerequisite: Admission to the Teacher Education Program and Mathematics Methods for P-5 Elementary. Clinical experience is required. Prerequisite: Admission to the Teacher Education Program and permission.

EDUC 35600: SOC STUDIES METHOD EARLY CHILD: 4 Hour(s)
SOCIAL STUDIES METHODS FOR EARLY CHILDHOOD--This course will examine, analyze, evaluate, and create developmentally appropriate social studies curricula for pre-primary and primary-aged children in accordance with guidelines established by the National Association for the Education of Young Children, Ohio’s current content standards, and the Standards for Ohio Educators. Curricular development will be situated in the context of family and community, and will entail age appropriate and individually appropriate components. Pre-service teachers will practice implementation of curricula via instructional practices that are inclusive of children who are typically and atypically developing, through a continuous cycle of assessment, integrated curriculum development, and instructional planning. Establishment of learning environments that promote conceptual development in children through active learning is emphasized. Clinical experience is required. Prerequisites: Admission to the Teacher Education program, permission, and EDUC 35600. Corequisites: EDUC 35500 and 35700. Prerequisite: (EDUC 232 or EDUC 23200) Corequisite: EDUC 35500, EDUC 35700

EDUC 35650: SCIENCE METHODS P5 ELEM: 4 Hour(s)
SCIENCE METHODS FOR P-5 ELEMENTARY -- This course will examine, analyze, evaluate, and create developmentally appropriate, inquiry-based science curricula for pre-primary through elementary-aged children in accordance with guidelines established by the CAEP Elementary Standards, the Ohio Learning Standards, and the Ohio Standards for the Teaching Profession. Curricular development will be situated in the context of family and community, and will entail age appropriate and individually appropriate components. Pre-service teachers will practice implementation of curricula via instructional practices that are inclusive of children who are typically and atypically developing, through a continuous cycle of assessment, integrated curriculum development, and instructional planning. Establishment of learning environments that promote conceptual development in children through active learning is emphasized.Taken concurrently with Social Studies Methods and Pre-Primary Education.

EDUC 35650: SOC STUDIES METHODS P5 ELEM: 4 Hour(s)
SOCIAL STUDIES METHODS FOR P-5 ELEMENTARY EDUCATION -- This course will examine, analyze, evaluate and create social studies curricula form elementary aged children in accordance with guidelines established by the Ohio Learning Standards in Social Studies, the CAEP Elementary Teacher Preparation Standards and the Ohio Standards for the Teaching Profession. Curricular development will be situated in the context of family and community, and will entail age appropriate and individually appropriate components. Teacher candidates will practice implementation of curricula via instructional practices that are inclusive of all students and which includes a continuous cycle of assessment, integrated curriculum development, instructional planning and reflection. Establishment of learning environments that promote conceptual development in children through active learning is emphasized. Clinical experience is required. Class will meet face-to-face for all course hours. Students should expect to spend a minimum of 8-10 hours per week on readings, assignments, and lesson planning.

EDUC 35800: ASSESSMENT FOR LEARNING: 4 Hour(s)
ASSESSMENT FOR LEARNING--This course examines the goals, benefits, and uses of developmentally appropriate assessment of typically and atypically developing students. Students will learn about the use of diagnostic, formative, and summative assessments to evaluate and ensure the continuous cognitive, social/emotional, and physical development of all students. Students will learn to design appropriate assessments and to collect and analyze data in order to plan effective instruction that advances the learning of each individual student. Legal and ethical issues in standardized assessment, as well as basic statistical concepts needed to interpret standardized testing results, are included. This course emphasizes a collaborative approach to assessment, in partnership with learners, other professionals and families within a context of familial, cultural, and social diversity. Prerequisite: Admission to the Teacher Education Program, EDUC 23100 or 23200, or instructor permission. Prerequisite: (EDUC 231 or EDUC 23100) or (EDUC 232 or EDUC 23200)

EDUC 35900: DIAGNOSIS INTERVENTION P9: 3 Hour(s)
DIAGNOSIS AND INTERVENTION IN P-9 LITERACY -- This course explores formal and informal assessment as a critical part of classroom activities in reading and writing, for P-5 Elementary and Middle Childhood teacher-candidates. Teacher-candidates will develop a knowledge base and pedagogical assessment skills to most appropriately diagnose and intervene to meet individual student’s literacy needs. The importance of developing and maintaining relationships with students’ caregivers, as well as recognizing and building on their unique backgrounds, will be emphasized.

EDUC 36000: SOC STUDIES METHOD EARLY CHILD: 4 Hour(s)
SOCIAL STUDIES METHODS FOR EARLY CHILDHOOD--This course will examine, analyze, evaluate, and create developmentally appropriate social studies curricula for pre-primary and primary-aged children in accordance with guidelines established by the National Association for the Education of Young Children, Ohio’s current content standards, and the Standards for Ohio Educators. Curricular development will be situated in the context of family and community, and will entail age appropriate and individually appropriate components. Pre-service teachers will practice implementation of curricula via instructional practices that are inclusive of children who are typically and atypically developing, through a continuous cycle of assessment, integrated curriculum development, and instructional planning. Establishment of learning environments that promote conceptual development in children through active learning is emphasized. Clinical experience is required. Prerequisite: Admission to the Teacher Education Program and permission, and EDUC 23200. Corequisites: EDUC 35500 and 35700. Prerequisite: (EDUC 232 or EDUC 23200) Corequisite: EDUC 35500, EDUC 35700

EDUC 36100: SCIENCE METHODS P5 ELEM: 4 Hour(s)
SCIENCE METHODS FOR P-5 ELEMENTARY EDUCATION -- This course will examine, analyze, evaluate, and create developmentally appropriate, inquiry-based science curricula for pre-primary through elementary-aged children in accordance with guidelines established by the CAEP Elementary Standards, the Ohio Learning Standards, and the Ohio Standards for the Teaching Profession. Curricular development will be situated in the context of family and community, and will entail age appropriate and individually appropriate components. Pre-service teachers will practice implementation of curricula via instructional practices that are inclusive of children who are typically and atypically developing, through a continuous cycle of assessment, integrated curriculum development, and instructional planning. Establishment of learning environments that promote conceptual development in children through active learning is emphasized. Taken concurrently with Social Studies Methods and Pre-Primary Education.

EDUC 36100: SOC STUDIES METHODS P5 ELEM: 4 Hour(s)
SOCIAL STUDIES METHODS FOR P-5 ELEMENTARY EDUCATION -- This course will examine, analyze, evaluate and create social studies curricula form elementary aged children in accordance with guidelines established by the Ohio Learning Standards in Social Studies, the CAEP Elementary Teacher Preparation Standards and the Ohio Standards for the Teaching Profession. Curricular development will be situated in the context of family and community, and will entail age appropriate and individually appropriate components. Teacher candidates will practice implementation of curricula via instructional practices that are inclusive of all students and which includes a continuous cycle of assessment, integrated curriculum development, instructional planning and reflection. Establishment of learning environments that promote conceptual development in children through active learning is emphasized. Clinical experience is required. Class will meet face-to-face for all course hours. Students should expect to spend a minimum of 8-10 hours per week on readings, assignments, and lesson planning.
EDUC 35700: MATH METHOD-EARLY CHILDHOOD: 4 Hour(s)
MATHMATICS METHODS FOR EARLY CHILDHOOD—This course will examine, analyze, evaluate, and create developmentally appropriate, math curricula for pre-primary and primary-aged children in accordance with guidelines established by the National Association for the Education of Young Children Ohio's current content standards, and the Standards for Ohio Educators. Curricular development will be situated in the context of family and community, and will entail age appropriate and individually appropriate components. Pre-service teachers will practice implementation of curricula via instructional practices that are inclusive of children who are typically and atypically developing, through a continuous cycle of assessment, integrated curriculum development, and instructional planning. Establishment of learning environments that promote conceptual development in children through active learning is emphasized. Taken concurrently with EDUC 35500 and 35600. Clinical experience is required. Prerequisite: Admission to the Teacher Education Program, permission, and EDUC 23200.
Prerequisite: (EDUC 232 or EDUC 23200)
Corequisite: EDUC 35500, EDUC 35600

EDUC 35750: MATH METHODS P-5 ELEMENTARY: 4 Hour(s)
MATHMATICS METHODS FOR P-5 ELEMENTARY—This course will examine, analyze, evaluate, and create developmentally appropriate, mathematics curricula for pre-primary and elementary-aged children (P-5) in accordance with guidelines established by the National Association for the Education of Young Children, the current Ohio Academic Content Standards, CAEP Elementary Standards, and the Standards for Ohio Educators. Curricular development will be situated in the context of family and community, and will entail age appropriate and individually appropriate components. Pre-service teachers will practice implementation of curricula via instructional practices that are inclusive of children who are typically and atypically developing, through a continuous cycle of assessment, integrated curriculum development, and instructional planning. Establishment of learning environments that promote conceptual development in children through active learning is emphasized. Clinical experience is required.

EDUC 36100: TEACHING RDG IN CONTENT AREA: 3 Hour(s)
READING IN THE CONTENT AREAS—This course is designed to provide an overview of the reading process and factors that affect the middle level reader's interaction with text. Examination of the Academic Content Standards K-12 English Language Arts (Common Core) as a guideline for teaching reading in the middle level content areas, and of methods and materials that help readers to access texts, develop understandings of concepts and vocabulary, and gather, organize and present information as well as assessment and intervention strategies appropriate to middle grades will be included. Major topics will include comprehension, vocabulary development, writing across the curriculum, study skills, and assessment.

EDUC 36200: MIDDLE SCHOOL LITERACY EDUCATN: 4 Hour(s)
BEST PRACTICE IN MIDDLE SCHOOL LITERACY EDUCATION—This course is designed to introduce teaching methodologies that integrate reading and writing into all aspects of the middle school curriculum. Using Ohio's current content standards as a guide, students in this course will explore strategies for literary discussion, composition studies, and integrating literacy activities into other content areas. Experience with multiple literacy assessments will also be an integral part of this course. Includes observation and practice at school site. Prerequisites: Admission to the Teacher Education Program and EDUC 23100.
Prerequisite: (EDUC 231 or EDUC 23100)

EDUC 36300: CLINICAL EXP MID CHILD LITERACY: 3 Hour(s)
CLINICAL EXPERIENCE IN MIDDLE GRADES LITERACY EDUCATION—Preservice teachers will participate in 30 hours of supervised clinical experience focused on middle grades literacy. Preservice teachers will develop instructional materials that represent best practice in middle grades literacy. Preservice teachers will develop instructional materials that represent best practice in middle grades literacy. Class time will emphasize understanding and application of the English Language Arts Content Standards (Common Core) for grades 4-9 and the competencies expected of teachers under the Ohio Reading Core. Supervision and evaluation will be conducted by the Hiram faculty member and the school-based teacher educator. Prerequisite: EDUC 23100.
Prerequisite: EDUC 23100

EDUC 36400: EARLY CHILDHOOD LITERACY: 4 Hour(s)
EARLY CHILDHOOD LITERACY—This course will focus on the preK-3 population and how members of that population acquire both written and oral language. This course will pay specific attention to early, emergent, transitional, and fluent literacy. Students will understand the importance of phonics in a reading program as well as the importance of integration. Strategies for effective reading instruction, appropriate assessment, and developmentally appropriate curriculum will be explored, observed, and experienced. Issues regarding not only children's academic success, but also their physical, mental, and emotional well-being will be discussed. Ohio's current content standards and the NAECY Standards for Early Childhood Preparation will serve as guiding documents for planning, methodology, and assessment. Includes clinical experience in a preK-3 setting. Prerequisites: Admission to the Teacher Education Program, permission, and EDUC 23200.
Prerequisite: (EDUC 232 or EDUC 23200)

EDUC 36450: LITERACY METHODS P5 ELEM: 4 Hour(s)
P-5 ELEMENTARY LITERACY METHODS—P-5 Elementary Literacy Methods will focus on the PreK-5th grade population and how members of that population acquire both written and oral language. This course will pay specific attention to early, emergent, transitional, and fluent literacy. Students will understand the importance of phonics in a reading program, as well as the importance of integration. Strategies for effective reading instruction and developmentally appropriate curriculum will be explored, observed and experienced. Issues regarding not only children's academic success, but also their physical, mental, and emotional well-being will be discussed. Ohio's current content standards and the CAEP Elementary Standards will serve as guiding documents for planning, methodology, and assessment. Significant time will be devoted to Clinical Experience at the PreK-Grade 5 level. This course is permission only. Admittance into the Teacher Education Program is required to enroll in P-5 Elementary Literacy Methods.

EDUC 36700: INTERNSHIP EARLY CHILD EDUC: 3 Hour(s)
INTERNSHIP IN EARLY CHILDHOOD EDUCATION—Preservice teachers will participate in a three-week, full-day internship under the supervision of a qualified mentor teacher in an early childhood education setting. Preservice teachers will develop and teach curricular units and will facilitate child guidance in the context of family and community, in consultation with their mentor teacher and Hiram supervisor. Prerequisite: admission to the Teacher Education Program and EDUC 23200 and EDUC 36400 and EDUC 34100 and EDUC 30500.
Prerequisite: (EDUC 305 or EDUC 30500) and (EDUC 364 or EDUC 36400)
EDUC 36750: CONTENT TEACHING P5 ELEM: 3 Hour(s)
CONTENT TEACHING IN P-5 ELEMENTARY EDUCATION~ This course is taken concurrently with the content area methods courses and provides an opportunity for teacher candidates to apply their understandings of teaching, planning and assessment in Mathematics, Social Studies and Science to a classroom environment. Candidates will work independently and in small groups to plan, teach and assess lessons in a clinical placement. Observation and evaluation are included. Taken concurrently with Science Methods, Social Studies Methods, and Mathematics Methods for P-5 Elementary. Prerequisite: Admission to the Teacher Education Program and admission.

EDUC 37200: LITERACY ACROSS CONTENT AREA: 3 Hour(s)
LITERACY ACROSS THE CONTENT AREAS~ This course examines the role of effective literacy strategies for the acquisition of content knowledge. The teacher-candidate will develop the ability to use effective instructional practices, methods, and curriculum materials to support reading and writing instruction for learners at various stages of development and from different cultural and linguistic backgrounds. Emphasis will be on developing a foundational knowledge of reading and writing processes, creating a literate environment, and using effective strategies for word skill development, reading comprehension and assessment of student learning.

EDUC 37900: MID GRADES PHILOSOPHY & ORGZN: 2 Hour(s)
MIDDLE GRADES PHILOSOPHY AND ORGANIZATION~ This course provides students with an introductory understanding of the philosophy and organization of middle grades education. Key concepts include: characteristics of effective middle schools; team teaching and organization; interdisciplinary teaching; flexible scheduling; advisory programs; and core curriculum. Prerequisite: admission to the Teacher Education Program and Education (231 or 23100). Prerequisite: (EDUC 231 or EDUC 23100)

EDUC 38000: SEM: 1-4 Hour(s)
SEM:~

EDUC 38100: SPC TPC: 1-4 Hour(s)
SPECIAL TOPICS~

EDUC 38300: METHODS MID GRDS SOC STUDIES: 4 Hour(s)
METHODS FOR MIDDLE GRADES SOCIAL STUDIES~ Focusing on National Council for the Social Studies (NCSS) standards and Ohio's current content standards, this course addresses the social studies education of middle grades students with an emphasis on standards, scope and sequence, resources, learning activities, teaching strategies, technology and evaluation techniques. The course will provide the student with an understanding of issues and of the teaching/learning processes as applied to a middle-grade setting. Includes observation and practice at a school site. Prerequisites: admission to the Teacher Education Program and EDUC 23100. Prerequisite: (EDUC 231 or EDUC 23100)

EDUC 38400: METHODS FOR TEACHING SCIENCE: 4 Hour(s)
METHODS FOR TEACHING SCIENCE~ Focusing on the National Science Teacher Association and Ohio's current content standards, this course addresses the science education of middle-grade students and adolescents, with an emphasis on standards, scope and sequence, resources, learning activities, teaching strategies, technology, and evaluation techniques. The course will provide the student with an understanding of issues and of the teaching/learning processes as applied to middle grades and adolescent settings. Observation and teaching practice will take place at select school sites. Prerequisites: admission to the Teacher Education Program and EDUC 23100. Prerequisite: (EDUC 231 or EDUC 23100)

EDUC 38500: METHODS ADOLESCENT LANG ARTS: 4 Hour(s)
METHODS IN ADOLESCENT LANGUAGE ARTS~ Focusing on the National Council of Teachers of English and Ohio's current content standards, this course addresses the language arts education of adolescents, with an emphasis on standards, resources, learning activities, teaching strategies, technology, and evaluation techniques. The course provides the student with an understanding of issues and of the teaching/learning processes as applied to adolescent settings. Prerequisites: admission to the Teacher Education Program and EDUC 23100. Prerequisite: (EDUC 231 or EDUC 23100)

EDUC 38700: PEDAGOGY AND INSTRUCTION: 4 Hour(s)
PEDAGOGY AND INSTRUCTION~ This course provides students with the necessary information and skills to identify the learning needs in a given setting and plan instruction accordingly. Students will investigate a variety of instructional strategies and their applications to a wide range of settings. This course will also serve as preparation for the internship and senior seminar in Educational Studies by providing students with the skills necessary to research an appropriate agency or site for an internship and hone the research and writing skills for the capstone project. This is a requirement for educational studies majors and minors.

EDUC 40400: INTEGRATED SOC STUDIES SEMINAR: 4 Hour(s)
INTEGRATED SOCIAL STUDIES SEMINAR~ Focusing on the National Council for the Social Studies (NCSS) standards and Ohio's current content standards for Social Studies, this course addresses the social studies education of adolescents and young adults (grades 7-12), with an emphasis on standards, scope and sequence, resources, learning activities, teaching strategies, technology, and assessment techniques. The course provides the student with an understanding of issues and of the teaching/learning processes as applied to adolescent settings. Prerequisites: admission to the Teacher Education Program or permission and EDUC 23100. Prerequisite: (EDUC 231 or EDUC 23100)

EDUC 43200: STUDENT TEACHING: EARLY CHILDHOOD: 10 Hour(s)
STUDENT TEACHING IN EARLY CHILDHOOD~ This intensive twelve-week course will provide early childhood candidates with the opportunity to teach in their licensure area, implementing developmentally appropriate curricular, instructional, child guidance, and assessment techniques for pre-primary and primary, typically and atypically developing learners. Candidates will engage in reflective practices designed to improve their development as early childhood professionals and complete all state and departmental required assessments. Guidelines established by the Ohio Standards for the Teaching Profession, specialty professional associations, and Ohio's current content standards will be used to assess teacher-candidates. Pass/No Credit ONLY Prerequisites: All early childhood courses except electives. Corequisite: EDUC 44600

EDUC 43250: STUDENT TEACHING: P5 ELEM: 10 Hour(s)
STUDENT TEACHING: P-5 ELEMENTARY~ Education 43250, 43300, and 43800 are intensive courses for which a teacher-candidate registers based upon their licensure area. This course will provide the teacher-candidate the opportunity to teach in the area(s) and level(s) of this particular licensure. The teacher-candidate will implement curriculum, instructional strategies, technology, and assessment techniques developmentally appropriate for the learners in these areas. Students will engage in reflective practices designed to improve their teaching as they acquire skill and understanding of the role of the teacher.
EDUC 43000: STUDENT TCHG:MIDDLE CHILDHOOD: 10 Hour(s)
STUDENT TEACHING IN MIDDLE CHILDHOOD~ This intensive twelve-week course will provide middle-grade teachers with the opportunity to teach in their two licensure areas, team teach with teachers of other subjects, and implement curriculum, instructional strategies, and assessment techniques that are developmentally appropriate for early and adolescent learners. Candidates will engage in reflective practices that are designed to improve their teaching and complete all state and departmental required assessments. Guidelines established by the Ohio Standards for the Teaching Profession, specialty professional associations, and Ohio's current content standards will be used to assess teacher-candidates. Pass/No Credit ONLY Prerequisites: all middle childhood courses except electives.
Corequisite: EDUC 44600

EDUC 43800: STUDENT TEACH:ADOL/YOUNG ADLT: 10 Hour(s)
STUDENT TEACHING ADOLESCENT/YOUNG ADULT~ This intensive twelve-week course provides teacher-candidates who are seeking adolescent and young adult licensure with the opportunity to teach in their area, implementing curriculum, instructional strategies, and assessment techniques that are developmentally appropriate for adolescent and young adult learners. Candidates will engage in reflective practices designed to improve their teaching and complete all state and departmental required assessments. Guidelines established by the Ohio Standards for the Teaching Profession, specialty professional associations, and Ohio’s current content standards will be used to assess teacher-candidates. Pass/No Credit ONLY Prerequisites: All professional education courses.
Corequisite: EDUC 44600

EDUC 44600: STUDENT TEACHING SEMINAR: 1 Hour(s)
STUDENT TEACHING SEMINAR~ Students will examine the knowledge, skills, and dispositions that are demonstrated by master teachers and that are significant in their student teaching practicum. They will connect these performance outcomes to the conceptual framework of the Hiram College Department of Education. As a culminating project for this seminar, students must complete an oral capstone presentation based on departmental goals and standards that demonstrates their competence as teacher-candidates. This course is taken concurrently with the student teaching practicum. Offered as Pass/No Credit only.

EDUC 48000: SENIOR SEMINAR: 1-4 Hour(s)
SENIOR SEMINAR~

EDUC 48010: SR SEM: EDUCATIONAL STUDIES: 3 Hour(s)
SENIOR SEMINAR: EDUCATIONAL STUDIES~ This course provides students with the necessary information and skills to integrate their area of concentration, internship experience, and associated research into a portfolio and oral presentation as the culmination of the educational studies program. The course is designed in a workshop format to allow for variations in areas of concentration while assisting students in the research process. Successful completion of the portfolio and presentation are required of all majors to complete the program. Prerequisites: EDUC 387 and EDUC 498; or EDUC 38700 and EDUC 49800. Prerequisite: (EDUC 38700 and EDUC 49800) or (EDUC 387 and EDUC 498)

EDUC 48100: INDEPENDENT RESEARCH: 1-4 Hour(s)
INDEPENDENT RESEARCH~

EDUC 49800: INTERNSHIP: 4 Hour(s)
INTERNSHIP~

Education - Teacher Licensure Program

Introduction

The Hiram College Teacher Licensure Program is committed to preparing intellectually alive, socially responsible, ethically grounded educational leaders. Since the founding of Hiram College in 1850, students have joined this learning community to be prepared as teachers within the liberal arts tradition. This tradition prepares teachers to think well and with discipline. This tradition, grounded in the understanding that knowledge is interrelated and interdisciplinary, prepares teachers to be keen and critical observers of how the world works—seeing issues, alternatives, solutions, and aspects of life that more narrowly trained minds do not. These skills, combined with knowledge in a subject and in the art and science of teaching, are essential to the preparation of teachers who are ready to serve as educational leaders. The program’s mission, philosophy, and standards for teacher-candidates are included in the Teacher Licensure Policies and Procedures Handbook and can be found on the program website (https://www.hiram.edu/academics/majors-minors/education-teacher-licensure/).

Because field and clinical experiences are seen as opportunities for students to acquire and apply knowledge, and as experiences that promote reflection, they are required in most education courses. These field and clinical experiences are developmentally sequenced and range from field trips with observations, to opportunities that require lesson planning, instruction, and evaluation of students. Students must complete this field work in a variety of communities, with students of different ages, and with culturally diverse and exceptional populations.

Based on licensure requirements and state metrics, the Education program reserves the right to limit the number of courses and/or credit hours students may transfer into the teacher licensure program. This includes coursework in the professional education core and the content area(s) selected.

The Teacher Education Program at Hiram College is nationally accredited by the Council for the Accreditation of Educator Preparation (CAEP) and approved by the Ohio Department of Higher Education to offer licensure in the following areas:

1. P-5 License, valid for teaching children in pre-kindergarten through grade five. Students completing the coursework required for this license graduate with an elementary education (P-5) major.

2. Early Childhood License, valid for teaching children who are typically developing, at risk, gifted, and who have mild/moderate educational needs. Licenses are issued for ages three through eight and pre-kindergarten through grade three. Students completing the early childhood license graduate with an early childhood education major. Beginning with the 2019-2020 academic year, students will take coursework to earn a primary (Pk-5) license valid for teaching pre-kindergarten through grade five.

3. Middle Childhood License, valid for teaching learners in grades four through nine in the curriculum areas named in the license. The middle childhood teacher education program includes preparation in areas of concentration in two of the following: reading and language arts, mathematics, science, and social studies. Students completing the middle childhood license graduate with an integrated middle childhood education major.

4. Adolescence to Young Adult Licenses, valid for teaching learners in grades seven through twelve in the curriculum areas named in such
license.Integrated Language Arts License with a major in Integrated Language Arts

- Integrated Social Studies License with a major in Integrated Social Studies
- Life Sciences License with a major in Biology
- Life Sciences/Chemistry License with a major in Science
- Physical Sciences: Chemistry and Physics License with a major in Science
- Integrated Mathematics: Beginning with the 2019-2020 academic year, this program is no longer accepting new students.

Course requirements for each licensure area can be found on the program website (https://www.hiram.edu/academics/majors-minors/education-teacher-licensure/).

A detailed description of all policies and procedures related to admission and retention in the teacher licensure program are included in the Teacher Licensure Policies and Procedures Handbook available on the program website (https://www.hiram.edu/academics/majors-minors/education-teacher-licensure/).

Note: Licensure in the state of Ohio requires satisfactory completion of the examinations and performance-based assessments mandated by the Ohio Department of Education and the Ohio Department of Higher Education. Hiram College Title II pass rates and reports on the quality of teacher education are available on the program website (https://www.hiram.edu/academics/majors-minors/education-teacher-licensure/).

Pathways

Elementary Education (P-5)

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Spring 3 Week

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Second Year

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Fall 3 Week

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Spring 12 Week

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Third Year

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<td>DIAGNOSIS INTERVENTION P9 2</td>
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Fourth Year

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**Integrated Middle Childhood Education**

**Note:** For Middle Childhood Licensure, the major is Integrated Middle Childhood. Majors pick two content areas from Language Arts, Mathematics, Science and Social Studies. Due to the individual paths possible, this pathway only lists the Professional Education Core. Please refer to the Middle Childhood advising sheet and meet with an Education advisor for a detailed plan.

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<td>PHONICS ELEM &amp; MIDDLE GRADES</td>
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**Fourth Year**

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<td>Methods for Second Area</td>
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1. Required Field Components
2. "Critical" to timely degree progression.
3. Required Clinical Components
4. Student teaching is required for licensure, but not for major

**Licensure exams:** See Elementary Education (P-5) major sheet for required licensure exams.
Curriculum Content
(candidates must complete two of the following areas of concentration):

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<td>WORLD HISTORY 1000-1800:CA,EW</td>
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<td>HIST 14000</td>
<td>US HISTORY TO 1865:CA,UD</td>
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<td>TEACHING OHIO HISTORY:TT</td>
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<td>POLS 20500</td>
<td>WORLD GEOGRAPHY:CA</td>
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<tr>
<td>SOAN 15500</td>
<td>INTRODUCTION TO SOCIOLOGY:CA</td>
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<td>Language Arts</td>
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<td>MEDIA LAW &amp; ETHICS:ES</td>
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<tr>
<td>ENGL 20600</td>
<td>INTRO TO LITERARY STUDIES:IM</td>
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<tr>
<td>ENGL 35000</td>
<td>AMERICAN LIT I:CA,UD</td>
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<td>or ENGL 35100</td>
<td>AMERICAN LITERATURE II:IM</td>
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<td>ENGL 35900</td>
<td>WORLD LITERATURE:EW:IM</td>
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<td>BIOL 15200</td>
<td>INTRO BIO II W/LAB:SM</td>
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<td>CHEM IN CONTEXT-W/LAB:SM</td>
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<td>CHEM 20400</td>
<td>PHYSICAL SCIENCE-W/LAB:SM</td>
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<td>EDUC 21500</td>
<td>UNDERSTANDING SCIENCE</td>
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<td>EDUC 20500</td>
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<td>INTD 22500</td>
<td>HUMANS &amp; THE ENVIRONMENT:ES (Recommended)</td>
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Note: Transition Points must be met in order to be admitted to Methods in Year 3 or 4.

Licensure exams: See Middle Childhood Major sheet for required licensure exams.

Integrated Language Arts
Note: For Integrated Language Arts Licensure, the major is Integrated Language Arts. Please refer to the Integrated Language Arts advising sheet and meet with an Education advisor for a detailed plan.
THEA 20900  SHAKESPEARE IN PERFORMANCE:CM  ______
THEA 26100  SHAKESPEARE:IM  ______

**Total Hours** 3

**Third Year**

**Fall 12 Week**

EDUC 34000  CLASSROOM MANAGEMENT  (Or fall 12 of year 4) 1 1  ______
EDUC 34200  ASSESSMENT FOR LEARNING  (Or fall 12 of year 4) 1 4  ______
EDUC 38500  METHODS ADOLESCENT LANG ARTS (Or fall 12 of year 4) 1 4  ______
EDUC 37200  LITERACY ACROSS CONTENT AREA (Or fall 12 of year 4) 1 3  ______

**Hours** 12

**Fall 3 Week**

WRIT 22100  BASICS OF CREATIVE WRITING:CM  3  ______

**Hours** 3

**Spring 12 Week**

Elective  4  ______
EDUC 25400  TEACHING READING/ADOL LIT:IM  3  ______

Select one of the following British Literature Electives:

ENGL 35300  MEDIEVAL LITERATURE:IM,CA  ______
ENGL 35400  RENAISSANCE LITERATURE:CA,IM  ______
ENGL 35500  18TH CENTURY BRIT LIT:CA,IM  ______
ENGL 35600  19TH CENTURY BRIT LIT:CA,IM  ______
ENGL 35700  20TH CENTURY BRIT LIT:CA,IM  ______

**Hours** 11

**Spring 3 Week**

WRIT 20500  STYLE/GRAMMAR FOR WRITERS:CM  3  ______

**Hours** 3

**Fourth Year**

**Fall 12 Week**

ENGL 35900  WORLD LITERATURE:EW,IM  4  ______
Elective  4  ______
Elective  4  ______

**Hours** 12

**Fall 3 Week**

INTD XXXXX  Interdisciplinary Requirement  3-4  ______

**Hours** 3-4

**Spring 12 Week**

EDUC 38000  SEM: (Student Teaching: AYA)  10  ______
EDUC 44600  STUDENT TEACHING SEMINAR  1  ______

**Hours** 11

**Spring 3 Week**

Elective  3  ______

**Hours** 3

**Total Hours** 122-123

1 "Critical" to timely degree progression.

**Note:** Transition Points must be met in order to be admitted to Methods in Year 3 or 4.

**Licensure exams:** See Integrated Language Arts Major sheet for required licensure exams.

**Integrated Social Studies**

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<tr>
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<th>Title</th>
<th>Hours</th>
<th>Term</th>
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<tbody>
<tr>
<td><strong>First Year</strong></td>
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<td><strong>Fall 12 Week</strong></td>
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<td>Hiram Core Requirement</td>
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<tr>
<td>EDUC 10200</td>
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<td>ISS Content Course</td>
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**Hours** 13

**Fall 3 Week**

EDUC 12000  PERSONAL COMM HEALTH P12:ES  3  ______

**Hours** 3

**Spring 12 Week**

ISS Content Course  4  ______
FYUR 10201  FIRST-YEAR URGENT QUESTIONS  4  ______
EDUC 32400  EXCEPTIONALITY:UD  3  ______

**Hours** 11

**Spring 3 Week**

EDUC 15000  EDUC CULTURE & SOCIETY:CA,UD  4  ______

**Hours** 4

**Second Year**

**Fall 12 Week**

ISS Content Course  4  ______
ISS Content Course  4  ______
Hiram Core Requirement  3  ______

**Hours** 11

**Fall 3 Week**

ISS Content Course  4  ______

**Hours** 4

**Spring 12 Week**

EDUC 23100  HUMAN GROWTH/DEVELOP/ LRNG:UD  4  ______
EDUC 24500  INTEGRAT TECH EDUC SPACES (Or spring 12 in year 3)  1  ______
EDUC 23500  ADOLESCENT SCHOOL EXP AND LAB  2  ______

Integrated Social Studies Content Course  4  ______

**Hours** 11

**Spring 3 Week**

Elective  3-4  ______

**Hours** 3-4
Degree Requirements

All students are required to complete overall degree requirements in addition to their major. Please see Degree Completion Requirements (p. 42) for full details for students entering in the 2019-2020 catalog year.

For those students who started at Hiram prior to the 2019-2020 academic year, you will follow the Degree Requirements which are outlined in your catalog of record.

Introduction

The mission of the educational studies major at Hiram College is to foster intellectual excellence and social responsibility by providing students a platform on which to engage and study the issues and implications of education in the myriad environments in which it exists in order to face the urgent challenges of the times.

Students considering educational studies as a major or minor are encouraged to seek an advisor in the department before making any final decision. Acceptance into the educational studies major or minor is contingent on a student passing EDUC 15000 EDUC CULTURE & SOCIETY: CA, UD and either EDUC 23100 HUMAN GROWTH/DEVELOP/LRNG: UD with corresponding lab (EDUC 23400 MID CHILD SCHOOL EXP/LAB or EDUC 23500 ADOLESCENT SCHOOL EXP AND LAB) or EDUC 22900 DEV APPROP PRACT: BIRTH-10: UD with corresponding lab (EDUC 23000 ELEMENTRY SCHOOL EXP AND LAB) with minimum grades of C.

Students in educational studies will learn about educational institutions, educational processes, and the social and cultural factors that affect them. Given the combination of the educational studies major and a carefully chosen area of concentration (AOC), the program provides an entry point into the study of the multidimensional field of education and analysis, as well as education of the individual and the collective. Students in educational studies are expected to develop such basic inquiry skills as problem formulation, basic analytic methods, as well as a critical understanding of how educational institutions function, individuals grow and change, and social groups are shaped by educational processes.

Major Requirements

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<td>EDUC 34200</td>
<td>ASSESSMENT FOR LEARNING (Or fall 12 in year 4)</td>
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<tr>
<td>EDUC 37200</td>
<td>LITERACY ACROSS CONTENT AREA (Or fall 12 in year 4)</td>
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<tr>
<td>EDUC 40400</td>
<td>INTEGRATED SOC STUDIES SEMINAR (Or fall 12 in year 4)</td>
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Hours | 12

Fall 3 Week

ISS Content Course | 4

Hours | 4

Spring 12 Week

ISS Content Course | 4

ISS Content Course | 4

Elective | 4

Hours | 12

Spring 3 Week

ISS Content Course | 3

Hours | 3

Fourth Year

Fall 12 Week

EDUC 43200 | STUDENT TEACHING: EARLY CHILDHOOD (Or spring 12 in year 4) | 10

EDUC 44600 | STUDENT TEACHING SEMINAR (Or spring 12 in year 4) | 1

Hours | 11

Fall 3 Week

ISS Content Course | 4

Hours | 4

Spring 12 Week

ISS Content Course | 4

Hiram Core Requirement | 4

Hiram Core Requirement or Elective | 4

Hours | 12

Spring 3 Week

ISS Content Course | 4

Hours | 4

Total Hours | 122-123

1 Required Field Components
2 Critical to timely degree progression.
3 Required Clinical Components
4 Student teaching is required for license, but not for major

Licensure exams: See Integrated Social Studies - Adolescent Young Adult (7-12) sheet for required licensure exams. These exams are required for the license, but not for the major.

Educational Studies Major
### Educational Studies Minor

<table>
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<th>Title</th>
<th>Hours</th>
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<td><strong>First Year</strong></td>
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<td>EDUC CULTURE &amp; SOCIETY:CA,UD</td>
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<td>FYUR 10201</td>
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<td><strong>Fall 3 Week</strong></td>
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<td>and ADOLESCENT SCHOOL EXP AND LAB</td>
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<td>DEV APPROP PRACTICE:BIRTH-8:UD</td>
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<td>and EARLY CHILD SCHOOL EXP AND LAB</td>
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<tr>
<td>Elective, second major, or minor course</td>
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<td>3-4</td>
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<td><strong>Second Year</strong></td>
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<tr>
<td>EDUC 29000</td>
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<tr>
<td>EDUC 2XX00</td>
<td>Business of Education</td>
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<tr>
<td>EDUC 2XX00</td>
<td>Education and Entrepreneurship: ES</td>
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<td>IES 36000</td>
<td>HEALTH,FITNESS&amp;SAFETY CHILD:ES</td>
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**Total Hours** 118-122

1 Must earn a C or better to continue in major
2 Or Fall Year 4

### Education Related Electives

Choose at least one of the following education related electives:

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<th>Title</th>
<th>Hours</th>
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<td>EDUC 20500</td>
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<tr>
<td>EDUC 21500</td>
<td>UNDERSTANDING SCIENCE</td>
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<tr>
<td>EDUC 25300</td>
<td>READING/Writing CHILD LIT:IM</td>
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<td>TEACHING READING/ADOL LIT:IM</td>
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<tr>
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<td>INTGRRTD FINE ARTS/ERLY CHLD:CM</td>
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<tr>
<td>EDUC 2XX00</td>
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</tr>
<tr>
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<td>Education and Entrepreneurship: ES</td>
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Minor Requirements

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<td>Pedagogy and Instruction</td>
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<td></td>
<td>Choice of Human Growth &amp; Development course and corresponding field experience/lab by age range</td>
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<td>Minimum of one education related elective</td>
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</tbody>
</table>

Environmental Studies

Program Website: http://www.hiram.edu/environstudies

About the Program

The Mission of Hiram College’s Environmental Studies program is to offer opportunities for students to become informed and responsible citizens of the world by gaining the breadth of knowledge and expertise necessary to critically evaluate and communicate about issues that concern our complex relationship with the environment, at a local and global scale.

Hiram College’s distinctive environmental studies program draws on perspectives from the natural and social sciences, the arts, and the humanities. This unique course of study emphasizes the importance of exploring nature, society, and environmental issues to develop each student’s ability to examine, articulate, and address complex problems through the integration of diverse knowledge, skills, and perspectives. Our major is built on hands-on-learning, real-world work experience, and interactions with exceptional faculty from many departments across campus.

Environmental studies is available as an academic major or minor. Upon declaring a major or minor, students will choose an environmental studies faculty advisor and, by the end of their sophomore year, identify the area of emphasis to guide their course of study. The environmental studies program is administered and primarily taught by environmental studies faculty. Additional courses and perspectives are provided by contributing faculty from many disciplines including: art, biology, chemistry, communication, economics, education, English/writing, entrepreneurship, history, philosophy, political science, psychology, sociology, and more.

Faculty

Michael Benedict, (2006) Associate Professor of Environmental Studies; Director of Institutional Grants
B.S., Universidade Santa Ursula, Brazil;
M.S., Ph.D., University of Toledo
benedictm@hiram.edu

Debbie V.S Kasper, (2011) Associate Professor of Environmental Studies;
Howard Seymour Bissell and the Robert Kenyon Bissell Symposium Chair
B.A., St. Norbert College;
M.A., Ph.D., Pennsylvania State University
kasperdv@hiram.edu

Sarah Maey, (2007) Associate Professor of Environmental Studies;
Natural History Program Coordinator
B.A., Bryn Mawr College;
M.S., University of Maryland, College Park;

Ph.D., University of Southern Mississippi
mabeyse@hiram.edu

Course Descriptions

EVST 18000: WKSP: 1 Hour(s)
WORKSHOP~ Workshops may be taken Pass/No Credit only. Students may take no more than nine workshops for credit toward graduation. Workshops can be used as elective credit only.

EVST 20000: SEED SCHOLARS: 1 Hour(s)
SEED SCHOLARS ~ The purpose of the Sustainability, Environment, and Engaged Design Scholars program (SEEDS) is to cultivate the next generation of sustainability leaders and pioneers of positive social change. Over the course of the academic year SEEDS collaborate to develop, implement, and maintain new and existing means for advancing sustainability and community resilience on Hiram’s campus and beyond. Meeting times are devoted to planning and coordinating SEEDS activities, including: special projects, research and progress updates, event planning, and development of communication and dissemination strategies. Permission Only. Pass/No Credit.

EVST 20100: PERMACULTURE BASICS: 3 Hour(s)
PERMACULTURE BASICS: BEYOND SUSTAINABILITY~ Permaculture is a set of principles and decision-making strategies for organizing human settlements in ways that work with, rather than against, nature. Using the best of traditional, local, and scientific knowledge; careful observation of natural patterns; and techniques that integrate principles of ecology, permaculture provides guidance in designing systems that are intended to be not only sustainable but resilient and regenerative. Through a variety of class activities the course will explore applications of permaculture within the contexts of water, soil, food, energy, sociocultural, and other systems. Students will acquire the knowledge and skills necessary to apply permaculture principles in their own lives and communities.

EVST 20500: ENVIRONMENTAL EDUCATION: 4 Hour(s)
ENVIRONMENTAL EDUCATION~ The goal of this course is to provide students, including those interested in classroom and environmental education, naturalists, and youth leaders, with the skills, experiences, and understandings necessary to help audiences interpret their natural surroundings and define their relationship and interactions with nature and the environment. This will be accomplished by emphasizing an understanding of natural history and fundamental environmental concepts, and providing opportunities to plan, teach and evaluate nature and environmental education based on best practices and developmentally appropriate strategies. The James H. Barrow Field Station and surrounding park districts and environmental education centers will be our classroom as we attempt to develop a foundation for conceptual understanding of environmental concepts. The course will focus on environmental literacy and current research in environmental education. Students will develop skills to foster learning through experiences teaching children, adults and families at the Hiram College Field Station, local schools and nearby natural areas. Assessment of learning outcomes and program evaluation strategies will be practiced. Students will be certified to teach national curricula, such as project WILD and Project WILD Aquatic. A segment of the course will be taught at Hiram’s Northwoods Field Station in the Upper Peninsula of Michigan. Surrounded by 100,000 acres of national forest, lakes, streams and bogs, Northwoods provides the ideal location to develop a land ethic and reflect on the many ways people change nature and nature changes people. At Northwoods, we will live communally – sleeping in cabins – and each of us will be responsible for camp maintenance, daily chores, and cooking. Field trip fee. This course is also listed as Education (205 or 20500).
EVST 20900: ENVIRONMENTAL GEOLOGY-W/LAB:SM: 4 Hour(s)
ENVIRONMENTAL GEOLOGY-W/LAB:SM—An introduction to the relationship between humans and their physical environment in the field of geology. Topics covered include plate tectonics, earthquakes, volcanoes, soil weathering and pollution, landslides and mass wasting, subsidence and collapse, surface and ground water pollution, and solid and hazardous waste management. Laboratory exercises include basic rock and mineral identification, interpretation of topographic and geological maps, earthquakes, surface and ground water processes, and several field trips to local areas of interest. Student must also register for a EVST 20900 lab. Also listed as Geology (209 or 20900). This course fulfills the Experimental Scientific Methods requirement. The breakdown between lecture and lab hours is for administrative office use only. This course may only be taken as 4 credit hours.
Core: Experimental Scientific Method

EVST 21000: INTERDISCIPLINARY READINGS: 1 Hour(s)
INTERDISCIPLINARY READINGS IN ENVIRONMENTAL STUDIES—Through reading and discussion, explores the diverse disciplines and perspectives through which environmental themes are addressed. From the fine arts to the sciences to creative writing, students will develop their ability to integrate diverse views of the environment and better understand the complex relationships between humans and non-human nature. This course is specifically designed for sophomores considering an EVST major or minor. It provides students with an opportunity to explore their interests in Environmental Studies and consider possible “Areas of Emphasis” within the major. Offered annually. Prerequisite: C+ or higher in INTD 22500.
Prerequisite: INTD 22500

EVST 21500: HUMAN SETTLEMENTS:CA: 4 Hour(s)
HUMAN SETTLEMENTS:URBANIZATION, SPRAWL, AND TRANSITIONS:CA—For the vast majority of human history, people have lived in small groups. Urbanizing processes, which began millennia ago, have accelerated rapidly in recent centuries and have brought about some dramatic changes in how people live. With reference to biological evolution, we will identify fundamental human needs in order to establish a basis for assessing the degrees to which different kinds of settlements (e.g., foraging societies, early and industrial cities, and sprawl!) meet those needs and for discerning the ways they influence quality of life. We give special consideration to the environmental and social consequences of settlement design and land use and explore some novel alternatives intended to aid the transition to a more sustainable model. Elective fits within ‘human social systems’ emphasis. Prerequisites: INTD (225 or 22500) or SOAN (155 or 15500) Cross-listed with SOAN This course fulfills the Social and Cultural Analysis requirement. Prerequisite: (INTD 225 or INTD 22500) or (SOAN 155 or SOAN 15500)
Core: Social/Cultural Analysis Meth

EVST 21600: EARTH & SPACE SCIENCE: 3 Hour(s)
UNCOVERING EARTH AND SPACE SCIENCE—This course provides a hands-on, field-based approach to learning about Earth and Space science. Through lectures, demonstrations, and field trips, students will develop a working knowledge of geology, including geologic history, plate tectonics, the hydrologic cycle and how thermal energy transfers throughout Earth’s spheres. Also, the solar system and Earth-Sun-Moon complex will be explored. Field trips will allow us to explore local natural resources to collect rocks and learn about geologic history and astronomy.

EVST 23210: MANAGING SUSTAINABILITY: 4 Hour(s)
MANAGING FOR SUSTAINABILITY:ORGANIZATIONAL ECOLOGY—Organizational ecology examines the relationship between organizations - for-profit and not-for-profit - and nature. It envisions an industrial ecosystem in which energy and material use is optimized, waste and pollution are minimized, and there is an economically and environmentally viable role for every product of a manufacturing process. Successful organizations such as Herman Miller, Seventh Generation, Interface Inc., and Henkel will be examined to discover how their business practices foster positive relationship with all of the stakeholders including their natural environment. A revised version of this course is also offered as EVST 23200 for three (3) credit hours. Also listed as Economics 23210.

EVST 23200: AMERICAN ENVIRONMENTAL HIS:CA,UD: 4 Hour(s)
AMERICAN ENVIRONMENTAL HISTORY:CA,UD—This course will introduce students to the history of environmental issues and environmental activism in North America. Students will consider how Native Americans interacted with the natural environment prior to the European arrival; how the Europeans who entered North America looked upon the natural environment and how their views and practices differed from those of the Native Americans; and how the European settlement in North America affected the natural environment. Students will also explore how the growth of industrial capitalism and westward expansion affected the natural environments, and how Americans view the ‘wilderness’ and the environment in the nineteenth century. Finally, students will explore the rise of a conservation movement and social activism to protect and preserve the environment, and they will study closely the rise and growth of a modern environmental movement in the late twentieth century. This course fulfills the Social and Cultural Analysis requirement and the Understanding Diversity in the USA requirement. Also offered as History 24000.
Core: Social/Cultural Analysis Meth; Understanding Diversity Home

EVST 23210: PRINCIPLES OF ECOLOGY-W/LAB:SM: 4 Hour(s)
PRINCIPLES OF ECOLOGY-W/LAB:SM—Ecology is the study of species interactions with their environment. In this course we will examine the ecology of plants and animals from the level of the individual to the ecosystem. Important areas of focus will include adaptation to the environment, habitat use, the behavior of populations, community structure and function, and the movement of energy and nutrients through ecosystems. The course will be taught at the J. H. Barrow Field Station and will include weekly field laboratories and independent research projects. This course is designed and required for the Environmental Studies Major or Minor, and it fulfills the lab science distribution requirement, but does not count toward a Biology Major. This course fulfills the Experimental Scientific Methods requirement. Prerequisite: permissions of instructor.
Core: Experimental Scientific Method
EVST 24500: INTRODUCTION TO GRANT WRITING: 3 Hour(s)
INTRODUCTION TO GRANT WRITING~ This is a writing-intensive course where we examine the different components of a grant proposal, discuss different grant formats, identify potential sources of grant funding, critically evaluate an actual grant proposal, and write a finalized draft of a grant. For the critical grant evaluation, we assess a proposal that was initially submitted and not funded, analyze its reviewers' criticisms, and assess the revisions made to the proposal that resulted in its resubmission and funding. Although the grants used as examples and in the critical review are environmental grants, this course provides the basics for grant writing that are applicable to other disciplines. Individual students will choose a project or idea for which they will write a grant. As we go over each grant component, students will draft that portion of their grant. Feedback will be provided for draft improvements at each step so that students will have written a complete grant proposal by the end of the course.

EVST 25000: INTRO WILDLIFE MGMT-W/LAB:SM: 4 Hour(s)
INTRODUCTION TO WILDLIFE MANAGEMENT AND TECHNIQUES-W/LAB:SM~ Human population, attitudes, land use and climate changes are explored in relation to wildlife. Game and non-game species management plans are reviewed. Laws, values, ethics, endangered species, zoos, and poaching are a few of the topics studied. Major substantive questions regarding future habitat and species decline are examined. The student will develop a better understanding of the relationships between wildlife and humans for food, space, habitat and, ultimately, survival. Laboratories will cover management techniques and wildlife identification, and will include field experience. Must also register for a lab. Prerequisites: none. Also listed as Biology 250 or 25000. This course fulfills the Experimental Scientific Methods requirement.
Core: Experimental Scientific Method

EVST 25900: ENVIRONMENTAL ART:CM: 3 Hour(s)
ENVIRONMENTAL ART:CM~ This course will incorporate environmental awareness with creative artistic responses to issues through the contemporary visual arts. It is intended to stimulate students seeking to learn about art placed in natural environments, art originating from natural objects, as well as to express statements on the environment through art. The primary studio focus will be on students creating their own art work in response to the study of environmental issues as well as what is learned from readings about contemporary environmental artists and their works. This course is also offered for four (4) credit hours as EVST 26000. This course fulfills the Creative Methods requirement. Also listed as Art 259 or 25900.
Core: Creative Methods

EVST 27000: ENVIRONMENTAL ETHICS:ES: 4 Hour(s)
ENVIRONMENTAL ETHICS:ES~ The questions that have developed over the last century concerning our use of resources and our effects on our environment require raising fundamental conceptual and theoretical questions about our moral obligations. The discipline of environmental ethics aims at developing the necessary conceptual frameworks for addressing these questions and at the application of these frameworks both to questions of environmental policy and to questions concerning individual behavior. In this course, we will examine various attempts to include nature and natural objects within the realm of our moral obligations and the attempts to apply these ethical theories to particular environmental problems such as pollution, global warming, wilderness preservation, biodiversity. This course fulfills the Meaning, Ethics, and Social Responsibility requirement. Also listed as Philosophy 270 or 27000.
Core: Meaning/Ethics/Soc Responsibil

EVST 27800: ECOLOGY-W/LAB: 4 Hour(s)
ECOLOGY-W/LAB:~ In this introductory course we explore the relationships of organisms to one another and their environment. Topics may include climatology, biomes, terrestrial and aquatic ecosystems, biogeography, species interactions, population biology, community structure and dynamics, niche theory, energy flow and nutrient cycles, landscape ecology, and other relevant concepts that provide a basis for ecological understanding and investigation. The course includes lecture and laboratory components. Labs emphasize the application of the scientific method and the development of skills related to sampling and data interpretation, and will include outdoor field work. Cross-listed with BIOL 27800.
Prerequisite: (INTD 22500 or INTD 225) or (BIOL 151 or BIOL 15100)

EVST 28000: SEM: 4 Hour(s)
SEMINAR~ Offered to examine specific topics such as Contemporary Environmental Issues; Bioregions and Georegions of the Planet; Nature Interpretation; Biological Environmental Monitoring; Conserving Ecology.

EVST 28100: INDEPENDENT STUDY: 1-4 Hour(s)
INDEPENDENT STUDY~ Prerequisites. Permission and Sophomore standing.

EVST 28600: NATURE INTERPRETATION:SM: 4 Hour(s)
NATURE INTERPRETATION:SM~ This course deals with making observations about the natural world around us and developing and communicating resultant explanations of its structure, composition, and dynamics based on available scientific information. Specifically, exploration of regional geological history, the structural features it produced, regional climates, and past and present ecosystems are studied through relevant field trips to areas of interest. Field trip locations include Lake Erie, local rivers, forests, bogs, rock outcrops, marshes, and many areas of the Hiram College Field Station. Additionally, various nature education facilities and organizations will be visited to study how the public is informed and how natural resources are managed at each site. Each student will be required to develop her or his own nature education presentation. This course fulfills the Experimental Scientific Methods requirement. This course is also offered in a revised format for 3 credit hours as EVST 28500.
Core: Experimental Scientific Method

EVST 29800: FIELD EXPERIENCE: 1-4 Hour(s)
FIELD EXPERIENCE~

EVST 30300: ENVIRONMENTAL SOCIOLOGY:CA: 4 Hour(s)
ENVIRONMENTAL SOCIOLOGY:CA~ While humans are distinct in their capacity to create culture, they remain always a part of, and dependent on, nature. This course is an examination of the ongoing dialogue between human social processes and the biophysical environment within which they take place. Readings will highlight the ways in which social structures and the individual behaviors that reflect them both shape and are shaped by the environment. We will study “environmental problems” through a sociological lens, focusing on the cultural, economic, political, and other social systems and processes that give rise to them. In particular, we will examine the ways in which these systems and processes organize patterns of everyday life and consider strategies for re-organizing those patterns in the effort to respond to and mitigate socio-ecological problems. Some sections of this course may be considered service learning (SL). This course fulfills the Social and Cultural Analysis requirement. This course is also offered as Sociology 30300 Prerequisite: INTD 225 or 22500) or SOAN (155 or 15500)
Prerequisite: (INTD 225 or INTD 22500) or (SOAN 155 or SOAN 15500)
Core: Social/Cultural Analysis Meth
EVST 30500: AVIAN BIOLOGY: 1 Hour(s)

AVIAN BIOLOGY ~ Avian Biology encompasses the whole of ornithology from evolution and systematics to physiology and neurobiology to behavior and ecology. Birds have been the most well-studied and documented group of non-primate animals throughout human history. Birds have been the subjects of ground-breaking research from Darwin's proposal of the theory of evolution to the very recent flood of neuroscience discoveries of brain plasticity and growth. With the acute studies of scientists like Rachel Carson, birds have helped us change the way we look at the environment. In this course, we will survey the state of knowledge of bird biology using ornithological research as an entry point into the fields of evolution, anatomy and physiology, neuroscience, ecology, behavior, and conservation. We will emphasize evolution, phylogenetics, physiology, life history, and behavior. We will begin to build identification and field observation skills. This is the first of two companion courses and provides the foundation for further study of birds in Field Ornithology.

Corequisite: EVST 30600

EVST 30600: FIELD ORNITHOLOGY: 4 Hour(s)

FIELD ORNITHOLOGY ~ Field Ornithology involves the active study of birds in the wild and builds on a foundational knowledge of avian biology and evolution. This class focuses on mastering field identification skills (recognizing birds by sight, sound, and behavior) and observing and describing avian diversity, ecology, behavior and conservation. This is a study away course with an extended field trip to ornithological hotspots within the southeastern United States.

Corequisite: EVST 30500

EVST 31000: INTRO TO GIS-W/LAB:MM: 4 Hour(s)

INTRODUCTION TO GEOGRAPHIC INFORMATION SYSTEMS (GIS)-W/LAB:MM ~ This course provides an introduction to Geographic Information Systems (GIS) computational systems that manage, analyze, and display geographic knowledge. The course covers fundamental concepts in geography, mapping, and spatial analysis as applied to GIS. It combines lectures, associated readings, and discussions with practical lab-based instruction on basic tools and techniques for managing, processing, displaying, and interpreting spatial data using the current ArcGIS software suite of tools from ESRI (Environmental Systems Research Institute). The broad applicability of this technology to analyze processes occurring on the surface of the planet make this course particularly useful for students who are interested in investigating natural (e.g., environmental, biological, geological) and human-driven (demographic, economic, historical, transportation, etc.) processes. This course fulfills the Modeling Methods requirement.

Core: Modeling Methods

EVST 32000: GIS APPLICATIONS-W/LAB: 4 Hour(s)

GEOGRAPHIC INFORMATION SYSTEMS (GIS) APPLICATIONS-W/LAB ~ Geographic information systems (GIS) allow us to manage, manipulate, generate, analyze, and display spatial data about the world around us (land use, hydrology, soils, road/street networks, populations, etc.), past and present, and apply these functions in studies and decision-making and planning efforts. In this course, students will increase their understanding about GIS and the use of digital data through theoretical and practical components. We will apply this technology in a variety of lab exercises and in a course project, supported by lectures and relevant readings and discussions. Practical work will be conducted utilizing the current ArcGIS software package from ESRI (Environmental Systems Research Institute). This course builds upon knowledge and skills developed in an introductory GIS course. Practical activities use spatial data and advanced GIS functions in spatial analyses applicable to various disciplines (ecology, conservation, economics, political science, marketing, history, etc.) and will develop working knowledge of GIS for real-world situations. Here, students identify real-world problems, research the variables associated with the problem, and compile and analyze spatial datasets to communicate or propose solutions to real-world problems. Prerequisite: Must have taken Introduction to GIS course (with minimum grade of C), or have equivalent experience and obtain permission. Prerequisite: EVST (310 or 31000) Must also register for a lab.

Prerequisite: (EVST 310 or EVST 31000)

EVST 33800: ENVIRONMENTAL ACTIVISM & POLICY: 4 Hour(s)

ENVIRONMENTAL ACTIVISM & POLICY ~ While the direct environmental impacts of certain human activities are obvious, the effects of social policies are less visible. Environmental policies, however, exert powerful environmental influences by shaping the social context within which people act—encouraging certain behaviors and discouraging others. Environmental policies, like all social policies, are shaped by competing interests and forms of activism. In this course, we will explore the relationships between various rival interests and the kinds of activism they motivate, the creation and modification of environmental policies, and the socio-environmental consequences of those interacting processes. Prerequisite: INTD 22500 or permission of instructor. Offered alternating years.

Prerequisite: (INTD 225 or INTD 22500)

EVST 34300: CONSERVATION BIOLOGY-W/LAB: 4 Hour(s)

CONSERVATION BIOLOGY-W/LAB ~ Conservation Biology is the study of species diversity in human-impacted landscapes. As human populations grow and the demand for natural resources increases human activities inevitably erode the integrity of natural ecosystems. This erosion leads to the loss of species, both locally and globally. In this course we will study what biodiversity is, how it arises and why it is important both for ecosystem functions and human well-being. We will also examine how human economic activities impact the natural world, the ecological mechanisms at work in the process of species extinction, and how research in conservation biology has led to the development of ways to halt or even reverse species loss. A revised version of this course is offered as EVST/BIOL 34400 for three (3) hours. This course is also listed as Biology 34400. Student must also register for a EVST 34300 lab. Prerequisite: EVST/BIOL (241 or 24100) or BIOL (341 or 34100) or permission. The breakdown between lecture and lab hours is for administrative office use only. This course may only be taken as 4 credit hours.

Prerequisite: (BIOL 241 or BIOL 24100) or (EVST 241 or EVST 24100) or (BIOL 341 or BIOL 34100) or (BIOL 278 or BIOL 27800) or (EVST 278 (may be taken concurrently) or EVST 27800)
EVST 35500: WETLANDS, RIVERS & COASTAL AREAS: 4 Hour(s)
WETLANDS, RIVERS, AND COASTAL AREAS—The geological origins, structure, functional dynamics, and species ecology of wetland, fluvial, and coastal ecosystems. Historic relationships of human cultures and civilizations to surface waters. Current human impacts, legislative protection, and management procedures will be considered. Field trips and practical experiences will be conducted to areas that exemplify concepts studied. Prerequisites: sophomore standing.

EVST 38000: SEM: 1-4 Hour(s)
SEMINAR~

EVST 38100: SPC TPC: 1-4 Hour(s)
SPECIAL TOPICS~

EVST 38700: FOOD:EATERS,EATING& THE ENV:CA: 4 Hour(s)
FOOD:EXAMINING EATERS, EATING, AND THE ENVIRONMENT:CA ~ Food is a principal ingredient in sociocultural systems and conveys much about a society and its relationship with the biophysical world. This course explores the social significance of food, including: the determinants of what and how people in a society eat, the meanings associated with certain foods, how food norms reflect and perpetuate certain kind of social inequality, changes in food production and consumption processes, and the consequences of these for the health of people and the environment. Prerequisite: SOAN 15500 or INTD 22500

EVST 48000: SENIOR SEMINAR: 4 Hour(s)
SENIOR SEMINAR~ Through this capstone seminar, students pursue independent, interdisciplinary research on a topic strongly tied to their individual Area of Emphasis. This research culminates in a formal paper and public presentation. The seminar meetings act as a gathering place for students and faculty to focus on the development of specific skills, share ideas, and discuss questions and challenges related to their research. Prerequisites: INTD 22500 and EVST 21000. Offered each spring.

EVST 48100: INDEPENDENT RESEARCH: 1-4 Hour(s)
INDEPENDENT RESEARCH~ Provides an on-campus alternative to the internship (Environmental Studies 498 or 49800). Students investigate an environmental concern through library research, personal investigation, interviews, etc., and produce a paper, report, or brochure that assembles findings and conclusions. Students must receive approval from the Environmental Board before registering for this course. Prerequisites: Environmental Studies core courses, senior standing, and permission of Environmental Studies advisor(s).

EVST 49800: INTERNSHIP 1 Hour(s)
INTERNSHIP~ Students register for this course after having completed the 120-hour internship. The internship requirement ensures that EVST students have a structured opportunity to engage in experiential learning and to reflect on the connection between academic scholarship and experience in a professional environment. Students gain perspective on a particular path within Environmental Studies as they apply their academic knowledge, gain new knowledge and develop new skills, and explore their professional and personal interests. In this course, students are guided through reflection and professional development exercises. Prerequisites: Junior or Senior standing. Offered each spring.

Academic Offerings
- Environmental Studies Major (p. 183)
- Environmental Studies Minor (p. 184)

Environmental Studies Major

Degree Requirements
All students are required to complete overall degree requirements in addition to their major. Please see Degree Completion Requirements (p. 42) for full details for students entering in the 2019-2020 catalog year.

For those students who started at Hiram prior to the 2019-2020 academic year, you will follow the Degree Requirements which are outlined in your catalog of record.

Major Requirements
52-58 credit hours

The environmental studies major requires that students understand both natural and human systems, develop proficiency in communicating ideas and basic quantitative analytical skills, and build other skills that support their individual goals. Students majoring in environmental studies proceed through three key integrative courses, take a series of required courses to build a multidisciplinary foundation, complete a 120-hour internship, and select three elective courses (for 9-12 credits) to complete an emphasis in either natural systems, human social systems, or communicating complexity.

Requirements

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Natural Systems

EVST 27800: ECOLOGY-W/LAB

Select two of the following: 7-8

- CHEM 10100: CHEM IN CONTEXT-W/LAB:SM
- CHEM 12000: GEN I:STRUCTURE/BOND-W/LAB:SM
- CHEM 12100: GEN II:INTR CHEM ANLS-W/LAB:SM
- PHYS 11300: PRINCIPLES PHYSICS I-W/LAB:SM
  or PHYS 21300: FUNMNTLS OF PHYSICS-W/LAB I:SM
- PHYS 11400: PRINCIPLES PHYSICS II-W/LAB:SM
  or PHYS 21400: FUNMNTLS OF PHYSICS-W/LAB II:SM
- EDUC/EVST 28000: SEM: (Earth, Space, Science)

Alternative course in geology with approval

Human Social Systems

ECON 20100: PRIN OF MICROECONOMICS:MM

Select one of the following: 4

- HIST 24000: AMERICAN ENVIRONMENTAL HIST:CA,UD
- PHIL 27000: ENVIRONMENTAL ETHICS:ES

Alternative approved by environmental studies faculty

Communicating Complexity
Environmental Studies Minor

Minor Requirements

30-33 credit hours

A minor in environmental studies provides students with the means to understand the interactions between natural and human social systems and helps develop their ability to communicate clearly about these complex issues. It is an excellent complement to many majors, including art, biology, chemistry, communication, education, political science, sociology, and more.

Requirements

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Area of Emphasis

Select one of the following emphasis areas in consultation with environmental studies advisor:

- **Natural Systems**
- **Human Social Systems**
- **Communicating Complexity**

Total Hours 52-58

Supportive Skills & Experience

See Internship Guidelines for details (typically conducted at some point between the end of sophomore year and the beginning of senior year)

Additional elective skills courses may be drawn from any department and may include such diverse subjects as geographic information systems (GIS), field experience, photography, and scuba diving.

Natural Systems

Additional elective courses in this area may be drawn from any of the natural and physical sciences.

Human Social Systems

Additional elective courses in this area are typically drawn from the social sciences and humanities but can be found in many other programs, as well as the College’s INTD offerings.

Communicating Complexity

Additional elective courses in this area are typically drawn from communication and writing but may include art, computer science, math, music, and theater.

A Note about General Education Requirements: It is relatively common for environmental studies majors to complete at least five Core Curriculum requirements (CA, CM, ES, MM, SM, and UD—see College Catalog for descriptions) while meeting course requirements for the major. Additionally, completion of the environmental studies major fulfills the College’s INTD general education requirements.

Environmental Studies Minor

Political Science

Program Website: https://www.hiram.edu/academics/majors-minors/political-science/

The political science major is rigorous, philosophical, and practical. According to Professor John Koritansky, the major is highly intellectual, “…more rooted in books, articles, public documents and state papers that present arguments than is true of most programs at other schools.” Students will develop the habits, skills, and appropriate disposition to think about politics in connection with careful reading of closely reasoned textual material. Students can easily pair the political science major with a minor in philosophy, history, communication, sociology or environmental studies, or another minor that matches their interests.

Another opportunity within the political science department is to pursue a 3:2 collaborative program in social administration with Case Western Reserve University in Cleveland, OH. If a Hiram student meets the requirements of this program and is accepted, that student would spend 3 full-time years at Hiram College, followed by 2 full-time years at Case Western Reserve University’s renowned Mandel School of Applied Social Sciences. Upon successful completion of this 3:2 program, the student would receive a Bachelor of Arts from Hiram College and a Master of Science in Social Administration. For more information about requirements, please see a political science faculty member.
Academic Offerings

- Political Science Major (p. 190)
- Political Science Minor (p. 192)

Faculty

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James A Thompson, (2008) Associate Professor of Political Science; Director of the Garfield Center for Public Leadership
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John C. Koritansky, (1970) Professor Emeritus of Political Science
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Course Descriptions

POLS 10900: AMERICAN GOVERNMENT:CA,ES: 4 Hour(s)
AMERICAN GOVERNMENT:CA,ES~ The government and politics of the United States in its national aspects. Some emphasis on constitutional and current problems. This course fulfills the Social and Cultural Analysis requirement and the Meaning, Ethics, and Social responsibility requirement.
Core: Social/Cultural Analysis Meth; Meaning/Ethics/Soc Responsibil

POLS 10910: US GOVERNMENT:CA,ES: 4 Hour(s)
US GOVERNMENT~ This course is designed to be equivalent but not identical to POLS 10900 (American Government) and counts in its place for departmental requirements. The purpose of this course is to provide students with an understanding of the constitutional underpinnings of the United States Government, the main institutions of national government, the roles of political action committees, political lobbies and interest groups, and the media and their effect on the political process and public policy. More important, students should have a better understanding of what it means to be an engaged citizen, of their own civic responsibilities, and of their own power to effect change. In the first week, students choose a controversial political issue to research in depth; they design multi-dimensional timelines of the issues and write pro and con arguments regarding a proposed legislative change regarding their issue. Students also participate in a number of interactive lessons, daily seminars, and meetings with representatives of the branches of government. Each group then designs a bill that relates to its chosen controversial issue and tries to push it through a session of Mock Congress that will convene at the end of the first week. In the second week, students travel to Washington, D.C. to familiarize themselves with the various branches of government through experiences. Based on their research during the first week of J-Term, they meet with lobbyists, journalists, elected officials, and members of think tanks relevant to their fields of research. Students close the course with a synthesis and reflection essay that challenges them to analyze both the socio-political and cultural contexts of their issue, as well as to analyze how a particular ethical theory best serves to evaluate the issue from a moral perspective. This course fulfills the Social and Cultural Analysis requirement and the Meaning, Ethics, and Social Responsibility requirement.
Core: Social/Cultural Analysis Meth; Meaning/Ethics/Soc Responsibil

POLS 18000: WKSP: 1 Hour(s)
WORKSHOP~ This workshop will provide the opportunity for students to examine a special topic in Political Science. Through readings, discussions and written assignments, there will be opportunities to evaluate the topic at issue. Workshops may be taken Pass/No Credit only. Students may take no more than nine workshops for credit toward graduation. Workshops can be used as elective credit only. (For PGS students only.)

POLS 20000: POLITICS OF JOURNALISM:CA: 3 Hour(s)
POLITICS OF JOURNALISM:CA~ This course will provide students with an opportunity to study the effect of messages, information, and rhetoric from the popular press, and to learn how these messages influence political activity in this nation. The course will also show how what you watch, who presents it, and where it is presented can influence cultural and social attitudes. The goal is that, by the end of this course, students will: understand the various ways, whether verbal or visual, that messages are communicated through the press; understand the influence of business and economic considerations on news coverage, with a special focus on rational choice theory; understand the relationships between government policy, elected officials, activists, and the press; and understand how they can become more active in the ways they process political messages and information. This course fulfills the Social and Cultural Analysis requirement.
Core: Social/Cultural Analysis Meth
POLS 20100: THE POLITICS OF JOURNALISM: 4 Hour(s)
POLITICS OF JOURNALISM~ This course will provide students with an opportunity to study the effect of messages, information, and rhetoric from the popular press, and to learn how these messages influence political activity in this nation. The course will also show how what you watch, who presents it, and where it is presented can influence cultural and social attitudes. The goal is that, by the end of this course, students will: understand the various ways, whether verbal or visual, that messages are communicated through the press; understand the influence of business and economic considerations on news coverage, with a special focus on rational choice theory; understand the relationships between government policy, elected officials, activists, and the press; and understand how they can become more active in the ways they process political messages and information.

POLS 20200: POLITICS OF HUMAN RIGHTS:ES: 4 Hour(s)
POLITICS OF HUMAN RIGHTS:ES ~ This course provides a broad introduction to the politics of human rights. It examines several aspects of the relationship between politics and human rights, including the nature of contemporary human rights problems, issues, and discourse. First, it focuses on the philosophical and historical evolution of the concept of “human rights.” What are “human rights,” from where are human rights derived, are human rights universal or culturally-based, and how has the concept of human rights evolved over time? Secondly, it examines the effectiveness of various political actors, institutions, mechanisms, and conventions designed to protect human rights both domestically within countries and transnationally across borders. Third, it looks at specific case studies of human rights and their violation in different parts of the world including the Americas, Europe, Asia, and Africa. Some of these case studies may include genocide, torture, forced disappearances, and gender discrimination. A central premise of the course is that human rights cannot be separated from politics, and that human rights abuses and responses to them are best understood by examining the temporal and spatial political context in which they occur.
Core: Meaning/Ethics/Soc Responsibil

POLS 20500: WORLD GEOGRAPHY:CA: 3 Hour(s)
WORLD GEOGRAPHY:CA~ A basic course, organized to develop knowledge and an understanding of the physical factors of the environment and man’s adjustment to them. World patterns of land forms, climate, soils, vegetation, etc., are studied in relation to their influence on the economic and cultural activities of man. Special emphasis will be placed on certain regions and on recent economic, cultural and political changes in those areas, and the significance of these changes to world economy and world peace. This course fulfills the Social and Cultural Analysis requirement.
Core: Social/Cultural Analysis Meth

POLS 20900: POLITICAL PARTIES/INTEREST GROUPS:CA: 4 Hour(s)
POLITICAL PARTIES & INTEREST GROUPS:CA ~ This course examines factions (political parties and interest groups), the unsavory effects of which the Founders sought to mitigate through their architecture of republican government. The course considers a wide variety of materials in seeking to understand how factions have come into being, how they have evolved, how they are organized, how they adapt and maintain themselves, how they choose their issues and tactics, whom they represent, and how they relate to each other. The central question is whether the effects that parties and interest groups have on the American polity and public policy are corrosive or salutary, and what, if anything could be done to improve their functioning.. This course fulfills the Social and Cultural Analysis requirement.
Core: Social/Cultural Analysis Meth

POLS 21000: STATE AND LOCAL GOVERNMENT: 4 Hour(s)
STATE AND LOCAL GOVERNMENT~ A survey of governmental structures and processes at the sub-national level in the United States.

POLS 21600: THE AMERICAN PRESIDENCY: 4 Hour(s)
THE AMERICAN PRESIDENCY~ This course is an examination of the role of the presidency in the American constitutional system, and the changes that time and the divergent personalities of the presidents have brought about. Another version of this course is offered for three (3) credit hours as 21610. Prerequisite: A high school course in American Government.

POLS 21610: THE AMERICAN PRESIDENCY: 3 Hour(s)
THE AMERICAN PRESIDENCY~ This course is an examination of the role of the presidency in the American constitutional system, and the changes that time and the divergent personalities of the presidents have brought about. Another version of this course is offered for four (4) credit hours as 21600. Prerequisite: A High School Course in American Government.

POLS 22310: COMPARATIVE POLITICS:CA,EW: 4 Hour(s)
COMPARATIVE POLITICS:CA,EW~ This course provides an introduction to comparative politics—the study of domestic political ideas, institutions, processes, and outcomes within and across countries. The first half of the course will be devoted to the methodological approaches and conceptual themes required for analyzing domestic politics within and across various cases. The second half of the course will apply these approaches and conceptual themes to the study of the domestic politics of select countries from various regions of the world including potentially South America, Europe, Africa, the Middle East, and Asia through pair-wise comparisons. These empirical cases will span the range from totalitarian/authoritarian regimes to various types of democratic ones, and communist economic systems to more market-oriented ones. The purpose of the pair-wise comparisons will be to explain the contrasting political and/or economic conditions of the countries under examination by focusing primarily on the interplay of their comparative state formation, nature of society, dynamics of governance, and evolving political economy. This course is designed to furnish students with the analytical, conceptual, and theoretical tools necessary for studying the domestic politics and societies of various countries in a comparative descriptive and explanatory context. Fills both Cultural Analysis and Experiencing the World.
Core: Social/Cultural Analysis Meth; Experiencing the World

POLS 22800: INTERNATIONAL LAW: 3 Hour(s)
INTERNATIONAL LAW~ This course presents an analysis of the process by which international law is formed. Topics will range from regional developments and international treaties to the contributions of such modern philosophers as Hugo Grotius. The role of international law in the twentieth century (since World War II) will be examined.

POLS 22900: INTERNATIONAL ORGANIZATION:ES: 3 Hour(s)
INTERNATIONAL ORGANIZATION:ES~ This course presents an analysis of the development of general functions and characteristics of international organization in the world arena. Specifically, the course will examine the role of the United Nations and regional organizations as political institutions in changing systems: the rise of the Third World; the cold war, and the post-cold-war world. This course fulfills the Meaning, Ethics, and Social Responsibility requirement.
Core: Meaning/Ethics/Soc Responsibil
POLS 23100: INTERNATIONAL POLITICS: This course provides an introduction to the process and structure of international relations. The basic goals are to introduce the student to the domain of international politics and to provide familiarity with the major theoretical overviews. Students will develop the capacity to think about international phenomena beyond the level of specific events. This course fulfills the Social and Cultural Analysis requirement.
Core: Social/Cultural Analysis Meth

POLS 23200: INTL RELATIONS S. ASIA: This course explores the unique political and socioeconomic challenges faced by “developing” (or Third World) countries in an increasingly globalized world. Developing countries—which encompass much of Asia, Africa, Latin America, and the Middle East—are home to over 80% of the world’s population, but produce only about one-fifth of the world’s wealth. Violent conflict and poverty are endemic in these countries, in comparison to developed countries. Most “developing” countries were also, at one time, colonial possessions of European powers and gained independence only in the early and/or middle 19th century. This course specifically seeks to analyze the interrelated challenges of establishing a stable and effective state, integrated society, and prosperous economy faced by these countries, especially in an international system dominated by major “developed” powers. It will examine the historical and political development of these societies, and how these various factors are influenced by government and laws. In this course we will discuss the ways in which our understanding of politics, and our understanding of sexuality, influence how we live our lives in the U.S.
Core: Social/Cultural Analysis Meth; Experiencing the World

POLS 23400: POLITICS DEVELOP AREAS: This course explores the unique political and socioeconomic challenges faced by “developing” (or Third World) countries in an increasingly globalized world. Developing countries—which encompass much of Asia, Africa, Latin America, and the Middle East—are home to over 80% of the world’s population, but produce only about one-fifth of the world’s wealth. Violent conflict and poverty are endemic in these countries, in comparison to developed countries. Most “developing” countries were also, at one time, colonial possessions of European powers and gained independence only in the early and/or middle 19th century. This course specifically seeks to analyze the interrelated challenges of establishing a stable and effective state, integrated society, and prosperous economy faced by these countries, especially in an international system dominated by major “developed” powers. It will examine the theoretical literature related to issues of institutional development, national integration and economic development, and will look at specific case studies to vividly illustrate the conceptual themes and debates on the topic. These cases will also include “developing” countries currently moving from “third world” to “second world” status. Thus, the course will integrate theory with empirics, and will also point toward possible policy implications regarding general themes of political and economic development in the Third World. This course fulfills the Social and Cultural Analysis requirement and the Experiencing the World requirement.
Core: Social/Cultural Analysis Meth; Experiencing the World
Core: Social/Cultural Analysis Meth; Experiencing the World

POLS 23600: ANARCHY:IM: The purpose of the course is to examine how contemporary International Relations scholars have analyzed the concept of global anarchy, and then to compare that analysis with the treatment of anarchy by early modern contract theorists such as Locke, Hobbes and Rousseau, as well as 19th and 20th Century pro-anarchy theorists. Through this analysis, students will develop a more informed appreciation of 1) how international relations are carried out, 2) how and why domestic structures of hierarchy are created, 3) the potential for a global structure of hierarchical authority to be created, and 4) the costs and benefits of anarchical vs. hierarchical social structures. This course fulfills the Interpretive Methods requirement.
Core: Interpretive Methods

POLS 24100: THE TRANSATLANTIC RELATION: The Transatlantic Relationship constitutes one of the central aspects of contemporary international order. During the semester we will explore the relational history between various sets of states in Europe and North America; we will examine the history and present reality of the NATO alliance; we will consider the evolving political/military capacity of the European Union; and we will see how these various relations and institutions are influencing U.S. and European activities not only in Europe, but also in Iraq, Afghanistan, and elsewhere. This course fulfills the Experiencing the World requirement.
Core: Experiencing the World

POLS 26200: POLITICS OF SEX: Sex, Gender and Sexuality are the cornerstones of human nature and yet we seldom have a sophisticated understanding of how these various factors are influenced by government and laws. In this course we will discuss the ways in which our understanding of politics, and our understanding of sexuality, influence how we live our lives in the U.S.

POLS 27400: MODERN POLITICAL PHILOSOPHY: A study of the history of modern political philosophy from Machiavelli to the present. Readings will be from the original texts by the seminal philosophers of liberalism, romanticism, Kantian ethics, Marxism and contemporary anti-rationalist thought.

POLS 27900: TPC POLS PHIL:: SELECTED TOPICS IN POLITICAL PHILOSOPHY: Taught in a seminar format, a close examination of one selected work from the tradition of political philosophy.

POLS 28000: SEM: An introduction to selected topics of current interest in Political Science.

POLS 28100: INDEPENDENT STUDY: INDEPENDENT STUDY~

POLS 29100: GARFIELD CTR PUBLIC LEADERSHIP: This course will be comprised of activities which are engaged in each semester by the Garfield Center for Public Leadership. These activities may include such things as seminar planning and preparation, research activities, paper writing, crisis simulations, and group meetings/discussions. Garfield Scholars Only.

POLS 29800: FIELD EXPERIENCE: FIELD EXPERIENCE~
POLS 30100: OZ: THE PRE-INVASION: 1 Hour(s)
OZ: THE PRE-INVASION—Throughout Australia's history, its residents, as well as the land and surrounding ocean, have been subject to various "invasions"—actual, metaphorical, and perceived. These include: invasive animal and plant species forever changing the landscape of the continent; environmental and human threats to the Great Barrier Reef; native lands being removed from the Aboriginal people; and most recently, changes in political policies and military presence in response to China's increased influence and probable dominance in the oceanic region. In many ways, Australia's history reflects our American history, but with notable differences in sociocultural and political responses. This course serves as a prerequisite to INTD 30130 "In invading Oz," a study-abroad trip to Australia offered in the subsequent 3-week term, and begins students' examination of the similarities and differences between Australia and the United States. This course is cross-listed with PSYC 30100.
Corequisite: INTD 30130

POLS 30160: KIWI CONTENTMENT: 1 Hour(s)
Kiwi Contentment (New Zealand Prequel): Survey studies and cultural analyses indicate that in recent years New Zealanders routinely rate as being among the happiest people in the world. In this course, we will conduct an interdisciplinary examination of human happiness at two levels of analysis: individual and societal. We have identified the following key themes, around which the course will revolve: 1) the pivotal role of fairness in determining the effectiveness of the relationship between individual and societal wealth and happiness; 2) the role of social connections in determining the happiness of individuals, as well as that of their country; and 3) the relationship between individual/self-focus, materialism, and happiness. We will examine how New Zealand differs from the United States in these respects, despite having substantial overlap in key values: both are wealthy, democratic, market-oriented societies that cherish the concept of freedom, yet the two countries have taken very different trajectories since the late 1970s. This course serves as a prerequisite to INTD 30150 "Going to the Godzone," a study-abroad trip to New Zealand offered in the subsequent 3-week term, and begins students' examination of the similarities and differences between New Zealand and the United States.

POLS 30600: INT'L RELATIONS S. ASIA:CA,EW: 3 Hour(s)
INTERNATIONAL RELATIONS OF SOUTH ASIA:CA,EW—South Asia—which is comprised of eight different countries (India, Pakistan, Afghanistan, Bangladesh, Sri Lanka, Nepal, and the Maldives)—is home to over one-fifth of the world's population. The region has consistently been described as "the most dangerous place on earth" because the confluence of nuclear-armed powers, enduring rivalries, potentially weak states, and cross-border terrorism. This course seeks to examine the international relations of South Asia (e.g., the politics between South Asian states and other world powers including the United States and China) through the analytical lens of the prevailing theories of international politics including (neo) realism, (neo) liberalism, and social constructivism/critical theory. While the primary empirical focus of the course is on the politics between South Asian states and the role of other international actors in the region, the domestic politics of South Asian states will also be examined in relation to the construction of identities and interests relevant to their foreign policies. Thus, the overall analytical goal of this course is to provide students with a critical understanding of both the international relations of South Asia and also the dominant theories in the field used to explain state behavior in foreign relations. This course will count toward the International Relations requirement for the political science minor and major. This course fulfills the Social and Cultural Analysis requirement and the Experiencing the World requirement.
Core: Social/Cultural Analysis Meth; Experiencing the World

POLS 31400: PUBLIC POLICY MAKING: 4 Hour(s)
PUBLIC POLICY MAKING—This course offers an analysis of various elements of American domestic public policy; e.g., progressive taxation, welfare, anti-trust enforcement, and the politics of regulatory agencies. Also listed as Economics (31400).

POLS 31600: COMPARATIVE ELECTIONS: 3 Hour(s)
COMPARATIVE ELECTIONS—While America spends millions of dollars to implement, explain (and sometimes even hinder) how citizens vote, have you ever wondered how voting works in other countries? This course will provide a world tour of elections systems in first and second world democracies that are functioning as of 2012-2013. How does voting, campaign advertising and even candidate selection differ based on culture, fiancées and even differing institutions around the world? In this course we will review electoral systems in Mexico, South Africa, Japan and England and how these systems compare to the United States.

POLS 31700: COMPARATIVE FOREIGN POLICY: 4 Hour(s)
COMPARATIVE FOREIGN POLICY—Comparative analysis of the foreign policies of representative world powers, including comparative methods of foreign policy analysis, and the world roles, foreign policy objectives, foreign policy-making and implementation process, foreign policies of such states as the Soviet Union (Russia), France, Germany, Britain, Japan, China, Egypt, and India.

POLS 31900: THE AMERICAN FOUNDING:IM,CA: 4 Hour(s)
THE AMERICAN FOUNDING:IM,CA—In this seminar, we will perform an examination of the intellectual history of the American founding. We will read and analyze some statements by academic historians as well as important state papers and writings by the first generation of American statesmen. This course fulfills the Interpretive Methods requirement and the Social and Cultural Analysis requirement.
Core: Social/Cultural Analysis Meth; Interpretive Methods
POLS 32000: POLITICAL VIOLENCE:CA: 3 Hour(s)
ETHNICITY, NATIONALISM, AND POLITICAL VIOLENCE:CA ~ Why are individuals often willing to fight, kill, and possibly even die on behalf of a political or ethnonationalist cause? This is the main question this course seeks to answer. In trying to solve this puzzle, we also explore answers to a number of corollary questions such as: What is the nature of ethnicity? How is ethnicity politicized into nationalism? Why does nationalism often lead to political violence? What are the dynamics of political violence and how do we study them? This course seeks to answer these questions both conceptually and within a comparative empirical framework. Particular emphasis will be placed on understanding and critically assessing competing descriptive and explanatory theories for these phenomena. These include primordialism and instrumentalism for ethnicity; rational-choice, social constructivism and socio-psychological theories for nationalist mobilization; and inductive, deductive and interpretivist approaches to the study of political violence including terrorism, insurgency, and ethnic riots. In addition, we will also analyze the comparative origins, dynamics, and trajectories of several violent ethnonationalist movements within the context of the thematic readings. The primary goal of this course is to provide students with a critical understanding of the complex phenomena of ethnicity, nationalism and political violence, and to spark their intellectual curiosity into areas for future descriptive and explanatory research. This course fulfills the Social and Cultural Analysis requirement.
Core: Social/Cultural Analysis Meth

POLS 32500: INTERNATIONAL TERRORISM:CA: 3 Hour(s)
Course Description: INTERNATIONAL TERRORISM:CA ~ The attacks of September 11, 2001 and ongoing events have forced Americans to confront the phenomenon of international terrorism in a much more regular and engaged manner. Terrorism has gone from being a marginal security concern for most Americans to becoming one of the most pressing issues of our day, both nationally and internationally. Yet, in reality, “terrorism” has been a persistent and widespread phenomenon throughout the world well before the events of 9/11. It has deep historical roots, and has been an integral part of human political behavior and interaction. This course seeks to analyze the phenomenon of “terrorism” in a highly-analytical and academic (as opposed to normative) manner. The course itself is divided into three interrelated sections: 1) definitional conceptualizations of “terrorism;” 2) the descriptive nature of “identity” and 3) the causal basis for “political violence.” Thus, the course contains a blend of theory (both explanatory and analytic), methodology, and empirics to help students better understand and grasp the multi-faceted complexity of “terrorism” and its wider implications. The primary goal of this course is to provide students with a critical and rich understanding of the phenomenon of “terrorism,” and to spark their intellectual curiosity for future research on the topic.
Core: Social/Cultural Analysis Meth

POLS 33000: AMERICAN FOREIGN POLICY: 3 Hour(s)
AMERICAN FOREIGN POLICY ~ A study of major foreign policy issues which have confronted the United States since World War II and of the process of foreign policy formation and implementation. This course is also offered in a 4 credit hour format as POLS 33010.
Core: Social/Cultural Analysis Meth

POLS 33010: AMERICAN FOREIGN POLICY: 4 Hour(s)
AMERICAN FOREIGN POLICY ~ A study of major foreign policy issues which have confronted the United States since World War II and of the process of foreign policy formation and implementation. This course is also offered in a 3 credit hour format as POLS 33000.

POLS 33500: TOWARDS A GLOBAL STATE: 3 Hour(s)
TOWARDS A GLOBAL STATE ~ In various regions of the world, states appear to be combining themselves together into larger, regional-scale political entities. This course will examine the common motivations for integration in these various regions, focusing particularly on the rationale of increasing state size in order to increase military power. Building upon this analysis of the individual regions, consideration will then be given to whether these motivational trends suggest that a supra-regional, global state structure is likely to come into being in the future.
Core: Meaning/Ethics/Soc Responsibil

POLS 33700: THE ART OF WAR:ES: 3 Hour(s)
THE ART OF WAR:ES ~ This course considers the topic of war from a philosophical perspective, with the idea being that an understanding of war is essential for understanding human life in its social context. This course examines such questions as: What is war? Is war between states inevitable? Are interpersonal human relations always a version of war? This course fulfills the Meaning, Ethics, and Social Responsibility requirement. This course was previously numbered POLS 237 or 23700. Another version of this course is offered for 3 credit hours as POLS 33710.
Core: Meaning/Ethics/Soc Responsibil

POLS 33710: THE ART OF WAR:ES: 4 Hour(s)
THE ART OF WAR:ES ~ This course considers the topic of war from a philosophical perspective, with the idea being that an understanding of war is essential for understanding human life in its social context. This course examines such questions as: What is war? Is war between states inevitable? Are interpersonal human relations always a version of war? This course fulfills the Meaning, Ethics, and Social Responsibility requirement. This course was previously numbered POLS 237 or 23700. Another version of this course is offered for 3 credit hours as POLS 33700.
Core: Meaning/Ethics/Soc Responsibil

POLS 33900: URBAN ECONOMICS AND POLITICS: 4 Hour(s)
URBAN ECONOMICS AND POLITICS ~ Application of economic principles to urban spatial patterns, economic development and public policy in housing, transportation, pollution and other contemporary urban problems. Prerequisites: Economics (201 or 20100) or permission of the instructor. This course is also offered in a 3 credit hour format as Political Science 33600. Also listed as Economics 33900.
Prerequisite: (ECON 201 or ECON 20100)

POLS 34400: CONSTITUTIONAL Liberty/RIGHTS: 4 Hour(s)
CONSTITUTIONAL Liberty/RIGHTS ~ A study of recent developments in American Constitutional Law in the areas of civil liberties and the equal protection of the laws. The aim is to interpret the meaning of the nationalization of the Bill of Rights and the judicialization of the broad issues of liberty and equality.

POLS 34500: COURT/CONSTITUTION GOV:IM,ES: 4 Hour(s)
THE COURT AND CONSTITUTIONAL GOVERNMENT:IM,ES ~ The history of American constitutional law from the Constitutional Convention through contemporary cases. Federalism, definition and separation of powers, and the power to regulate commerce, civil liberties, and civil rights will be emphasized. This course fulfills the Interpretive Methods requirement and the Meaning, Ethics, or Social Responsibility requirement. Prerequisite: Political Science 109 or 10900.
Prerequisite: POLS 109 or POLS 10900
Core: Meaning/Ethics/Soc Responsibil, Interpretive Methods
POLS 34600: ANCIENT FORESTS & GREAT TREES: 1 Hour(s)
ANCIENT FORESTS AND GREAT TREES ~ Ninety-eight percent of the world's old-growth forests are gone. Whether humans presently living on the Earth are aware of it or not, we are witnessing what ultimately may come to be known as The Age When the Ancient Forests Disappeared. For a panoply of human-caused reasons, forests everywhere are in mortal peril. The course will conduct an interdisciplinary exploration of the subject at two levels of analysis: biological and societal. The following key dimensions of this theme will benefit from these distinct perspectives: 1) the way that the ancient forests of the world came into being and to function in their mature state; 2) the threats - nearly all of which are the product of human activity - that now imperil these ancient forests; 3) what might be done - by citizens, interest groups, and policymaking bodies at different levels of government - to ensure that what remains of our planet’s ancient forests are kept from oblivion. This course serves as a prerequisite to “Taking to the Trees” (INTO 30320), a study away trip to the Pacific Northwest and West Coast in the subsequent three-week term, and begins students’ examination of ancient forests and great trees.

POLS 35100: POLITICAL PHIL DANGEROUS WORLD: 4 Hour(s)
POLITICAL PHILOSOPHY FOR A DANGEROUS WORLD~ This course examines the political theories of Thucydides, Cicero, and Machiavelli. The purpose of this course is to study how these three theorists explain states’ efforts to obtain internally stable political regimes amidst their struggles with other states for survival. Not only will the theories of Thucydides, Cicero, and Machiavelli be examined individually, but the connections between their theories will simultaneously be explored. These three theorists are important to study as an ensemble because they take a pre-modern approach (as opposed to modern) to considering questions of international order, and thereby differ with the domestic-policy focus of other classical theorists such as Plato and Aristotle. However, they also differ from modern scholars of international politics, who are interested in a different set of questions than are the pre-modern theorists. This course was previously POLS 251 or 25100.

POLS 35110: POLITICAL PHIL DANGEROUS WORLD: 3 Hour(s)
POLITICAL PHILOSOPHY FOR A DANGEROUS WORLD~ This course examines the political theories of Cicero, and Machiavelli. The purpose of this course is to study how these three theorists explain states’ efforts to obtain internally stable political regimes amidst their struggles with other states for survival. Not only will the theories of Cicero and Machiavelli be examined individually, but the connections between their theories will simultaneously be explored. These theorists are important to study as an ensemble because they take a pre-modern approach (as opposed to modern) to considering questions of international order, and thereby differ with the domestic-policy focus of other classical theorists such as Plato and Aristotle. However, they also differ from modern scholars of international politics, who are interested in a different set of questions than are the pre-modern theorists. A four-credit hour version is POLS 35100.

POLS 37300: CLASSICAL POLITICAL PHILOSOPHY: 4 Hour(s)
CLASSICAL POLITICAL PHILOSOPHY~ A study of the origin of political philosophy. Readings will be mainly from Plato and Aristotle, centering on their discussions of the nature of political justice and its relation to the just life.

POLITICAL SCIENCE MAJOR

Degree Requirements
All students are required to complete overall degree requirements in addition to their major. Please see Degree Completion Requirements.
Major Requirements

The major in political science requires a total of nine political science courses plus a capstone experience. Classes must include: POLS 10900 AMERICAN GOVERNMENT:CA,ES and one course from each of the four departmental subfields:

- American politics,
- Comparative politics,
- International relations, and
- Political philosophy

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<td>POLS 10900</td>
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Department Subfields

Select one course from each of the following subfields: 12-16

American Politics

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<tr>
<td>POLS 10900</td>
<td>AMERICAN GOVERNMENT:CA,ES</td>
<td>4</td>
</tr>
<tr>
<td>POLS 20000</td>
<td>POLITICS OF JOURNALISM:CA</td>
<td></td>
</tr>
<tr>
<td>POLS 20900</td>
<td>POL PARTIES/INTEREST GROUPS:CA</td>
<td></td>
</tr>
<tr>
<td>POLS 21600</td>
<td>THE AMERICAN PRESIDENCY</td>
<td></td>
</tr>
<tr>
<td>POLS 31400</td>
<td>PUBLIC POLICY MAKING</td>
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</tr>
<tr>
<td>POLS 31900</td>
<td>THE AMERICAN FOUNDING:IM,CA</td>
<td></td>
</tr>
<tr>
<td>POLS 34500</td>
<td>COURT/CONSTITUTION GOV:IM,ES</td>
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Comparative Politics

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLS 20500</td>
<td>WORLD GEOGRAPHY:CA</td>
<td></td>
</tr>
<tr>
<td>POLS 20200</td>
<td>POLITICS OF HUMAN RIGHTS:ES</td>
<td></td>
</tr>
<tr>
<td>POLS 22310</td>
<td>COMPARATIVE POLITICS: CA,EW</td>
<td></td>
</tr>
<tr>
<td>POLS 23400</td>
<td>POLITICS DEVELOPG AREAS:CA,EW</td>
<td></td>
</tr>
<tr>
<td>POLS 31600</td>
<td>COMPARATIVE ELECTIONS</td>
<td></td>
</tr>
<tr>
<td>POLS 32000</td>
<td>POLITICAL VIOLENCE:CA</td>
<td></td>
</tr>
<tr>
<td>POLS 32500</td>
<td>INTERNATIONAL TERRORISM:CA</td>
<td></td>
</tr>
<tr>
<td>POLS 37900</td>
<td>LOGIC &amp; SCOPE POLIT INQUIRY:MM</td>
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International Relations

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<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>POLS 22800</td>
<td>INTERNATIONAL LAW</td>
<td></td>
</tr>
<tr>
<td>POLS 22900</td>
<td>INTERNATIONAL ORGANIZATION:ES</td>
<td></td>
</tr>
<tr>
<td>POLS 23100</td>
<td>INTERNATIONAL POLITICS:CA</td>
<td></td>
</tr>
<tr>
<td>POLS 23200</td>
<td>INTL RELATIONS S. ASIA:CA,EW</td>
<td></td>
</tr>
<tr>
<td>POLS 24100</td>
<td>THE TRANSATLANTIC RELATION:EW</td>
<td></td>
</tr>
<tr>
<td>POLS 33500</td>
<td>TOWARDS A GLOBAL STATE</td>
<td></td>
</tr>
<tr>
<td>POLS 33700</td>
<td>THE ART OF WAR:ES</td>
<td></td>
</tr>
<tr>
<td>POLS 35100</td>
<td>POLITICAL PHI DANGEROUS WORLD</td>
<td></td>
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</table>

Political Philosophy

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>POLS 23600</td>
<td>ANARCHY:IM</td>
<td></td>
</tr>
<tr>
<td>POLS 27400</td>
<td>MODERN POLITICAL PHILOSOPHY</td>
<td></td>
</tr>
<tr>
<td>POLS 37300</td>
<td>CLASSICAL POLITICAL PHILOSOPHY</td>
<td></td>
</tr>
<tr>
<td>POLS 35100</td>
<td>POLITICAL PHI DANGEROUS WORLD</td>
<td></td>
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<tr>
<td>POLS 47900</td>
<td>TPC POLS PHIL:</td>
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</tbody>
</table>

Independent Capstone

Select one of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLS 48000</td>
<td>SENIOR SEMINAR</td>
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<tr>
<td>POLS 48100</td>
<td>INDEPENDENT RESEARCH</td>
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Internship

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Additional Hours to meet 9 class requirement</td>
<td>10-12</td>
</tr>
</tbody>
</table>

Total Hours 27-36

Independent Capstone

Political science majors must complete a program capstone in consultation with their academic advisor. The capstone course must be taken after a student achieves senior status. A formal programmatic, campus-wide, or public oral presentation of the project is part of this requirement. This requirement differs for program honors candidates, as is explained in the following paragraph.

Honors

Candidates for program honors must achieve a general grade point average and a program grade point average whose sum equals at least 6.8. During their senior year, honors candidates will register for POLS 48200 ADVANCED INDEPENDENT RESEARCH. Completion of this course will involve a paper of substantial length and quality, to be closely supervised by an advisor. This paper will be reviewed and must be accepted by all program faculty. The completion of the project will satisfy the capstone requirement.

Pathway

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
<th>Term</th>
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First Year

Fall 12 Week

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLS XXXXX</td>
<td>Political Science Elective</td>
<td></td>
</tr>
<tr>
<td>FYEN 10101</td>
<td>FIRST-YEAR ENDURING QUESTIONS</td>
<td></td>
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</table>

Hiram Core Requirement 4 __________ Hours 12 __________

Fall 3 Week

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLS XXXXX</td>
<td>Political Science Elective</td>
<td></td>
</tr>
</tbody>
</table>

Hiram Core Requirement 4 __________ Hours 3 __________

Spring 12 Week

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
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<tbody>
<tr>
<td>POLS XXXXX</td>
<td>Political Science Elective</td>
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</tr>
<tr>
<td>FYUR 10201</td>
<td>FIRST-YEAR URGENT QUESTIONS</td>
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Hiram Core Requirement 4 __________ Hours 12 __________

Spring 3 Week

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>POLS XXXXX</td>
<td>Political Science Elective</td>
<td></td>
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</tbody>
</table>

Hiram Core Requirement 4 __________ Hours 3-4 __________

Second Year

Fall 12 Week

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLS XXXXX</td>
<td>Political Science Elective</td>
<td></td>
</tr>
<tr>
<td>Hiram Core Requirement 4 __________</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Elective Course 4 __________ Hours 12 __________

(p. 42) for full details for students entering in the 2019-2020 catalog year.

For those students who started at Hiram prior to the 2019-2020 academic year, you will follow the Degree Requirements which are outlined in your catalog of record.
Political Science Minor

Fall 3 Week
Elective Course 3

Spring 12 Week
POLS XXXX Political Science Elective 4
Elective, Second Major, Minor Course 4
Elective, Second Major, Minor Course 4

Hours 12

Spring 3 Week
POLS XXXX Political Science Elective 3-4

Third Year
Fall 12 Week
POLS XXXX Political Science Elective 4
INTD XXXX Interdisciplinary Requirement 4
Hiram Core Requirement 4

Hours 12

Fall 3 Week
Elective, Second Major, Minor Course 3-4

Spring 12 Week
POLS XXXX Political Science Elective 4
Hiram Core Requirement 4
Elective, Second Major, Minor Course 4

Hours 12

Spring 3 Week
Political Science Elective or Elective, Second Major, Minor Course 3-4

Fourth Year
Fall 12 Week
POLS XXXX Political Science Elective 4
Hiram Core Requirement 4
Elective, Second Major, Minor Course 4

Hours 12

Fall 3 Week
Political Science Elective or Elective, Second Major, Minor Course 3-4

Spring 12 Week
POLS 48XXX Political Science Capstone 4
Elective, Second Major, Minor Course 4
Elective, Second Major, Minor Course 4

Hours 12

Spring 3 Week
Elective, Second Major, Minor Course 3-4

Total Hours 120-126

Minor Requirements
A minor in political science requires five courses chosen from the offerings of the political science program. Political science students regularly take part in various governmental internship and extramural programs, including the Washington Semester. Courses in political science engage students in thinking critically about fundamental causes and standards of political behavior. Students find this kind of education helpful in various careers, including government work, law, teaching, and political research.

Public Leadership

Mission
The minor in public leadership is a curricular element of the Garfield Center for Public Leadership whose mission is to prepare students for leadership in matters of public policy, foreign and domestic. It is grounded in the liberal arts education that Hiram College has maintained throughout its history. The GCPL also serves to inform the public by bringing to campus persons whose own responsible leadership enables them to clarify issues of public policy. The minor in public leadership combines interdisciplinary teaching and experience to prepare students for careers of service in multiple publics. The minor develops vision, knowledge and practical skills to foster a new generation of policy makers. Through coursework and participation in opportunities on and off campus, students develop self understanding and the insight and abilities from multiple disciplines for successful careers in public service, nonprofit organizations, and international institutions.

Academic Offerings
- Public Leadership Minor (p. 193)

Career Opportunities for Minors in Public Leadership
Public Leadership in Local, State and Federal Government
Students with interests in careers in government at the local, state, or federal levels may pursue positions in the executive, legislative or judicial branches. Working in a wide variety of government agencies, serving as support staff for elected officials, and/or running for public office are all possible career options for students after graduation. Successful leaders in these careers will require a broad understanding of political, social, economic, and legal institutions within which problems are identified and policies are shaped, as well as the abilities essential to engage effectively in the process of developing and implementing policy decisions.

Public Leadership in International Affairs
Students with interests in diplomatic, consular, commercial, and overseas cultural and information services may pursue positions as administrative, economic, and political officers for government agencies such as the Department of State or Commerce or with a variety of nongovernmental organizations here and abroad. Successful leaders in these careers will require a broad understanding of international institutions, economic and security concerns, and power relations influencing policy decisions. The study of at least one foreign language at the 20100 level or the equivalent
is required. Electives in the minor may concentrate in specific public policy domains to complement a major field of study.

Faculty

James Thompson, (2008) Associate Professor of Political Science; Director of the Garfield Center for Public Leadership
B.A., St. Mary's College;
M.A., Ph.D., University of Notre Dame
thompsonja@hiram.edu

Kathy Luschek, Associate Director, Garfield Center for Public Leadership

Other faculty and visiting scholars contribute to the courses in this program.

Public Leadership Minor

Minor Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTD 24100</td>
<td>PUBLIC LEADERSHIP</td>
<td>4</td>
</tr>
<tr>
<td>POLS 29100</td>
<td>GARFIELD CTR PUBLIC LEADERSHIP</td>
<td>1</td>
</tr>
<tr>
<td>POLS 49800</td>
<td>INTERNSHIP</td>
<td>6</td>
</tr>
<tr>
<td>Course related to Public Leadership</td>
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<td>4</td>
</tr>
<tr>
<td>Course related to Public Leadership</td>
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<td>4</td>
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<tr>
<td>Course related to Public Leadership</td>
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<td>3</td>
</tr>
<tr>
<td>Total Hours</td>
<td></td>
<td>22</td>
</tr>
</tbody>
</table>

INTD 24100 PUBLIC LEADERSHIP: Central to public leadership is the ability to connect public issues and policy solutions. Through an interdisciplinary approach, the course will study public policy analysis – the process by which an issue becomes public and the debates regarding appropriate courses of action. Students will understand and apply relevant theories and skills through an examination of cases involving policy issues. These issues may at times focus on broad societal concerns (e.g. environment, education, healthcare, global security) or a specific policy issue (e.g. international trade agreements or social security). Students enrolled in the course will have opportunities for mentoring, participation in the Garfield seminars (as a Scholar or as an attendee), and community service.

POLS 29100 GARFIELD CTR PUBLIC LEADERSHIP: This is a one credit hour course which consists of the activities which are engaged in by the Garfield scholars each semester, via their participation in the GCPL.

POLS 49800 INTERNSHIP: All students in the minor must complete an internship relevant to the minor and individual career interests. Internship opportunities are available through the Bliss Institute and the Washington Semester. A variety of other internship opportunities may also be pursued in nongovernmental organizations, nonprofits, and other international institutions here or abroad. The minor offers the opportunity for students to focus in one of two career areas. Students will choose 13 hours of electives with the approval of a Garfield advisor. These electives should complement and extend a major area of study and the student's long term career objectives. Each student, in consultation with the advisor, will submit a statement of intent and the proposed course of study to the Garfield Advisory Committee. For more information, contact Professor James Thompson, Director of the Garfield Center for Public Leadership.

In addition to these required courses, students in the minor must take an additional three courses, approved by the director of the Garfield Center for Public Leadership, relating to public leadership.

Sociology

Program Website: http://www.hiram.edu/sociology (http://www.hiram.edu/sociology/)

Introduction

Sociologists face the challenging task of analyzing and interpreting the social world while living in the midst of it. Hiram's academic program is designed to provide students of sociology with the research tools and techniques essential for performing comprehensive and accurate inquiries into the nature of human experiences within social contexts.

The program focuses on familiarizing students with contemporary theories in sociology and on teaching students how to conduct research projects. In addition, students who complete the sociology program at Hiram will have an understanding of basic sociological concepts, how these concepts interrelate, and how these concepts affect a student's own life. Hiram's sociology program includes faculty who have expertise in both micro- and macro-social perspectives. This diverse proficiency among faculty allows the program to cover a wide range of topics in the discipline. Specific substantive strengths of current sociology faculty include medical sociology, criminal justice, social inequality and diversity.

The breadth and depth of Hiram's sociology program prepares students for success in graduate school and the professional workforce. Recent Hiram graduates in sociology have obtained professional positions as child-care workers, social workers, probation officers, education advocates, activities director, managing editor of a magazine, grant writer, resource development coordinator for AmeriCorps, and as a university professor. Alumni of Hiram's sociology program have pursued graduate degrees in fields that include sociology, counseling, law, non-profit management, medicine, public health, and social work at institutions such as Case Western Reserve University, the College of William and Mary, Columbia University, Kent State University, Miami of Ohio, Purdue University, and Ohio State University.

Another opportunity available to those in the sociology program is to pursue a 3:2 collaborative five-year program in social administration with Case Western Reserve University in Cleveland, OH. If a Hiram student meets the requirements of this program and is accepted, that student would spend three full-time years at Hiram College, followed by two full-time years at Case Western Reserve University's renowned Mandel School of Applied Social Sciences. Upon successful completion of this 3:2 program, the student would receive a Bachelor of Arts from Hiram College and a Master of Science in Social Administration (equivalent to an MSW degree). For more information about requirements, please see a faculty member within the program.

Sociology Courses Most Recently Offered:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>SOAN 15500</td>
<td>INTRODUCTION TO SOCIOLOGY:CA</td>
<td>4</td>
</tr>
<tr>
<td>SOAN 18000</td>
<td>WKSP</td>
<td>1</td>
</tr>
<tr>
<td>SOAN 20100</td>
<td>SOCIAL PROBLEMS:ES</td>
<td>4</td>
</tr>
<tr>
<td>SOAN 21500</td>
<td>HUMAN SETTLEMENTS:CA</td>
<td>4</td>
</tr>
<tr>
<td>SOAN 24010</td>
<td>SEX AND GENDER IN SOCIETY:UD</td>
<td>4</td>
</tr>
<tr>
<td>SOAN 25500</td>
<td>SOC OF HUMAN DEVELOPMENT</td>
<td>3</td>
</tr>
</tbody>
</table>
SOCRATICS OF RELIGION

YOUTH AND SOCIETY: UD

SEM: (Law & Society (cross-listed with CRLJ 28000))

ENVIRONMENTAL SOCIOLOGY: CA

SOAN 45500 SR SEM: METHODOLOGY

Capstone

Our two senior seminar courses (SOAN 45200 SR SEM: THEORY PERSPECTIVES and SOAN 45500 SR SEM: METHODOLOGY) are viewed as courses which require students to synthesize knowledge acquired in the other courses in the major. These capstone experiences require demonstration of advanced empirical and analytical skills in sociology. Sociology majors must earn a minimum grade of 'C' in each of the capstone courses.

Program Honors

Graduating seniors may receive program honors if they meet all of the following criteria:

• An overall grade point average of at least 3.0
• A departmental grade point average of at least 3.5
• In addition, the student must be recommended by faculty within the sociology program for these honors.

Procedures for Determining Program Grade Point Average

Sociology faculty consider the highest grades for 33 hours. However, the required courses for the major must be included, even if they are not the highest grades. Grades for MATH 10800 STATISTICS:MM are not included when determining the departmental GPA.

Faculty

Elena Fox, (2018) Visiting Assistant Professor of Sociology
B.A., M.A., Kent State University
foxem@hiram.edu

James N Rhodes, (2019) Assistant Professor of Sociology
B.A., M.A., Ph.D., University of Manchester
rhodesjn@hiram.edu

Course Descriptions

SOAN 10500: LAW & SOCIETY: 4 Hour(s)

ISSUES IN LAW AND SOCIETY ~ This course is an introduction to the American legal system (both civil and criminal law) and its relationship with social institutions. It provides students with knowledge about the connections between justice and society with particular emphasis on the law's historical origins and its structure and function within society. Several topics such as types of crime, juveniles and criminality, minorities and criminality, and social control are discussed allowing for better understanding of the significant interaction between law and humanity.

SOAN 15500: INTRODUCTION TO SOCIOLOGY: CA: 4 Hour(s)

INTRODUCTION TO SOCIOLOGY: CA ~ A basic knowledge of sociology; introduction to study of human society-related concepts, and content. Human behavior from the perspective of culture, groups, and organizations. Prerequisite to all advanced courses except with special permission. Sociology majors/minors must earn a "C" or higher. This course fulfills the Social and Cultural Analysis requirement.

Core: Social/Cultural Analysis Meth

SOAN 18000: WKSP: 1 Hour(s)

WORKSHOP ~ Workshops may be taken Pass/No Credit only. Students may take no more than nine workshops for credit toward graduation. Workshops can be used as elective credit only.

SOAN 20100: SOCIAL PROBLEMS: ES: 4 Hour(s)

SOCIAL PROBLEMS: ES ~ This course identifies and describes the main features of enduring societal problems, including, for example, alcohol and drug use, mental illness, poverty, crime, family disorganization, and health care. Causes are considered and solutions are proposed.

Core: Meaning/Ethics/Soc Responsibil

SOAN 20200: CULTURAL ANTHROPOLOGY: CA, EW: 4 Hour(s)

CULTURAL ANTHROPOLOGY: CA, EW ~ This course is designed to introduce students to the anthropological study of different cultures. We will explore ways of trying to understand the world views and belief systems of other peoples by studying each of those systems in their particular contexts, and then comparing and contrasting different cultures and the contexts in which they are situated. This learning process involves revealing our own cultural assumptions, and how they influence our understandings when we examine various facets of the belief systems and traditions of other societies. In attempting to understand other cultures on their own terms, we face the question of how to make sense of our own culture using the same theories and methods developed by anthropologists. In addition, we examine how our understanding of other cultures shapes the perspectives and policies of western governments that seek to influence or change the life ways of people in other regions of the world. This course fulfills the Social and Cultural Analysis requirement and the Experiencing the World requirement.

Core: Social/Cultural Analysis Meth; Experiencing the World

SOAN 20300: CULTURAL ANTHROPOLOGY: CA, EW: 3 Hour(s)

CULTURAL ANTHROPOLOGY: CA, EW ~ This course is designed to acquaint the introductory student with pre-literate and peasant cultures and their major social and symbolic institutions. A selection of ethnographies, i.e., descriptions of cultures, will be used to illustrate the variety of human cultural systems and to introduce the student to non-Western world views. This course fulfills the Social and Cultural Analysis requirement and the Experiencing the World requirement. Prerequisite to all advanced courses except with special permission. A revised version of this course is offered for 4 credit hours as SOAN 20200. A student may receive credit for only one of these courses.

Core: Social/Cultural Analysis Meth; Experiencing the World

SOAN 20500: PRE-LITERATE SOCIETIES: 4 Hour(s)

PREADVANCE.CULTURAL INQUIRY: 4 Hour(s)

PREADVANCE.CULTURAL INQUIRY: 4 Hour(s)

PREADVANCE.CULTURAL INQUIRY: 4 Hour(s)

PREADVANCE.CULTURAL INQUIRY: 4 Hour(s)

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PREADVANCE.CULTURAL INQUIRY: 4 Hour(s)

PREADVANCE.CULTURAL INQUIRY: 4 Hour(s)
SOAN 20500: SOUTH AFRICA: PREQUEL: 1 Hour(s)
SOUTH AFRICA: PREQUEL ~ This 1 credit hour course is a prerequisite for INTO 30140 CHANGING LANDSCAPES: INTEGRATING SOCIOLOGICAL AND ECOLOGICAL LANDSCAPES IN AN EXPLORATION OF CONTEMPORARY ISSUES IN SOUTH AFRICA.

SOAN 21500: HUMAN SETTLEMENTS:CA: 4 Hour(s)
HUMAN SETTLEMENTS: URBANIZATION, SPRAWL, AND TRANSITIONS:CA: ~ For the vast majority of human history, people have lived in small groups. Urbanizing processes, which began millennia ago, have accelerated rapidly in recent centuries and have brought about some dramatic changes in how people live. With reference to biological evolution, we will identify fundamental human needs in order to establish a basis for assessing the degrees to which different kinds of settlements (e.g., foraging societies, early and industrial cities, and sprawl) meet those needs and for discerning the ways they influence quality of life. We give special consideration to the environmental and social consequences of settlement design and land use and explore some novel alternatives intended to aid the transition to a more sustainable model. Elective fits within 'human social systems' emphasis. Prerequisites: INTO 225 or 22500 or SOAN 155 or 15500 Cross-listed with EVST This course fulfills the Social and Cultural Analysis requirement.
Prerequisite: (INTD 225 or INTD 22500) or (SOAN 155 or SOAN 15500)
Core: Social/Cultural Analysis Meth

SOAN 22600: ETHNICITY IN AMERICA:UD: 3 Hour(s)
ETHNICITY IN AMERICA:UD: ~ This course will take a close look at the culturally diverse groups of people in the United States. It will inquire into their origins, their contributions, and their incorporation into American society. Among the topics that will be discussed are the merits of the melting pot theory and the concept of cultural pluralism. This course will deal in depth with the experience of Euro-Americans, African-Americans, and Latino-Americans. A revised version of this course is offered for 4 hours as SOAN 22700. Prerequisite: Sociology 155 or 15500 . This course fulfills the Understanding Diversity in the USA requirement.
Prerequisite: (SOAN 155 or SOAN 15500)
Core: Understanding Diversity Home

SOAN 24010: SEX AND GENDER IN SOCIETY:UD: 4 Hour(s)
SEX AND GENDER IN SOCIETY: ~ This course is an introduction to the study of gender roles. By examining what it means to be male and female, we will see how different and how similar the sexes are in terms of their abilities, advantages, and the work they do. Moreover, we will look at the methods and theories social scientists use to study and explain these differences. This course fulfills the Understanding Diversity in the USA requirement. This course is offered for three (3) credit hours as Sociology 23900.
Core: Understanding Diversity Home

SOAN 25100: INTRO TO SOCIAL DEMOGRAPHY: 4 Hour(s)
POPULATION PATTERNS: AN INTRODUCTION TO SOCIAL DEMOGRAPHY: ~ This course is about population, the causes of population growth and change, and the consequences of population trends for human society. These issues will be analyzed from the point of view of the three components of population growth (fertility, mortality, and migration), and the factors, especially social factors, which affect them. Finally, the course will investigate the ways in which societies and cultures respond to population change, with an emphasis on the sociodemographic future of the United States. Also listed as Management 25100. Prerequisite: Sociology (155 or 15500).
Prerequisite: (SOAN 155 or SOAN 15500)

SOAN 25500: SOC OF HUMAN DEVELOPMENT: 3 Hour(s)
SOCIOLOGY OF HUMAN DEVELOPMENT: ~ This course provides students with an introduction to key concepts, principles, and debates in the field of human development from a sociological perspective. This course takes an overview of human lives, considering development and social influences on human development from birth to death. Classical theories of development are considered, and a sociological approach is emphasized: human development from its beginning cannot be understood at the individual level because it is fundamentally a socially constituted, or interactive, process. This class focuses on how human development and health throughout the course of life are shaped by many important social environments and forces, including but not limited to families, schools, neighborhoods, peer groups, work organizations, organization of health care, ideology, social policies, media, history, and culture. Prerequisite: SOAN 155 or 15500
Prerequisite: (SOAN 155 or SOAN 15500)

SOAN 26200: THE FAMILY: 4 Hour(s)
THE FAMILY: ~ Using a sociological nature this course will explore interpersonal relationships and families throughout the lifespan, with an emphasis on history, diversity, inequality, society, and life course processes. We will examine several aspects of relationships and families, such as dating, mate selection, cohabitation, marriage, parenthood, childrearing, divorce, remarriage, singlehood, widowhood, parent-child interactions, sexual orientation, etc. Additionally, this course explores how these aspects can be defined and how they have evolved over time. Such as: What constitutes a family? Is there a “proper” way to raise children? How does one’s childhood socialization affect their love life? Etc.
Prerequisite: (SOAN 155 or SOAN 15500)

SOAN 26500: SOCIOLOGY OF RELIGION: 3 Hour(s)
SOCIOLOGY OF RELIGION: ~ Religious beliefs, practices, and organizations all affect, and are affected by, the social order. The course focuses on the social functions of religion, the nature of the variety of organizational forms of religion, and trends of impact of each on the other; e.g., secularization, religious movements, and civil religion. A revised version of this course is offered for 4 hours as SOAN 26600. Prerequisite Sociology (155 or 15500)
Prerequisite: (SOAN 155 or SOAN 15500)

SOAN 26710: SOCIOLOGY OF BLACK FAMILIES:UD: 3 Hour(s)
SOCIOLOGY OF BLACK FAMILIES:UD: ~ This introductory course will examine the history, experiences, struggles and progress of Black families in the U.S. We will explore cultural processes as well as political, economic, and social structures and policies that have shaped, and continue to shape, the ways in which Black families have formed and functioned. Beginning with slavery and ending with current issues facing Black families, the course is organized chronologically, with an emphasis on the ways in which African American families have acted as agents in their own lives by developing adaptive strategies (e.g. political resistance, reliance on extended kinship networks, responding to sociological shifts, etc...) to ensure their survival. Through course lectures, required readings, discussions, and documentaries, we will explore the impact of various social policies on the survival of Black families over time; e.g., Jim Crow, desegregation, welfare reform, etc. Finally, we will investigate key concepts, theories, and factors contributing to our understanding of Black families in the U.S. This course fulfills the Understanding Diversity in the USA requirement. This course is also offered for four (4) credit hours as Sociology 26700.
Core: Understanding Diversity Home
SOAN 27500: INTRO TO ARCHAEOLOGY:CA~ 4 Hour(s) 
INTRODUCTION TO ARCHAEOLOGY:CA~ From prehistoric hunter-gatherers to early civilizations to the Industrial Revolution, archaeology (a subfield of anthropology) is concerned with the study of the past through material remains. The objective of this course is to introduce the methods and theories that archaeologists use to understand past societies. It will also include a thematic discussion of some of the major events of the human past, such as the origins of tool use, the worldwide spread of the species, and the origins of agriculture and urban life. This course fulfills the Social and Cultural Analysis requirement. 
Core: Social/Cultural Analysis Meth

SOAN 28000: SEM::  4 Hour(s) 
SEMINAR--

SOAN 28100: INDEPENDENT STUDY:  1-4 Hour(s) 
INDEPENDENT STUDY--

SOAN 29800: FIELD EXPERIENCE:  1-4 Hour(s) 
FIELD EXPERIENCE--

SOAN 30300: ENVIRONMENTAL SOCIOLOGY:CA:  4 Hour(s) 
ENVIRONMENTAL SOCIOLOGY:CA~ While humans are distinct in their capacity to create culture, they remain always a part of, and dependent on, nature. This course is an examination of the ongoing dialogue between human social processes and the biophysical environment within which they take place. Readings will highlight the ways in which social structures and the individual behaviors that reflect them both shape and are shaped by the environment. We will study "environmental problems" through a sociological lens, focusing on the cultural, economic, political, and other social systems and processes that give rise to them. In particular, we will examine the ways in which these systems and processes organize patterns of everyday life and consider strategies for re-organizing those patterns in the effort to respond to and mitigate socio-ecological problems. Some sections of this course may be considered service learning (SL). This course fulfills the Social and Cultural Analysis requirement. This course is also offered as Environmental Studies 30300 Prerequisite: INTD (225 or 22500) or SOAN (155 or 15500) 
Prerequisite: (INTD 225 or INTD 22500) or (SOAN 155 or SOAN 15500) 
Core: Social/Cultural Analysis Meth

SOAN 30600: WORK AND FAMILY:  3 Hour(s) 
WORK AND FAMILY~ This course examines selected topics and research in the growing area of work-family studies from a sociological perspective. During the semester we will explore how work and family life interconnect and influence each other and the implications of these linkages for women, men, children, employers, the community and society. Of particular interest will be how gender, social class, family structure and race and ethnicity affect the ability to manage work and family. Topics will include changing attitudes towards work-life balance; working families and the time squeeze; gender and the household division of labor; dual-career and single parent families; low-income families; work and the care-giving conflict; mothers, work, and family; fathers, work and family; strategies for resolving work-family conflict; international perspectives on work and family; and corporate and government responses to work-family conflict and their effects. We will consider a number of core questions, including: how has the relationship between work and family changed over time; how do jobs and workplaces affect family life; how do family commitments influence the behaviors of workers and their ability to contribute to the economy; and to what extent do existing policies meet the needs of working families?

SOAN 31500: THE CIVIL RIGHTS MOVEMENT:  3 Hour(s) 
THE CIVIL RIGHTS MOVEMENT~ This course is a sociological overview of the Civil Rights Movement from a social movements perspective. Students will become familiar with the struggle of African-Americans and the events that led up to, sustained and resulted from the Civil Rights Movement. They will also become familiar with the factors that contribute to the development of a social movement in general. Students will also critically analyze the impact of the Civil Rights Movement on current civil rights issues. An abbreviated version of Sociology 31510 for three semester hours. Prerequisite: SOAN (155 or 15500) 
Prerequisite: (SOAN 155 or SOAN 15500)

SOAN 32000: SOC DEVIANE&THEORY PERSPECT:  4 Hour(s) 
SOCIAL DEVIANCE, THEORETICAL PERSPECTIVES~ Various theoretical approaches to understanding deviant (thus problem-creating) behavior within our society and the methods used to know them. Also, the organized efforts at resolution of these problems. A revised version of this course is offered for three credit hours as Sociology 32100. A student may receive credit for only one of these courses. Prerequisite: Sociology (155 or 15500).

SOAN 32300: SOCIAL INEQUALITY:  4 Hour(s) 
SOCIAL INEQUALITY~ A consideration of social differences arising out of distinctions along the lines of class, status, prestige, and power. The focus of the study in the United States, but other societies are also considered. Occupational, ideological, and mobility differentiation. A revised version of this course is offered for three credit hours as Sociology 32200. A student may receive credit for only one of these courses. This is a service learning course. An additional field trip fee is required. Prerequisites: Sociology (155 or 15500). 
Prerequisite: (SOAN 155 or SOAN 15500)

SOAN 35100: STRATIFICATION AND HEALTH:  4 Hour(s) 
STRATIFICATION AND HEALTH~ This course is an introduction to social epidemiology (the social distribution of health and illness). We will focus on examining how physical and mental health varies by socioeconomic status, race/ethnicity and gender. We will also look at the causal explanations for these relationships. We will also spend some time improving our understanding of how access to resources such as health care, social support and psychosocial resources (mastery, for example) shape health outcomes, as well as consider the role of social context in health outcomes—households, neighborhoods, communities, etc. 
Prerequisite: (SOAN 155 or SOAN 15500)

SOAN 35410: SOC OF AGE, AGING & LIFE:  4 Hour(s) 
SOCIOLOGY OF AGE, AGING AND THE LIFE COURSE~ This course provides an introduction to the sociological study of age as a feature of social structure that is highly influential of individuals, groups and belief systems. Theoretical concepts will be emphasized, as will empirical approaches to the sociological study of age. Topics include but are not limited to the social history of age, the life course and transitions within it, sociological theories of age, and demography of aging. Specific aspects of social structure that will be studied in this course include old age and the welfare state; family relationships and social support; work and retirement; health and health care; death, dying and bereavement; poverty, social inequality, and the economics of aging; and politics. Throughout this course, specific attention will be given to how the sociological perspective differs from biological and psychological perspectives on age and aging. A revised version of this course is offered for three credit hours as SOAN 35400. Prerequisite: SOAN (155 or 15500) 
Prerequisite: (SOAN 155 or SOAN 15500)
SOAN 35600: SOC MENTAL HEALTH & ILLNESS: 3 Hour(s)
SOCIOLOGY OF MENTAL HEALTH AND ILLNESS~ This course is an introduction to the sociological perspective of mental health and illness. Sociologists have made important contributions to our understanding of mental health and illness is three important ways: the history and organization of treatment for mental illness; definitions, recognition and perceptions of mental illness (including stigma associated with labeling); and the prevalence and distribution of mental health/illness. We will also discuss the experience of mental illness from the perspective of persons living with mental illness and their families. A revised version of this course is offered for four credit hours as SOAN 35610. Prerequisite: SOAN (155 or 15500)
Prerequisite: (SOAN 155 or SOAN 15500)

SOAN 35800: SOC INSTITUTIONALIZED LONG-TERM: 3 Hour(s)
SOCIOLOGY OF INSTITUTIONALIZED LONG-TERM CARE~ This course includes an overview of literature, empirical methods, and theories as they relate to the sociological study of long-term care organizations and the experiences of those who work, live and have loved ones within them. Explicit attention will be focused on how social policies influence both social structures and human experiences of long-term care. Current debates about quality of life and quality of care, as well as current social movements to transform the culture and structure of long-term care, will be studied, discussed and debated. Medical/clinical orientations of long-term care will be compared and contrasted to sociological perspectives and scholarship in this substantive area. Some sections of this course may be considered service learning (SL). An abbreviated version of Sociology 35810 for four semester hours. Prerequisite: SOAN (155 or 15500)
Prerequisite: (SOAN 155 or SOAN 15500)

SOAN 35900: MEDICAL SOCIOLOGY: 4 Hour(s)
MEDICAL SOCIOLOGY~ This course introduces a sociological perspective on health and illness, and on practices, professions and institutions related to health care. In this course, we will develop a critical analytic lens using the "sociological imagination" to understand social rather than individual determinants of health and illness, and to understand issues and debates related to health care in the United States and in global perspective. We will examine social forces (including but not limited to poverty, other socio-economic statuses, gender, race/ethnicity) that are related to illness and mortality patterns in the United States and around the globe; social meanings and experiences associated with acute illness, chronic illness, disability and mental illness; the history, structure and status of professions within medicine including physicians, nurses, pharmacy, and alternative care providers; structures, costs, health outcomes and problems associated with several countries' health care delivery systems; and issues of bioethics. Significant topics of interest in this course may include but are not limited to social epidemiology; health behavior and lifestyles; the sick role; social influences on the experiences of being ill and seeking care; medical professions; medicalization; health care institutions and policies; and bioethical implications of medical experimentation in the Nazi era and the Tuskegee Syphilis Study. Critical thinking and attention to diversity, within the United States and globally, are emphasized in this course. This class requires out of class health care related participation. Prerequisite: SOAN (155 or 15500) This course fulfills the Meaning, Ethics, and Social Responsibility requirement. Prerequisite: (SOAN 155 or SOAN 15500)
Core: Meaning/Ethics/Soc Responsibil

SOAN 36200: YOUTH AND SOCIETY:UD: 3 Hour(s)
YOUTH AND SOCIETY:UD ~ This course examines the creation of adolescence and youth as a distinctive stage of life in Europe, England and the USA. Youth culture at various points in history will be examined. Causes and consequences of contemporary adolescent problems will be highlighted. A revised version of this course is offered for four credit hours as SOAN 36300. Prerequisite Sociology (155 or 15500).
Prerequisite: (SOAN 155 or SOAN 15500)
Core: Understanding Diversity Home

SOAN 38000: SEM: 1-4 Hour(s)
SEMINAR~

SOAN 38100: SPC TPC: 1-4 Hour(s)
SPECIAL TOPICS IN SOCIOLOGY~

SOAN 38700: FOOD:EATERS,EATING& THE ENV:CA: 4 Hour(s)
FOOD:EXAMINING EATERS, EATING, AND THE ENVIRONMENT:CA ~ Food is a principal ingredient in sociocultural systems and conveys much about society and its relationship with the biophysical world. This course explores the social significance of food, including: the determinants of what and how people in a society eat, the meanings associated with certain foods, how food norms reflect and perpetuate certain kind of social inequality, changes in food production and consumption processes, and the consequences of these for the health of people and the environment. Prerequisite: SOAN 15500 or INTD 22500 Prerequisite: (INTD 225 or INTD 22500) or (SOAN 155 or SOAN 15500)

SOAN 45200: SR SEM: THEORY PERSPECTIVES: 4 Hour(s)
SENIOR SEMINAR THEORETICAL PERSPECTIVES~ Study of selected early masters of sociological thought and contemporary theorists. Emphasis on underlying assumptions and substantive content.
Prerequisite: Sociology (155 or 15500) or (202 or 20200) or permission. Sociology majors must earn a "C" or higher.
Prerequisite: (SOAN 155 or SOAN 15500) or (SOAN 202 or SOAN 20200)

SOAN 45500: SR SEM: METHODOLOGY: 4 Hour(s)
SENIOR SEMINAR METHODOLOGY~ A brief review of the basic research methods used by social scientists. This is followed by an intensive investigation of the particular research design of survey research. Finally, there will be a utilization of this approach in a secondary analysis of available data. Students are encouraged to have a basic statistics course before enrolling. Prerequisite: Sociology (155 or 15500) or (202 or 20200) or permission. Sociology majors must earn a "C" or higher.
Prerequisite: (SOAN 155 or SOAN 15500) or (SOAN 202 or SOAN 20200)

SOAN 48000: SENIOR SEMINAR: 1-4 Hour(s)
SENIOR SEMINAR~

SOAN 48100: INDEPENDENT RESEARCH: 1-4 Hour(s)
INDEPENDENT RESEARCH~

SOAN 49800: INTERNSHIP: 1-4 Hour(s)
INTERNSHIP~

Academic Offerings
- Sociology Major (p. 197)
- Sociology Minor (p. 199)

Sociology Major

Degree Requirements

All students are required to complete overall degree requirements in addition to their major. Please see Degree Completion Requirements
For those students who started at Hiram prior to the 2019-2020 academic year, you will follow the Degree Requirements which are outlined in your catalog of record.

**Major Requirements**

_Students must earn a grade of C or higher in all required courses as sociology majors._

A major in sociology consists of:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>SOAN 15500</td>
<td>INTRODUCTION TO SOCIOLOGY:CA</td>
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<tr>
<td>Two 30000-level SOAN courses</td>
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<tr>
<td>SOAN 45200</td>
<td>SR SEM: THEORY PERSPECTIVES</td>
<td>4</td>
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<td>SOAN 45500</td>
<td>SR SEM: METHODOLOGY</td>
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<tr>
<td>MATH 10800</td>
<td>STATISTICS:MM</td>
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<tr>
<td>13 hours of SOAN electives at the 20000- and 30000-level</td>
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<td><strong>Total Hours</strong></td>
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1. Students may substitute PUBH 20100 EPIDEMIOLOGY&BIOSTATISTICS:MM for MATH 10800 STATISTICS:MM.

**Pathway**

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<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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<tr>
<td><strong>First Year</strong></td>
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<tr>
<td>Fall 12 Week</td>
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<tr>
<td>SOAN 15500</td>
<td>INTRODUCTION TO SOCIOLOGY:CA</td>
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<tr>
<td>FYEN 10101</td>
<td>FIRST-YEAR ENDURING QUESTIONS</td>
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<td><strong>Hours</strong></td>
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<td>Fall 3 Week</td>
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<tr>
<td>Elective, Second Major, Minor Course</td>
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<td>3</td>
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<tr>
<td><strong>Hours</strong></td>
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<td>Spring 12 Week</td>
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<tr>
<td>SOAN 20100</td>
<td>SOCIAL PROBLEMS:ES</td>
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<td>FYUR 10201</td>
<td>FIRST-YEAR URGENT QUESTIONS</td>
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<td><strong>Hours</strong></td>
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<td>Spring 3 Week</td>
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<td>Elective</td>
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<td><strong>Hours</strong></td>
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<td><strong>Second Year</strong></td>
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<td>Fall 12 Week</td>
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<td>SOAN 2XXXX</td>
<td>SOAN elective</td>
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<td>Hiram Core Requirement</td>
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<td><strong>Hours</strong></td>
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<td>Fall 3 Week</td>
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<td><strong>Hours</strong></td>
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<td>Spring 12 Week</td>
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<tr>
<td>SOAN 45500</td>
<td>SR SEM: METHODOLOGY</td>
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<tr>
<td>SOAN 2XXXX</td>
<td>SOAN elective</td>
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<td>Hiram Core Requirement</td>
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<td>Spring 3 Week</td>
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<tr>
<td>SOAN Independent Research or Internship (Highly recommended)</td>
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<tr>
<td>Hiram Core Requirement</td>
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<td><strong>Hours</strong></td>
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<td><strong>Hours</strong></td>
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**Total Hours: 120-127**

1. SOAN 15500 INTRODUCTION TO SOCIOLOGY:CA is the required prerequisite for all other sociology courses. Must earn a ‘C’ or better.
2. SOAN Electives need to be at the 20000 or 30000 level.
SOAN 45200 SR SEM: THEORY PERSPECTIVES is only offered in the Spring; SOAN 45500 SR SEM: METHODOLOGY is only offered in the Fall. Must earn a ‘C’ or better.

Sociology Minor

Minor Requirements

The sociology minor requires SOAN 15500 INTRODUCTION TO SOCIOLOGY:CA and at least one 30000-level course, and requires a total minimum of 20 credit hours in sociology.

School of Health & Medical Humanities

Programs

• Biomedical Humanities (p. 199)
  • Biomedical Humanities Major (p. 201)
  • Biomedical Humanities Minor (p. 204)
• Integrative Exercise Science (p. 205)
  • Integrative Exercise Science Major (p. 209)
• Nursing (p. 211)
  • Nursing Major (p. 214)
• Psychology (p. 217)
  • Psychology Major (p. 222)
  • Psychology Minor (p. 226)
• Public Health (p. 226)
  • Public Health Major (p. 227)
  • Public Health Minor (p. 229)

Biomedical Humanities

Program Website: www.hiram.edu/biomed/ (http://www.hiram.edu/biomed/)

Introduction

The biomedical humanities major at Hiram College is an innovative and interdisciplinary area of study geared toward preparing students for successful careers in a range of healthcare fields. Our graduates have gone on to be physicians, physician assistants, veterinarians, physical therapists, genetic counselors, and to work in areas like bioethics, public health and the law.

The biomedical humanities major couples an intensive science core with equally rigorous study in the humanities for the purpose of exploring the intersections of medicine, science, literature and culture. The major’s relational core prepares students for the interpersonal and group level interactions that are quintessential to health and healthcare delivery. Collectively, our coursework provides students with a broad perspective on twenty-first century healthcare.

With built-in flexibility in major requirements, biomedical humanities majors are able to tailor their course of study—in consultation with their departmental advisor—to meet their particular interests and career goals. All biomedical humanities majors are required to participate in three hundred hours of experiential learning spanning biomedical research, clinical/job shadowing and service learning.

Biomedical Humanities Major (p. 201)
Biomedical Humanities Minor (p. 204)

Faculty

Erin G Lamb, (2009) Associate Professor of Biomedical Humanities; Director of the Center for Literature and Medicine; Herbert L. and Pauline Wentz Andrews Chair in Biomedical Humanities
B.A., University of Iowa;
P.G.Dip., Nottingham Trent University, England;
M.A., Ph.D., Duke University
lambeg@hiram.edu

Emily Waples, (2016) Assistant Professor of Biomedical Humanities
A.B., Vassar College;
M.St., University of Oxford, England;
Ph.D., University of Michigan
waplesej@hiram.edu

Contributing Faculty

Bradley Goodner, (2001) Director of the School of Health & Medical Humanities; Professor of Biology; Edward J. Smerek Chair of Mathematics, the Sciences, and Technology; Director of Center for Scientific Engagement
B.S., Texas A&M University;
Ph.D., Purdue University
goodnerbw@hiram.edu

Michelle Nario-Redmond, (2007) Professor of Psychology
B.A., University of Tulsa;
M.A., Ph.D., University of Kansas
nariomr@hiram.edu

Course Descriptions

BIMD 18000: WKSP: 1 Hour(s)
WORKSHOP~ Workshops may be taken Pass/No Credit only. Students may take no more than nine workshops for credit toward graduation. Workshops can be used as elective credit only.

BIMD 18100: GLOBAL HEALTH ISSUES: 1 Hour(s)
GLOBAL HEALTH ISSUES~ This overview course is designed to expose students who are interested in health to a global perspective of select, relevant issues in international health. A wide range of perspectives, including historical, ethical, environmental, cultural, social, economic, political, and policy will be explored. Current trends and future implications will also be examined. Prerequisite: Sophomore standing or instructor permission required.

BIMD 18510: SPC TPC:: 1 Hour(s)
SPECIAL TOPICS~ These one hour courses allow students to explore contemporary issues within healthcare from a variety of disciplinary perspectives.
BIMD 23000: STORIES OF ILLNESS&HEALING:IM ~ 2 Hour(s)
STORIES OF ILLNESS AND HEALING: IM ~ This course explores narrative techniques and representational strategies (such as metaphors) in stories of illness and healing. Through readings in a range of genres (drama, memoirs and personal essays, short stories, and graphic novels) we will examine, on one hand, how illness and healing experiences are structured and circulated as stories, and, on the other hand, how stories of illness mediate the social experience of illness and healing. You will learn basic techniques of narrative analysis, including close reading skills, in order to interpret texts within specific social contexts, such as Solnit, «Apricots,» Diaz, «Wildwood,» Edson, W;t; Small, Stitches; Forney, Marbles; medical students in What I Really Learned in Medical School; Danquah, Willow Weep for Me and other stories and essays.
Core: Interpretive Methods

BIMD 28000: SEM:: 1-4 Hour(s)
SEMINAR~

BIMD 28100: INDEPENDENT STUDY: 1-4 Hour(s)
INDEPENDENT STUDY~

BIMD 29800: FIELD EXPERIENCE: 1-4 Hour(s)
FIELD EXPERIENCE~

BIMD 33000: CULTURES OF MEDICINE: UD: 4 Hour(s)
Course Description: CULTURES OF MEDICINE: UD This course investigates concepts of health and illness through multicultural fiction, autobiography, and longform journalism. We will consider the topic from a comparative cultural standpoint, looking at medicine in North America broadly defined, including Native American cultures and the immigrant experiences of Puerto Rican, Caribbean, and southeast Asian people. Questions for inquiry include: What is the relevance of culture in conceptualizing and experiencing health and illness? What do cultures outside biomedicine know about illness and healing? What are the concerns of specific cultures and how are these concerns reflected in their literatures/stories? How do issues such as cultural conflict, enslavement, colonization, dispossession, and cultural erosion manifest as illnesses and what are the healing processes? What are some applications for contemporary healthcare? Books include Alvord, The Scalpel and the Silver Bear, Silko, Ceremony, Fadiman, The Spirit Catches You and You Fall Down, Danticat, Breath, Eyes, Memory, Kincaid, Annie John, and Farmer/Kidder, Mountains Beyond Mountains.
Core: Understanding Diversity Home

BIMD 34000: HEALTH AND SOCIAL JUSTICE:ES: 4 Hour(s)
HEALTH AND SOCIAL JUSTICE:ES ~ "Of all the forms of inequality," Dr. Martin Luther King once proclaimed, "inequity in health care is the most shocking and inhuman." While Universal Declaration of Human Rights identifies health and health care as fundamental human rights, in the United States and elsewhere, health disparities continue to exist on basis of socioeconomic class, race, ethnicity, gender, sexuality, and ability. This course applies the principles of social justice to an examination of American health disparities. Addressing issues such as economic justice, racial justice, environmental justice, reproductive justice, disability justice, and LGBTQ justice, this course promotes an intersectional approach to social justice issues as it seeks to explore the complex relationships among discourse, power, and health. Considering the competing positions of various stakeholders, we will explore population-specific differences in categories such as mortality and morbidity, access to and quality of care, resource allocation, and data collection. Through reading among multiple genres—including memoir, poetry, fiction, journalism, critical theory, and social scientific scholarship—we will also analyze the social determinants of health from a discourse analysis perspective, asking how representation affects policy, practice, advocacy, and activism. Ultimately, we will assess strategies for organized collective action as we work toward an informed response to Thomas Couser’s question in Signifying Bodies (2010): “How can we guarantee, or at least try to ensure, that representation serves the best interests of vulnerable subjects?”
Core: Meaning/Ethics/Soc Responsibil

BIMD 50000: AUTOBIO, ILLNESS, EMBODIMENT:IM: 4 Hour(s)
AUTOBIOGRAPHY, ILLNESS AND EMBODIMENT:IM ~ Where do stories of illness begin—and end? How do experiences of disease or disability shape one’s sense of self? How do patient narratives engage with, respond to, and/or critique medical discourses? In this course, we will examine autobiographical illness narratives in a variety of media—print, graphic, and digital—in order to analyze how patient-writers narrate their experiences of illness and construct themselves as subjects within their wider social and cultural contexts. Engaging with modes of autobiographical expression from nineteenth-century journals to twenty-first century blogs, we will think about how personal narratives use the subjective experience of embodiment as a way to communicate, educate, and connect. We will also read scholarly articles that address the stakes of this kind of self-representation, and use critical theory to consider how the experience of illness intersects with race, gender, and sexuality. Ultimately, this course suggests that the study of narrative both allows us to imagine more empathic care, and helps us to understand how patients participate in the creation of medical knowledge.
Core: Interpretive Methods
BIMD 35600: HOW WE DIE:ES  4 Hour(s)
HOW WE DIE:ES~ Despite death’s inevitability, we consciously and unconsciously disguise or resist its reality in dreams, fairy tales, allegories, and even jokes. In his book, How We Die: Reflections on Life’s Final Chapter, from which this course borrows its name and a good deal of its inspiration, Sherwin Nuland describes how we have turned increasingly to modern medicine as one more means of denying the reality of death. As a surgeon with more than forty years of experience in a major metropolitan hospital, Nuland admits to actively participating in this denial. Modern medicine, he argues, influences how we as individuals and as a culture not only view but also experience death. “Modern dying,” he contends, “takes place in the modern hospital, where it can be hidden, cleansed of its organic blight, and finally packaged for modern burial.” This course uses literature, film, and history related to death as points of reference for examining the role modern medicine has come to play in how we die. Some sections of this course may be considered service learning (SL). This course fulfills the Meaning, Ethics, and Social Responsibility requirement. This course satisfies the requirement for a medical humanities course with an emphasis on bioethics.
Core: Meaning/Ethics/Soc Responsibil

BIMD 37500: ISSUES IN WOMEN’S HEALTH:ES  4 Hour(s)
ISSUES IN WOMEN’S HEALTH:ES~ Women have a complicated and sometimes contentious relationship with the biomedical model of health care. Historically, women have been underrepresented in scientific and medical research, although over-represented as subjects on which these disciplines are brought to bear. Much as advertising has long been accused of objectifying and fragmenting women’s bodies (displaying just a torso, just legs, etc.), so too has medicine frequently been accused of treating specific body parts, specific diseases, without regard for the whole person. This fragmentation may be even more problematic for women as new screening technologies help to construct the fetus as an entity entirely separate from the woman carrying it. This course focuses on bioethical issues particular to women’s health and healthcare experiences across the lifespan. We begin by exploring some of the distinctive contributions of feminist theory to traditional bioethics, focusing in particular on the feminist critique of abstract principals and the call to contextualize, as well as a larger commitment to social justice. We then examine particular women’s health issues through the lens of feminist theory. Specific course topics may shift with each course offering, but will likely include some of the following: reproduction (pregnancy and childbirth, prenatal testing, abortion, assisted reproduction, contract gestation), sexuality (sexual autonomy, contraception), disease (breast cancer, HIV/AIDS, clinical research), lifecourse development (menstruation and menopause, aging, physician-assisted suicide), mental health (hysteria, bullying, body image), and configuring the female body (eating disorders, cosmetic surgery). Course texts consist primarily of critical essays with some literature and film. This course fulfills the Meaning, Ethics, and Social Responsibility requirement.
Core: Meaning/Ethics/Soc Responsibil

BIMD 38000: SEM:.  4 Hour(s)
SEMINAR~

BIMD 38100: SPC TPC:.  1-4 Hour(s)
SPECIAL TOPICS~

BIMD 41000: SERVICE IN HEALTH CARE SETTING:  1 Hour(s)
SERVICE IN A HEALTH CARE SETTING ~ By the end of this course, you will have completed participation in the off-campus volunteer experience(s) of your choice. Your only limitation is that your service must in some way expose you to health settings or work environments that involve close interaction with a population or demographic that is out of your norm. You must demonstrate completion of at least 60 hours, at no more than two service sites, by the end of the semester. We will be drawing on your experiences at your off-campus site during class discussions, for your personal journal, and in brief reflection essays. The service learning is intended to instill in students an appreciation for the community’s strengths, resources, perceived needs and expectations through service-oriented experiences. Our discussions in class will focus on the American healthcare system; students will connect their personal experiences within the system to what is known about access to care, its costs and its outcomes. Pass/No Credit Only.

BIMD 47000: VOCATIONAL REFLECTION:  1 Hour(s)
VOCATIONAL REFLECTION ~ This course is intended to help upper-level Biomedical Humanities majors reflect upon and integrate their coursework and experiential learning, with an eye towards their intended career path. Students enrolled in this course will reflect upon their Hiram Connect experience (typically directed research or an internship), discuss issues of power inequality in volunteer situations and in health care more broadly, write their Hiram Connect Capstone reflection (in the form of a personal statement or essay), and prepare for the completion of Senior Seminar during the following semester. Pass/No Credit Only.

BIMD 48000: SENIOR SEMINAR:  1 Hour(s)
SENIOR SEMINAR~ This course serves as a capstone experience for the Biomedical Humanities major, and the two required formal public presentations reflect a student’s portfolio of educational experiences in and out of the classroom. The first presentation is a demonstration of the student’s command of her or his research project, and the second reflects the student’s integration of academic and experiential learning in the medical humanities. Students completing the minor are only responsible for composing and presenting the medical humanities presentation.

BIMD 48100: INDEPENDENT RESEARCH:  1-4 Hour(s)
INDEPENDENT RESEARCH~

BIMD 49800: INTERNSHIP:  4 Hour(s)
INTERNSHIP~

Academic Offerings
- Biomedical Humanities Major (p. 201)
- Biomedical Humanities Minor (p. 204)

Biomedical Humanities Major

Degree Requirements

All students are required to complete overall degree requirements in addition to their major. Please see Degree Completion Requirements (p. 42) for full details for students entering in the 2019-2020 catalog year.

For those students who started at Hiram prior to the 2019-2020 academic year, you will follow the Degree Requirements which are outlined in your catalog of record.

Major Requirements

The biomedical humanities major consists of four components:
Medical Humanities Core

These courses examine questions of human values in health and quality of life through study of literature and the arts, as well as the roles and limitations of bioethical principles.

Relational Core

These courses provide students opportunities to explore the ways in which individuals understand and respond to one another and to apply that knowledge and learned skills in new demographic contexts.

Science Core

These courses provide students opportunities to explore the ways in which individuals understand and respond to one another and to apply that knowledge and learned skills in new demographic contexts.

Capstone

Each component is detailed below:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tr>
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<td>A. Select one of the following Category A courses:</td>
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<tr>
<td>BIMD 34000</td>
<td>HEALTH AND SOCIAL JUSTICE: ES</td>
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<tr>
<td>BIMD 35600</td>
<td>HOW WE DIE: ES</td>
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<tr>
<td>BIMD 37500</td>
<td>ISSUES IN WOMEN’S HEALTH: ES</td>
<td></td>
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<tr>
<td>INTD 28000</td>
<td>SEM: (The Science and Ethics of Human Cloning)</td>
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<tr>
<td>INTD 29900</td>
<td>WHAT IS HUMAN?: ES</td>
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<tr>
<td>INTD 30210</td>
<td>NARRATIVE BIOETHICS: ES</td>
<td></td>
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<td>B. Select one of the following Category B courses:</td>
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<tr>
<td>BIMD 28000</td>
<td>SEM: (Women, Medicine, Media)</td>
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<tr>
<td>BIMD 34000</td>
<td>HEALTH AND SOCIAL JUSTICE: ES</td>
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<tr>
<td>BIMD 35000</td>
<td>AUTOBIO, ILLNESS, EMBODIMENT: IM</td>
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<td>BIMD 37500</td>
<td>ISSUES IN WOMEN’S HEALTH: ES</td>
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<tr>
<td>INTD 30120</td>
<td>AGING, SEX &amp; THE BODY</td>
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<tr>
<td>INTD 38910</td>
<td>GOING VIRAL (Epidemics in American History, Literature, &amp; Culture)</td>
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<tr>
<td>C. Select two of the following Category C courses:</td>
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<tr>
<td>BIMD 28000</td>
<td>SEM: (Introduction to Medical Humanities)</td>
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<tr>
<td>INTD 20200</td>
<td>SCIENCE AND CULTURE OF SLEEP</td>
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<tr>
<td>INTD 28000</td>
<td>SEM: (Gimpy Geezers: Stereotyping Disability and Age)</td>
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<tr>
<td>INTD 28000</td>
<td>SEM: (Sex Panic: Sexual Health and Outbreaks Through History)</td>
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<tr>
<td>INTD 28900</td>
<td>GENETICS/ID/POPULAR CULTURE</td>
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<td>INTD 30020</td>
<td>GLOBAL HEALTH/HUMAN RIGHTS</td>
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<tr>
<td>INTD 32650</td>
<td>EXPLORE ABILITY &amp; DISABILITY: TT</td>
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<tr>
<td>INTD 36100</td>
<td>WHAT’S NORMAL? PHYS ABNORM LTS</td>
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<td>PSYC 25500</td>
<td>ABNORMAL PSYCHOLOGY</td>
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<td>PSYC/EDUC 32400</td>
<td>EXCEPTIONALITY: UD</td>
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<tr>
<td>PSYC 36700</td>
<td>DRUG USE AND ABUSE</td>
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<tr>
<td>SOAN 32300</td>
<td>SOCIAL INEQUALITY</td>
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<tr>
<td>SOAN 35100</td>
<td>STRATIFICATION AND HEALTH</td>
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<tr>
<td>SOAN 35900</td>
<td>MEDICAL SOCIOLOGY: ES</td>
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<tr>
<td>or any course from Medical Humanities Core category A, B, or other courses as approved by the program.</td>
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<tr>
<td>D. Enroll in two 1-hour BIMD 18510 seminars.</td>
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<tr>
<td>II. Relational Core</td>
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<tr>
<td>Two courses, one 1-hour service seminar, and a shadowing internship.</td>
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<tr>
<td>A. Select one of the following Category A courses:</td>
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<tr>
<td>COMM 22000</td>
<td>INTERPERSONAL COMMUNICATION: CA</td>
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<tr>
<td>COMM 22100</td>
<td>GROUP INTERACTION PROCESSES</td>
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<tr>
<td>COMM 22200</td>
<td>ORGANIZATIONAL COMMUNICATION</td>
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<tr>
<td>COMM 22300</td>
<td>FAMILY COMMUNICATION: CA</td>
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<tr>
<td>COMM 22500</td>
<td>NONVERBAL COMMUNICATION: CA</td>
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<tr>
<td>COMM 25000</td>
<td>COMMUN BETWEEN CULTURES: EW</td>
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<tr>
<td>COMM 32400</td>
<td>GENDER COMMUNICATION: CA</td>
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<tr>
<td>COMM 32600</td>
<td>PERSUASION AND ATTITUDE CHANGE</td>
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<td>COMM 35400</td>
<td>INTERCULTURAL HEALTHCARE COMM: UD</td>
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<td>or other courses as approved by the program.</td>
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<tr>
<td>B. Select one of the following Category B courses:</td>
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<tr>
<td>THEA 12000</td>
<td>FUNDAMENTAL PRINCIPLES OF ACTING: CM</td>
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<tr>
<td>ENGL/TEA 20900</td>
<td>SHAKESPEARE IN PERFORMANCE: CM</td>
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<tr>
<td>THEA 22900</td>
<td>CREATIVE DRAMATICS: CM</td>
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<td>WRIT 21500</td>
<td>WRITING ABOUT: CM</td>
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<td>WRIT 22100</td>
<td>BASICS OF CREATIVE WRITING: CM</td>
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<tr>
<td>WRIT 30400</td>
<td>CRAFT &amp; TECH: POETRY: CM</td>
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<td>WRIT 30500</td>
<td>CRAFT &amp; TECH: CREATIVE NONFIC: CM</td>
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<td>WRIT 30600</td>
<td>CRAFT &amp; TECH: FICTION: CM</td>
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<tr>
<td>WRIT 30900</td>
<td>CRAFT &amp; TECH: SCREENWRITING: CM</td>
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<tr>
<td>WRIT 31300</td>
<td>TEACHING/ SUPERVISING WRIT: CM</td>
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<td>or another course approved by the program.</td>
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<tr>
<td>C. One 1-hour service course:</td>
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<tr>
<td>BIMD 41000</td>
<td>SERVICE IN HEALTH CARE SETTING</td>
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<tr>
<td>(Requires completion of 60 hours of approved service by the end of the semester)</td>
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<tr>
<td>D. Shadowing Internship (requires 120 contact hours)</td>
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<td>All students are required to shadow one or more health care practitioners during their time at Hiram College. This experience can help students feel secure in their understanding of professional environments by immersion into the system and by interacting with people who are involved in direct patient care. Students are required to have each practitioner they shadow sign off on the experience and the number of hours completed. Students will also keep a journal of the experience.</td>
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<tr>
<td>III. Science Core</td>
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<tr>
<td>Seven courses and a research internship.</td>
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<tr>
<td>A. The following four courses are required:</td>
<td>16</td>
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<tr>
<td>BIOL 15100</td>
<td>INTRO BIOL I W/LAB: SM</td>
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<tr>
<td>BIOL 15200</td>
<td>INTRO BIOL II W/LAB: SM</td>
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<tr>
<td>CHEM 12000</td>
<td>GEN I: STRUCTURE/BOND-W/LAB: SM</td>
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<tr>
<td>CHEM 12100</td>
<td>GEN II: INTRO CHEM ANLS-W/LAB: SM</td>
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</table>
B. Select one of the following Category B courses: 4
- MATH 10800 STATISTICS:MM
  or PUBH 20100 EPIDEMIOLOGY&BIOSTATISTICS:MM

C. Select one of the following two-course sequences: 8
- BIOL 23000 MOLECULAR&CELLULAR BIOL-W/LAB
  & BIOL 36500 and GENETICS-W/LAB
- or
- CHEM 22000 INTRO TO ORGANIC CHEM-W/LAB
  & CHEM 32000 and INTERMED ORGANIC CHEM-W/LAB

D. Research Internship (requires 120 contact hours)
Students must complete a minimum of 120 hours in research in natural or social sciences. Students are required to submit a form from their research mentor certifying completion of the internship.

IV. Capstone
Two courses 2
- BIMD 47000 VOCATIONAL REFLECTION (Fall Semester)
- BIMD 48000 SENIOR SEMINAR (Spring Semester)

Total Hours 53-57

Capstone

BIMD 47000 VOCATIONAL REFLECTION is intended to help upper-level Biomedical Humanities majors reflect upon and integrate their coursework and experiential learning, with an eye towards their intended career path. Students enrolled in this course will reflect upon their Hiram Connect experience (typically directed research or an internship), discuss issues of power inequality in volunteer situations and in health care more broadly, write their Hiram Connect Capstone reflection (in the form of a personal statement or essay), and prepare for the completion of Senior Seminar the following semester.

BIMD 48000 SENIOR SEMINAR This capstone, in the form of two formal public presentations, reflects a student's portfolio of educational experiences in and out of the classroom. The first presentation is a demonstration of the student's command of her or his research. The second is a reflective, evidence-based argument documenting integration of academic and experiential learning in the medical humanities.

Pathway

Course Title Hours Term

Fall 12 Week

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
<th>Term</th>
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<tbody>
<tr>
<td>BIOL 15100</td>
<td>INTRO BIOL I W/LAB:SM 1</td>
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<tr>
<td>or</td>
<td>or GEN I:STRUCTURE/BOND-W/LAB:SM</td>
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<tr>
<td>BIMD 18510</td>
<td>SPC TPC:</td>
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<tr>
<td>FRCL 10101</td>
<td>FIRST-YEAR COLLOQUIUM</td>
<td>4</td>
<td>_____</td>
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<tr>
<td>Foreign Language Requirement</td>
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<td>4</td>
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<td></td>
<td>Hours</td>
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Spring 12 Week

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<thead>
<tr>
<th>Course</th>
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<th>Hours</th>
<th>Term</th>
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<tbody>
<tr>
<td>BIOL 15100</td>
<td>INTRO BIO II W/LAB:SM 2</td>
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<td>or</td>
<td>or GEN II:INTR CHEM ANLS-W/LAB:SM</td>
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<td>BIMD 18510</td>
<td>SPC TPC:</td>
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<td>FYUR 10201</td>
<td>FIRST-YEAR URGENT QUESTIONS</td>
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<td>Foreign Language Requirement</td>
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Spring 3 Week

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<tbody>
<tr>
<td>Category A, B or C Medical Humanities Core Course</td>
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<td>3-4</td>
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Second Year

Fall 12 Week

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<th>Course</th>
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<th>Hours</th>
<th>Term</th>
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<tbody>
<tr>
<td>BIOL 15100</td>
<td>INTRO BIOL I W/LAB:SM 1</td>
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<tr>
<td>or</td>
<td>or GEN I:STRUCTURE/BOND-W/LAB:SM</td>
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<tr>
<td>BIMD 41000</td>
<td>SERVICE IN HEALTH CARE SETTING</td>
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<tr>
<td>Category A, B or C Medical Humanities Core Course</td>
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<tr>
<td>Hiram Core Requirement, Elective, or Pre-Health Professions Pre-requisite Course</td>
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<td>Hours</td>
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Fall 3 Week

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<tbody>
<tr>
<td>Category A or B Relational Core Course</td>
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Spring 12 Week

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<th>Hours</th>
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<td>or</td>
<td>or GEN II:INTR CHEM ANLS-W/LAB:SM</td>
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<td>BIMD 41000</td>
<td>SERVICE IN HEALTH CARE SETTING</td>
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<td>Category A, B or C Medical Humanities Core Course</td>
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<td>Hiram Core Requirement, Elective, or Pre-Health Professions Pre-requisite Course</td>
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<td>Hours</td>
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Spring 3 Week

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<tbody>
<tr>
<td>Category A, B or C Medical Humanities Core Course</td>
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Third Year

Fall 12 Week

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<tbody>
<tr>
<td>BIOL 23000</td>
<td>MOLECULAR&amp;CELLULAR BIOL-W/LAB:SM</td>
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<tr>
<td>or</td>
<td>or INTRO TO ORGANIC CHEM-W/LAB</td>
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<tr>
<td>MATH 10800</td>
<td>STATISTICS:MM</td>
<td>4</td>
<td>_____</td>
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<tr>
<td>Category A, B or C Medical Humanities Core Course</td>
<td></td>
<td>4</td>
<td>_____</td>
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<tr>
<td></td>
<td>Hours</td>
<td>12</td>
<td>_____</td>
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</tbody>
</table>
Biomedical Humanities Minor

Minor Requirements

Students wishing to complete a minor in biomedical humanities choose a program advisor and, in conjunction with the advisor, select the courses most appropriate for them. Students taking the minor will participate in BIMD 48000 SENIOR SEMINAR or complete another programmatic capstone as approved by faculty members within the biomedical humanities program.

The minor consists of a minimum 20 semester hours of courses chosen from the following:

At least three courses from the following categories:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td>Select one of the following ethics-designated medical humanities courses:</td>
<td></td>
</tr>
<tr>
<td>BIMD 34000</td>
<td>HEALTH AND SOCIAL JUSTICE:ES</td>
<td>4</td>
</tr>
<tr>
<td>BIMD 35600</td>
<td>HOW WE DIE:ES</td>
<td></td>
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<tr>
<td>BIMD 37500</td>
<td>ISSUES IN WOMEN'S HEALTH:ES</td>
<td></td>
</tr>
<tr>
<td>INTD 28000</td>
<td>SEM: (The Science and Ethics of Human Cloning)</td>
<td></td>
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<tr>
<td>INTD 29900</td>
<td>WHAT IS HUMAN?:ES</td>
<td></td>
</tr>
<tr>
<td>INTD 30210</td>
<td>NARRATIVE BIOETHICS:ES</td>
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<tr>
<td>B.</td>
<td>Select one more medical humanities course from the following:</td>
<td>4</td>
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<tr>
<td>BIMD 28000</td>
<td>SEM: (Women, Medicine, Media)</td>
<td></td>
</tr>
<tr>
<td>BIMD 34000</td>
<td>HEALTH AND SOCIAL JUSTICE:ES</td>
<td></td>
</tr>
<tr>
<td>BIMD 35000</td>
<td>AUTOBIO, ILLNESS, EMBODIMENT :IM</td>
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<tr>
<td>BIMD 37500</td>
<td>ISSUES IN WOMEN'S HEALTH:ES</td>
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<tr>
<td>INTD 30120</td>
<td>AGING, SEX &amp; THE BODY</td>
<td></td>
</tr>
<tr>
<td>INTD 38910</td>
<td>GOING VIRAL (Epidemics in American History, Literature, &amp; Culture)</td>
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<tr>
<td>C.</td>
<td>Select one more course from list A, list B or from among the following:</td>
<td>4</td>
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<tr>
<td>BIMD 28000</td>
<td>SEM: (Introduction to Medical Humanities)</td>
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<tr>
<td>INTD 20200</td>
<td>SCIENCE AND CULTURE OF SLEEP</td>
<td></td>
</tr>
<tr>
<td>INTD 28000</td>
<td>SEM: (Gimpy Geezers: Stereotyping Disability and Age)</td>
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<tr>
<td>INTD 28000</td>
<td>SEM: (Sex Panic: Sexual Health and Outbreaks Through History)</td>
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<tr>
<td>INTD 28900</td>
<td>GENETICS/ID/POPULAR CULTURE</td>
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<tr>
<td>INTD 30020</td>
<td>GLOBAL HEALTH/HUMAN RIGHTS</td>
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<tr>
<td>INTD 32650</td>
<td>EXPLORE ABILITY &amp; DISABILITY: TT</td>
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<tr>
<td>INTD 36100</td>
<td>WHAT'S NORMAL?: PHYS ABNORM LTS</td>
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<tr>
<td>COMM 22000</td>
<td>INTERPERSONAL COMMUNICATION: CA</td>
<td></td>
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<tr>
<td>COMM 22100</td>
<td>GROUP INTERACTION PROCESSES</td>
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<tr>
<td>COMM 22200</td>
<td>ORGANIZATIONAL COMMUNICATION</td>
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<tr>
<td>COMM 22300</td>
<td>FAMILY COMMUNICATION: CA</td>
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<td>COMM 22500</td>
<td>NONVERBAL COMMUNICATION: CA</td>
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<td>COMM 25000</td>
<td>COMMUN BETWEEN CULTURES: EW</td>
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<tr>
<td>COMM 32400</td>
<td>GENDER COMMUNICATION: CA</td>
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<tr>
<td>COMM 32600</td>
<td>PERSUASION AND ATTITUDE CHANGE</td>
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<tr>
<td>COMM 35400</td>
<td>INTERCULTURAL HLT CRE COMM: UD</td>
<td></td>
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<tr>
<td>PSYC 25000/25000</td>
<td>DEVELOP ACROSS THE LIFE SPAN</td>
<td></td>
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<tr>
<td>PSYC 25500</td>
<td>ABNORMAL PSYCHOLOGY</td>
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<tr>
<td>PSYC/EDUC 32400</td>
<td>EXCEPTIONALITY: UD</td>
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<tr>
<td>PSYC 36700</td>
<td>DRUG USE AND ABUSE</td>
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<tr>
<td>SOAN 32300</td>
<td>SOCIAL INEQUALITY</td>
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<tr>
<td>SOAN 35100</td>
<td>STRATIFICATION AND HEALTH</td>
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1. Take course not chosen in Year One Fall 12.
Integrative Exercise Science

Introduction

The Integrative Exercise Science Department emphasizes a combination of a strong science education, hands on experiential learning in laboratory and clinical settings, and a foundation in biomedical humanities designed to develop ethically grounded and humanistic healthcare professionals.

Students majoring in integrative exercise science complete a strong core of exercise science coursework integrated with biology and biomedical humanities courses. The major is accompanied by a requirement that students concurrently complete a minor in a second discipline aligned to their individual learning or professional goals and/or a sports health concentration to further prepare those wanting to pursue graduate opportunities in the medical and allied health professions. An internship or research project as a culminating experience provides the opportunity for the student to apply the theoretical knowledge of coursework and laboratory experiences into a practical or research environment.

Students electing the integrative exercise science major will complete their chosen minor and/or a sports health concentration. Students will work closely with the integrative exercise science faculty to determine the best academic minor and/or sports health concentration to meet their individual goals and objectives.

- The sports health track is designed for students who are interested in physical therapy, athletic training, occupational therapy, physician’s assistant, chiropractic medicine, and clinical exercise physiology. Recommended complementary minors include biology, biomedical humanities, chemistry, or neuroscience.

Students interested in the sports health track may elect to complete a sports health concentration instead of one of the recommended minors listed above, which can facilitate completion of prerequisite courses required by medical and allied health graduate programs. Students seeking this option must obtain permission from the IES program director.

Prerequisite courses associated with the sports health concentration include but are not limited to:

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<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>BIOL 15100 &amp; BIOL 15200</td>
<td>INTRO BIOL I W/LAB: SM &amp; INTRO BIO II W/LAB:SM</td>
<td>8</td>
</tr>
<tr>
<td>MATH 10800</td>
<td>STATISTICS: MM</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 11300 &amp; PHYS 11400</td>
<td>PRINCIPLES PHYSICS I-W/LAB:SM &amp; PRINCIPLES PHYSICS II-W/LAB:SM</td>
<td>8</td>
</tr>
<tr>
<td>PSYC 25000</td>
<td>DEVELOP ACROSS THE LIFE SPAN</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 25500</td>
<td>ABNORMAL PSYCHOLOGY</td>
<td>4</td>
</tr>
</tbody>
</table>

1 Prerequisite: PSYC 10100 GENERAL PSYCHOLOGY
2 Prerequisite: PSYC 10100 GENERAL PSYCHOLOGY and PSYC 21000 RESEARCH DESIGN & ANALYSIS: SM OR BIOL 21000 RESEARCH DESIGN & ANALYSIS: SM

- The human performance track prepares students who are interested in interscholastic, intercollegiate, or professional sports strength and conditioning, wellness & health promotion or corporate fitness, coaching, and personal training. Recommended complementary minors include management, educational studies, psychology, sociology, or biomedical humanities.

- The sport & fitness management track is designed for students who are interested in athletic administration, sports information, sports facilities management, sports entrepreneurship, and fitness center management. Recommended complementary minors include management, communication, educational studies or entrepreneurship.

Integrative Exercise Science Instructional Program

A variety of 1-2 credit hour courses are offered to students with an interest in exercise science and/or athletics. These courses are elective courses which count toward graduation but do not meet core curricular
requirements. These courses are 10000- and 20000-level courses designed for the student to understand the principles and learn the practical application of the specific activities.

Faculty

James W. Johnston, (1989) Assistant Director of Athletics; Head Athletic Trainer; Adjunct Faculty in Integrative Exercise Science
B.A., Muskingum College; M.S., Ohio University
johnstonjw@hiram.edu

Mallory Kobak, (2019) Assistant Professor of Integrative Exercise Science
B.A., Baldwin Wallace College; M.S., University of Akron; Ph.D., Kent State University
kobakms@hiram.edu

Michael Rebold, (2016) Assistant Professor of Integrative Exercise Science; Integrative Exercise Science Program Coordinator
B.A., Baldwin Wallace University; M.S., University of Akron; Ph.D., Kent State University
reboldmj@hiram.edu

Course Descriptions

Integrated Health Science

IES 10100: FOUNDATIONS EXERCISE SCIENCE: 3 Hour(s)
FOUNDATIONS EXERCISE SCIENCE ~ This course will provide an overview of Exercise Science professions including: exercise physiology, clinical exercise physiology, athletic training, sports nutrition, sports psychology, and biomechanics. Major concepts and principles associated with each area of study will be introduced which include, but are not limited to, hemodynamic responses to exercise, adaptations to acute and chronic bouts of exercise, rehabilitation and treatment protocols for sports injuries, the cross-over effect, methods of energy expenditure, the inverted U hypothesis, the social cognitive theory, and physics-related principles such as buoyancy, acceleration, force, and Newton’s three laws of motion. This course will also cover the professional activities (i.e., professional organizations and certifications) that are related to these professional applications with a specific focus on the American College of Sports Medicine and National Strength and Conditioning Association.

IES 10500: MEDICAL TERMINOLOGY HEALTH PRO: 2 Hour(s)
MEDICAL TERMINOLOGY FOR HEALTH PROFESSIONALS ~ This course introduces students to the language of medicine. Students will gain an understanding of the rules of building and analyzing medical words, and medical terms associated with the body. Utilizing a systems-approach, students will define, interpret, and pronounce medical terms relating to structure and function, pathology, diagnosis, clinical procedures, oncology, and pharmacology. In addition to medical terms, common abbreviations applicable to each system will be interpreted.

IES 20300: INTRO TO HEALTH COMMUNICATION: 4 Hour(s)
INTRODUCTION TO HEALTH COMMUNICATION ~ This course provides an introduction to the various roles of communication in health. Students will examine the multidimensional and interdisciplinary aspects of the field through the analysis of interpersonal, cultural, social, and organizational issues related to health communication. Course readings and assignments will allow students to explore health communication through the eyes of patients, health care providers, health care leaders, health campaign designers, etc. and to learn how factors like culture, media, personal identity, technology, and social networks can contribute to health, illness, risk behavior, health care, and health promotion.

IES 21000: FITNESS & HEALTH PROMO/MGMT: 3 Hour(s)
FITNESS & HEALTH PROMOTION & MANAGEMENT ~ This course is designed to equip students with a series of promotion, management, and other administrative tools necessary to operate fitness and/or health related programs. Students will become familiar with the assessment of certifications, proper group exercise instruction, and exercise leadership skills. In addition, students will also become familiar with current standards to organize fitness facilities and exercise programs in a variety of settings such as public and private sport facilities, recreation complexes, corporate fitness centers, and hospital wellness programs.

IES 22000: FIRST AID AND CPR: 1 Hour(s)
FIRST AID AND CPR ~

IES 23500: SPORT/EXERCISE/PERFORM PSYC: 4 Hour(s)
SPORT, EXERCISE, AND PERFORMANCE PSYCHOLOGY ~ Sport, exercise, and performance psychology encompasses the thoughts, feelings, and behaviors of people in performance contexts such as competitive sport, fitness, injury rehabilitation, theater, music, surgery, public speaking, and more. This course adopts a foundations approach to theory and research, while still addressing the practical application of mental skills training to performers. Course content will be relevant to professional practice among coaches, medical professionals, athletes, business professionals, musicians, politicians, and many others.

IES 24400: ATHLETIC TRAINING: 3 Hour(s)
ATHLETIC TRAINING ~ Prevention and care of injuries; skills in bandaging, taping and first aid methods; instruction in the application and use of therapeutic equipment. Successful completion of this course also constitutes completion of both the Red Cross Standard Course in First Aid and the Red Cross CPR course.

IES 28000: SEM::: 4 Hour(s)
SEM ~

IES 28100: INDEPENDENT STUDY: 4 Hour(s)
INDEPENDENT STUDY

IES 29700: FITNESS ADMIN/ORGANIZATION: 3 Hour(s)

IES 30900: SPORTS PSYCHOLOGY: 3 Hour(s)
SPORTS PSYCHOLOGY ~ A systematic analysis of the psychological and social-psychological phenomena influencing human performance behavior in the sporting situation. Major emphasis includes an assessment of psychological concepts such as social motivation, personality development and behavior modification in sport; the social-psychological basis influencing the relationships between athletes, coaches and spectators in the highly competitive sport context; and the development of the somata-psyche theory of human performance behavior.
IES 31000: CARDIAC REHABILITATION: 4 Hour(s)
CARDIAC REHABILITATION ~ This course is designed to familiarize students with the diagnostic and rehabilitation tools to assist individuals with cardiovascular disease towards optimal health. More specifically, students will become familiar with the practices of phase I-V cardiac rehabilitation programs, ECG interpretation, and the importance of ECG monitoring. Students will be required to recognize normal ECGs as well as abnormal dysrhythmias such as atrial flutter, atrial fibrillation, primary, secondary, and tertiary atrioventricular blocks, ventricular tachycardia, ventricular fibrillation, asystole, and right and left bundle branch blocks. Prerequisites: BIOL (131 or 13100) and BIOL (133 or 13300)
Prerequisite: (BIOL 131 or BIOL 13100) and (BIOL 133 or BIOL 13300)

IES 31100: NUTRITION AND FITNESS: 3 Hour(s)
NUTRITION AND FITNESS ~ This course studies how the body utilizes food and nutrients and how nutrition affects performance. Major areas to be explored include: proper nutritional habits, aerobic and anaerobic metabolism, food exchange system, body composition assessment, ergogenic aids and myths, sound and effective weight control, and nutritional counseling. The course is designed for students pursuing sports medicine or athletic training as a career.

IES 31200: PHYSIOLOGY: MUSC ACT & EXERT: 4 Hour(s)
PHYSIOLOGY OF MUSCULAR ACTIVITY AND EXERCISE ~ This course presents an analysis of the physiological effects of muscular activity and exercise upon the human body during various levels of stress. The primary focus assesses changes in the physiological system of the body relative to neuromuscular, cardiorespiratory, metabolic control and adaptation, and heat and fluid regulation during physical activity. Prerequisite: Biology 131 or 13100 or permission
Prerequisite: BIOL 131 or BIOL 13100

IES 31300: PHYSIOLOGY OF AGING: 4 Hour(s)
PHYSIOLOGY OF AGING ~ This course examines the physiological changes associated with aging and how it affects physical activity. Emphasis will be given to biological theories of aging, maintenance of homeostasis, age-related changes in each body system, interactions among these systems, diseases that commonly affect older adults, and exercise prescription and programming. Prerequisites: BIOL (131 or 13100) and BIOL (133 or 13300)
Prerequisite: (BIOL 131 or BIOL 13100) and (BIOL 133 or BIOL 13300)

IES 32000: KINEISIOLOGY & APP BIO-MECHANICS: 4 Hour(s)
KINEISIOLOGY AND APPLIED BIO-MECHANICS ~ A systematic approach to the analysis of human movements and experience in applying that knowledge to the evaluation of both the performer and the performance. Includes an analysis of the skeletal, muscular and nervous systems and their roles in determining movement efficiency; and an application of kinesiological principles relative to anatomical structures of the body as functional determinants of movement. Prerequisite: Biology 131 or 13100 or permission.
Prerequisite: BIOL 131 or BIOL 13100

IES 34600: STRENGTH TRNG AND CONDITIONING: 4 Hour(s)
ESSENTIALS OF STRENGTH TRAINING AND CONDITIONING ~ This course is designed for the student who has a serious interest in studying the physiological, psychological and practical aspects of strength training and conditioning. Students will be exposed to the concepts and applications, testing and evaluation, and exercise techniques of strength training and cardiovascular conditioning, and speed and agility training. Students will gain experience in program design, exercise prescription and organization and administration of the fitness facility. Prerequisite: BIOL 131 or 13100 or permission.
Prerequisite: BIOL 131 or BIOL 13100

IES 36000: HEALTH, FITNESS & SAFETY CHILD:ES: 3 Hour(s)
HEALTH, FITNESS, AND MOVEMENT IN EARLY CHILDHOOD:ES ~ This course will present knowledge and skills for Early Childhood teacher-candidates to promote young children's physical health and safety. Children's physical development with regard to individual variation will be studied. Candidates will understand the value of play to develop a wide range of skills and learn activities that promote healthy lifestyles in both young children and their families. Equal emphasis will be given to health issues of young children including nutrition, communicable diseases, immunizations, child abuse and the professional and ethical issues involved.
Core: Meaning/Ethics/Soc Responsibil

IES 40000: EXERCISE TESTING/PRESCRIPTION: 4 Hour(s)
EXERCISE TESTING AND PRESCRIPTION ~ This course is designed to provide students with fundamentals and practice in formulating exercise testing and prescription for healthy populations. Classroom and laboratory techniques for risk stratification, exercise testing, interpretation, and exercise program prescription are major topics. Test protocols for exercise assessment screening, counseling skills, cardiorespiratory fitness, musculoskeletal endurance and strength, body composition, and flexibility are emphasized. Prerequisites: BIO 13100/13300 Human Anatomy and Physiology I/II, IES 31200: Physiology of Muscular Activity and Exercise.
Prerequisite: (BIOL 131 or BIOL 13100) and IES 31200 and (BIOL 132 or BIOL 13200)

IES 40100: EXERCISE TEST/PRESCRIP/SPECIAL: 4 Hour(s)
EXERCISE TESTING AND PRESCRIPTION FOR SPECIAL POPULATIONS ~ This course is designed to provide students with fundamentals and practice in formulating modified exercise testing and prescription for special populations. Special populations include, but are not limited to, cardiovascular, cerebrovascular, and pulmonary diseases, cancer, diabetes mellitus, overweight and obesity, multiple sclerosis, and spinal cord injury. Classroom and laboratory techniques for modified exercise testing, interpretation, and exercise program prescription, as well as disease condition, medications, and limitations to exercise are all major topics. Modified test protocols for exercise assessment screening, counseling skills, cardiorespiratory fitness, musculoskeletal endurance and strength, body composition, flexibility, and how the disease condition affects the exercise prescription and exercise response are emphasized. Prerequisites: BIO 13100/13300 Human Anatomy and Physiology I/II, IES 31200: Physiology of Muscular Activity and Exercise.
Prerequisite: (BIOL 131 or BIOL 13100) and IES 31200 and (BIOL 132 or BIOL 13200)

IES 40900: SPORTS PSYCHOLOGY: 4 Hour(s)
SPORTS PSYCHOLOGY ~ A systematic analysis of the psychological and social-psychological phenomena influencing human performance behavior in the sporting situation. Major emphasis includes an assessment of psychological concepts such as social motivation, personality development and behavior modification in sport; the social-psychological basis influencing the interrelationships between athletes, coaches and spectators in the highly competitive sport context; and the development of the somata-psychic theory of human performance behavior. Prerequisites: Physical Education 210, Psychology , Jr./Sr. level, or permission.
IES 48000: INTERNSHIP: 3 Hour(s)

Internship~ Developed in consultation with the student's major faculty advisor(s), the internship will be tailored to the interests and needs of the student and can be served in a wide variety of private and public organizations. Hiram College's internship program permits students to bridge the distance between the theory they learn in the classroom and the application of their knowledge. The academic department establishes prerequisites for the application procedure. Students should check with individual departments for specific requirements and guidelines for the experience as they may vary by discipline. Prospective interns work with the faculty advisor who will monitor the experience and grade the academic component of the internship.

Prerequisite: IES 40000

IES 49800: INTERNSHIP: 3 Hour(s)

Internship~ This course is the capstone experience for the Integrative Exercise Science major, and will provide students with the necessary information to integrate their specific area of concentration and internship or research experience into a portfolio and oral presentation as the culmination of the Integrative Exercise Science program. Successful completion of the portfolio and presentation are required in order to complete the program. Prerequisite: IES 40000; Co-requisite IES 48100 or IES 49800

Prerequisite: IES 40000 and IES 48100 (may be taken concurrently) or IES 49800 (may be taken concurrently)

IES 48100: INDEPENDENT RESEARCH: 3 Hour(s)

Independent Research~ Scholarly research and independent investigation in any phase of the discipline of Physical Education Exercise and Sport Science or related sub-disciplines. For students minoring in the discipline who excel in self-direction and intellectual curiosity. A student must submit an outline of the area of research for departmental faculty approval prior to registration. Prerequisites: Five upper division courses or permission. Acceptance into the Exercise and Sport Science minor curriculum.

Prerequisite: IES 40000

PHED 11000: SCUBA DIVING: 1 Hour(s)

SCUBA DIVING~ There is an additional cost with this course.

PHED 11200: ADVANCED SCUBA DIVING: 1 Hour(s)

ADVANCED SCUBA DIVING~ There is an additional cost with this course.

Prerequisite: PHED 11100

Prerequisite: PHED 111 or PHED 11100

PHED 13200: RACQUETBALL: 1 Hour(s)

RACQUETBALL~

PHED 13500: SELF DEFENSE: 1 Hour(s)

SELF DEFENSE~

PHED 14200: GOLF: 1 Hour(s)

GOLF~

PHED 15400: HORSEMANSHIP I: 1 Hour(s)

HORSEMANSHIP I~ Additional Fee for this course.

PHED 15500: HORSEMANSHIP II: 1 Hour(s)

HORSEMANSHIP II~ Additional Fee for this course. Prerequisite: Physical Education 154 or 15400.

Prerequisite: PHED 154 or PHED 15400

PHED 15600: HORSEMANSHIP III: 1 Hour(s)

HORSEMANSHIP III~ Additional Fee for this course. Prerequisite: Physical Education 155 or 15500.

Prerequisite: PHED 155 or PHED 15500

PHED 15700: HORSEMANSHIP IV: 1 Hour(s)

HORSEMANSHIP IV~ Additional Fee for this course. Prerequisite: PHED 15600

Prerequisite: PHED 156 or PHED 15600

PHED 16400: SWIM/STAY FIT: 1 Hour(s)

SWIM/STAY FIT~

PHED 16500: WEIGHT TRAINING I: 1 Hour(s)

WEIGHT TRAINING I~

PHED 16700: WEIGHT TRAINING II: 1 Hour(s)

WEIGHT TRAINING II~ Prerequisite: PHED 165 or 16500

Prerequisite: PHED 165 or PHED 16500

PHED 18000: WKSP: 1 Hour(s)

Workshop~ This workshop will provide the opportunity for students to examine a special topic in Physical Education. Through readings, discussions and written assignments there will be opportunities to evaluate the topic at issue. Workshops may be taken Pass/No Credit only. Students may take no more than nine workshops for credit toward graduation. Workshops can be used as elective credit only. (For PGS students only.)

PHED 20000: WELLNESS & FITNESS FOR LIFE: 2 Hour(s)

WELLNESS & FITNESS FOR LIFE~ The study and application of the various contributions of physical activity and wellness concepts in achieving a state of total well-being, which encompasses the physical, mental, emotional, social, and spiritual dimensions of the whole person. Students enrolling in PHED 20000 should also enroll in either 20300 or 20700 in order to have 3 credit hours in the 3-week session. Cross listed with IES 20000.

PHED 20100: AQUATIC STUDIES: 1 Hour(s)

AQUATIC STUDIES~ An exploration of essential skills, knowledge, and social behavior associated with various aquatic sports activities. An emphasis on personal water safety practices and unique benefits of aquatic activities to enhance a wellness state of being.

PHED 20300: FITNESS MANAGEMENT: 1 Hour(s)

FITNESS MANAGEMENT~ An exposure to proper conditioning principles and the means to achieve lifetime fitness through practical application of these principles. Students will have the opportunity to utilize various pieces of equipment and techniques to actively pursue a healthy fitness environment. They will develop physical, emotional, and social well-being through the advantages of a healthy lifestyle, mind, and body. This course should be taken con-currently with PHED 20000.

Corequisite: PHED 20000

PHED 20400: MARTIAL ART FORMS: 1 Hour(s)

MARTIAL ART FORMS~ An exploration of essential skills, knowledge, and social behavior associated with various martial art forms. An emphasis on developing an awareness of the 'embodiment' principle of mind, body, and spirit for self-realization, enlightenment, and an inner state of total well-being.

PHED 20500: OUTDOOR PURSUITS: 1 Hour(s)

OUTDOOR PURSUITS~ An exposure to practical experiences involving physical activities generally performed in the outdoors. An emphasis will be on teaching specific skills necessary to undertake outdoor experiences. The course will be designed around the weather so that appropriate outdoor activities are experienced.

PHED 20600: RACQUET SPORTS: 1 Hour(s)

RACQUET SPORTS~ A progressing introduction to racquet sports including historical perspective, fundamentals, rules, drills, strategies, and comparative analysis and techniques for racquetball, tennis, squash, and badminton.
PHED 20700: RECREATIONAL SPORTS: 1 Hour(s)
RECREATIONAL SPORTS--Students will explore a wide variety of lifetime sports and skills that will develop the emotional, social, and physical aspects of wellness. Students will have an opportunity to cognitively develop an understanding of rules and basic skills of recreational sports.

PHED 21000: KINANTHROPOLOGY, KINESIOLOGY, PE: 4 Hour(s)
KINANTHROPOLOGY KINESIOLOGY AND PHYSICAL EDUCATION--An introduction. An interdisciplinary inquiry into the study of human performance behavior in contemporary American culture and society. In this context, the course examines physical education, dance and sport performance behavior, its meanings, social contexts, and personal and social resources; employs concepts, principles, theories, and methods of inquiry from various disciplines in the study of kinanthropology and physical education; explores the relationship of physical education, dance, sport and contemporary social issues; and examines research studies dealing with the various perspectives of kinanthropology, kinesiology, and physical education.

PHED 24400: ATHLETIC TRAINING: 4 Hour(s)
ATHLETIC TRAINING--Prevention and care of injuries; skills in bandaging, taping and first aid methods; instruction in the application and use of therapeutic equipment. Successful completion of this course also constitutes completion of both the Red Cross Standard Course in First Aid and the Red Cross CPR course.

PHED 28000: SEM: 1-4 Hour(s)
SEMINAR--

PHED 28100: INDEPENDENT STUDY: 1-4 Hour(s)
INDEPENDENT STUDY--Open to all Exercise and Sport Science minors with the consent of the instructor. It affords minor students the opportunity to design their own area of study. A significant research paper is normally required. Prerequisite: permission.

PHED 28500: FIELD EXPERIENCE: 1-4 Hour(s)
FIELD EXPERIENCE--

PHED 32000: KINESIOLOGY: APP BIO-MECHANICS: 4 Hour(s)
KINESIOLOGY APPLIED BIO-MECHANICS--A systematic approach to the analysis of human movements and experience in applying that knowledge to the evaluation of both the performer and the performer. Includes an analysis of the skeletal, muscular and nervous systems and their roles in determining movement efficiency; and an application of kinesiological principles relative to anatomical structures of the body as functional determinants of movement. Prerequisite: Biology 131 or 13100 or permission. Prerequisite: BIOL 131 or BIOL 13100

PHED 38000: SEM: 1-4 Hour(s)
SEMINAR--

PHED 38100: SPC TPC: 1-4 Hour(s)
SPECIAL TOPICS--

PHED 41200: PHYSIOLOGY: MUSC ACT & EXER: 4 Hour(s)
PHYSIOLOGY OF MUSCULAR ACTIVITY AND EXERCISE--This course presents an analysis of the physiological effects of muscular activity and exercise upon the human body during various levels of stress. The primary focus assesses changes in the physiological system of the body relative to neuromuscular, cardiorespiratory, metabolic control and adaptation, and heat and fluid regulation during physical activity. Prerequisite: Biology 131 or 13100 or permission. (Laboratory Required.)

PHED 48100: INDEPENDENT RESEARCH: 1-4 Hour(s)
INDEPENDENT RESEARCH--Scholarly research and independent investigation in any phase of the discipline of Physical Education Exercise and Sport Science or related sub-disciplines. For students minoring in the discipline who excel in self-direction and intellectual curiosity. A student must submit an outline of the area of research for departmental faculty approval prior to registration. Prerequisites: Five upper division courses or permission. Acceptance into the Exercise and Sport Science minor curriculum.

PHED 49800: INTERNSHIP: 4 Hour(s)
INTERNSHIP--Developed in consultation with the student's major faculty advisor(s), the internship will be tailored to the interests and needs of the student and can be served in a wide variety of private and public organizations. Hiram College's internship program permits students to bridge the distance between the theory they learn in the classroom and the application of their knowledge. The academic department establishes prerequisites for the application procedure. Students should check with individual departments for specific requirements and guidelines for the experience as they may vary by discipline. Prospective interns work with the faculty advisor who will monitor the experience and grade the academic component of the internship.

Academic Offerings
- Integrative Exercise Science Major (p. 209)

Integrative Exercise Science Major

Degree Requirements
All students are required to complete overall degree requirements in addition to their major. Please see Degree Completion Requirements (p. 42) for full details for students entering in the 2019-2020 catalog year.

For those students who started at Hiram prior to the 2019-2020 academic year, you will follow the Degree Requirements which are outlined in your catalog of record.

Major Requirements
Students must pass all required IES courses with a C or better and maintain a major GPA of 2.0. Students are also required either a minor or Sport Science concentration along with the IES major.

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<td>IES 31100</td>
<td>NUTRITION AND FITNESS</td>
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<td>IES 34600</td>
<td>STRENGTH TRNG AND CONDITIONING (Lab experience)</td>
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IES 40000  EXERCISE TESTING/PRESCRIPTION (Lab experience)  4
IES 40100  EXERCISE TEST/PRESCRIP/SPECIAL  4

Electives
Select at least one of the following:  3-7
IES 24400  ATHLETIC TRAINING
BIOL/PSYC 21000  RESEARCH DESIGN & ANALYSIS:SM  5
IES 30900  SPORTS PSYCHOLOGY
IES 31000  CARDIAC REHABILITATION (Lab experience)  3
IES 31300  PHYSIOLOGY OF AGING (Lab experience)  4

Capstone Experience
IES 48000  SENIOR SEMINAR/CAPSTONE  1
IES 48100  INDEPENDENT RESEARCH  3
or IES 49800  INTERNSHIP

Total Hours 49-53

1 Recommended co-requisite: CHEM 10600 PHYSIOLOGIC CHEM I-W/ LAB/SM
2 Prerequisite: BIOL 13100 ANATOMY/PHYSIOLOGY I/W/LAB or permission
3 Prerequisite: BIOL 13100 ANATOMY/PHYSIOLOGY I/W/LAB/BIOL 13300 ANATOMY & PHYSIOLOGY II/W/LAB and IES 31200 PHYSIOLOGY: MUSC ACT & EXER, or permission
4 Prerequisite: BIOL 13100 ANATOMY/PHYSIOLOGY I/W/LAB/BIOL 13300 ANATOMY & PHYSIOLOGY II/W/LAB or permission
5 Prerequisite IES 10100 Foundations of Exercise Science or PSYC 10100 General Psychology

Capstone Experience
Students are required to complete a capstone experience in which they will work closely with a faculty member in the application of this experience. After or in conjunction with the specialty coursework, students will complete an internship or research project to enhance their experience. Students will be responsible for completing both writing and presentation components.

- Enroll in IES 48000 SENIOR SEMINAR/CAPSTONE and IES 48100 INDEPENDENT RESEARCH or IES 49800 INTERNSHIP.
- IES 48100 INDEPENDENT RESEARCH: students will be responsible for designing, implementing, and completing a research project under the supervision of a faculty member.
- or
- IES 49800 INTERNSHIP: this can be an on- or off-campus experience that is based upon the student's specialty interest. Thirty hours of didactic contact time per hour are required (90 total hours are required).

Total Hours: 49-53 and a correlative minor or concentration (16-30 hours)

Suggested Pathway

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Minor or Core Course 3-4
Core Requirement 3

Hours 14-15

Spring 3 Week

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Hours 3

Fourth Year

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Minor or Concentration Course 4
Core Requirement or INTD: TT 3-4

Hours 11-12

Fall 3 Week

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Hours 3-4

Spring 12 Week

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Hours 11-12

Spring 3 Week

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Hours 4

Total Hours 121-131

Hiram College holds approval from the Ohio Board of Nursing and Ohio Board of Regents for the nursing program. The baccalaureate degree in nursing at Hiram College is accredited by the Commission on Collegiate Nursing Education (http://www.aacn.nche.edu/ccne-accreditation/).

For further information about the BSN nursing program, including admission and progression policies, please refer to the nursing program website: http://www.hiram.edu/nursing/

- Nursing Major (p. 214)

Faculty

Catherine G Gellatley, MSN, RN, (2019) Instructor of Nursing
B.S.N., M.S.N., Kent State University
gellatlycg@hiram.edu

Jan Haycox, (2019) Instructor of Nursing
B.S.N., Kent State University;
M.S.N., Youngstown State University
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Bettelou Keaton, DNP , RN, (2019) Assistant Professor of Nursing
B.S.N., Kent State University;
M.S.N., D.N.P., South University
KeatonBA@hiram.edu

Annie Matz, MSN, (2019) Instructor of Nursing
B.S., Hiram College;
M.S.N., Ohio University
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Jill Rankin, DNP , RN, (2016) Assistant Professor of Nursing; Director of Nursing
B.S.N., M.S.N., Youngstown State University;
D.N.P., Carlow University
rankinje@hiram.edu

Jennie Wood, RN, (2017) Associate Professor of Nursing
B.S.N., Youngstown State University;
M.S.N., Ph.D., Kent State University
woodjm@hiram.edu

Course Descriptions

NURS 10100: INTRO PROFESSIONAL NURSING I: 1 Hour(s)
INTRODUCTION TO PROFESSIONAL NURSING I~ The course focuses on nursing as a discipline and a profession and is available to any student who is interested in nursing and healthcare. An overview of the historical development of nursing is presented. Introductions to the healthcare delivery system and the role of the professional registered nurse are provided. Issues, trends, and influences are examined.

NURS 18000: WKSP: 1 Hour(s)
WORKSHOP~ Workshops may be taken Pass/No Credit only. Students may take no more than nine workshops for credit toward graduation. Workshops can be used as elective credit only.
NURS 20100: PROFESSIONAL NURSING II: 2 Hour(s)

PROFESSIONAL NURSING II~ The focus of this course is on components essential in the process of practicing professional nursing, including critical thinking; problem-solving and decision-making skills; ethics; social policy; and scope and standards of practice, with particular emphasis on writing skills and scholarly methods of knowledge dissemination. Students must also register for NURS 21000. Prerequisite: Nursing (101 or 10100) and sophomore level in Nursing. Prerequisite: (NURS 101 or NURS 10100)
Corequisite: NURS 21000

NURS 20300: PHARMACOLOGY FOR NURSING: 3 Hour(s)

PHARMACOLOGY FOR NURSING PRACTICE~ This course is designed to provide the student with basic principles and concepts of pharmacology, including pharmacology, pharmacogenetics, pharmacokinetics, and pharmacodynamics in the human body. Content will be presented according to the major drug classifications and their impact. Drug actions and reactions, recommended dosages, and the basic principles of medications administration and related nursing care are addressed. Prerequisite: Nursing (210 or 21000) or instructor permission. Prerequisite: (NURS 210 or NURS 21000)

NURS 20500: NURSING INFORMATICS: 2 Hour(s)

NURSING INFORMATICS~ This web-based course will introduce the student to practical computer applications in nursing and health care. A basic overview of information systems and the use by nurses of the technology and informatics in clinical, educational, and research situations is presented. Prerequisite: Nursing (210 or 21000) or instructor permission required. Prerequisite: (NURS 210 or NURS 21000)

NURS 21000: HEALTH ASSESSMENT W/LAB: 3 Hour(s)

INTRODUCTION TO NURSING PRACTICE AND HEALTH ASSESSMENT: W/LAB~ This course introduces the student to fundamental knowledge and skills required to provide professional nursing care. The components of nursing practice are a major focus of the course, as are therapeutic communication and interpersonal relationship skills. Basic tenets of patient care and comfort will be addressed and simulated. Laboratory experience is an important component of the course. American Heart Association CPR Certified for all ages. Prerequisites: Satisfactory completion of all first-year requirements and admission to the sophomore Nursing Sequence. A test fee of approximately $600.00 is charged.

NURS 22000: FUND PROF CLINIC NURS-W/CL&LB: 5 Hour(s)

FUNDAMENTALS OF PROFESSIONAL NURSING WITH CLINICAL AND LAB ~ This course will introduce the student to the clinical practice of nursing in a patient care setting. A major focus is the application of the nursing process, as well as the use of therapeutic communication and interpersonal relationship skills. Students will be introduced to beginning concepts of interventions for the medical and surgical patients, including the administration of medication. Prerequisite: Nursing 21000
Prerequisite: (NURS 210 or NURS 21000)

NURS 23000: BASIC LIFE SUPPORT: 1 Hour(s)

BASIC LIFE SUPPORT~ The Basic Life Support for Health Care Providers Course is designed to teach the skills of cardio-pulmonary resuscitation (CPR) using the American Heart Association guidelines for victims of all ages. Skills addressed include ventilation with a barrier device; a bag-mask device with oxygen; use of the Automated External Defibrillator (AED); and relief of foreign-body airway obstruction. Prerequisite: none. Offered irregularly.

NURS 25000: DEVELOP ACROSS THE LIFE SPAN: 3 Hour(s)

DEVELOPMENT ACROSS THE LIFE SPAN~ This course is designed for the student who wishes to gain a broad perspective on the entire range of human development, from conception to old age. We explore the common principles that describe developmental changes across all ages, as well as the differences in thought, emotion, and behavior from age to age. The theories of Piaget and Erikson are particularly useful to understand both the commonalities as well as the differences. Prerequisite: (NURS 101 or 10100).
Prequisite: PSYC 10100

NURS 25010: ZAMBIA: A DEVELOPING COUNTRY: 1 Hour(s)

ZAMBIA: A DEVELOPING COUNTRY ~ This course is designed to prepare students for the subsequent 3-week experiential examination of comparative health and conservation issues from social, cultural, ethical, political, policy, educational, and environmental perspectives in the developing country of Zambia (INTD 25000). There will be comparison and contrast with these issues affecting health and conservation in the U.S. as a developed country. Prerequisite: instructor approval.

NURS 28000: PROFESSIONAL NURSING III: 2 Hour(s)

PROFESSIONAL NURSING III~ This course will deal with critical concepts and issues impacting nursing and health care delivery, with particular focus on the role of the professional nurse as change agent. Writing skills and scholarly methods of knowledge dissemination will be emphasized. Prerequisite: Nursing (201 or 20100) and junior standing in Nursing Sequence.
Prequisite: (NURS 201 or NURS 20100)

NURS 30100: INDEPENDENT STUDY: 1-4 Hour(s)

INDEPENDENT STUDY ~

NURS 30200: FIELD EXPERIENCE: 1-4 Hour(s)

FIELD EXPERIENCE ~

NURS 30300: INTRO TO NURSING RESEARCH: 2 Hour(s)

INTRODUCTION TO NURSING RESEARCH~ This introductory research course provides the basis for understanding the development and application of research in nursing. The steps involved in planning and conducting nursing research will be presented, as well as techniques for the critique of nursing research studies. Influencing factors in the process and progress of nursing research will be discussed. The evidence-based practice model will be used as the framework for relating clinical practice and research. Prerequisite: Mathematics (108 or 10800) and junior standing in Nursing Sequence.
Prequisite: (MATH 108 or MATH 10800)
Corequisite: NURS 30100
NURS 30300: APPLIED/EVIDENCE- PRACTICUM: I: 1 Hour(s)
APPLIED EVIDENCE BASED NURSING RESEARCH PRACTICUM~ In this second of two introductory research courses, the focus is on active involvement in nursing research, setting. Experience with critiquing various research articles including systematic review of various levels of qualitative and quantitative studies will be provided. Including a practicum experience with current evidence-based nursing research projects being conducted in clinical settings. Experience in utilizing research principles to critique various evidence-based clinical nursing research studies will be provided, as well as opportunity for direct involvement in various stages of clinical research studies. A required continuation of this course is Nursing 30310. Prerequisites: Nursing (302 or 30200) and junior standing in Nursing sequence.
Prerequisite: (NURS 302 or NURS 30200)
Corequisite: NURS 30310

NURS 30310: APPLIED RESEARCH PRACT: II: 2 Hour(s)
APPLIED EVIDENCE BASED NURSING RESEARCH PRACTICUM II~ In this second of two introductory research courses, the focus is on active involvement in nursing research, setting. Experience with critiquing various research articles including systematic review of various levels of qualitative and quantitative studies will be provided, including a practicum experience with current evidence-based nursing research projects being conducted in clinical settings. Experience in utilizing research principles to critique various evidence-based clinical nursing research studies will be provided, as well as opportunity for direct involvement in various stages of clinical research studies. Prerequisites: Nursing 302 or 30200 and Mathematics 108 or 10800, and junior standing in Nursing sequence.
Prerequisite: (NURS 302 or 30200) and senior standing in Nursing sequence.
Prerequisite: (NURS 302 or NURS 30200)
Corequisite: NURS 30300

NURS 30500: HEALTH SERV DISADVANTAGED AREA: 1 Hour(s)
HEALTH SERVICE IN DISADVANTAGED AREAS~ Many health professionals may choose to serve people in a disadvantaged area as a part of their career. The ability to plan for these types of situations will aid the nurse to be effective in providing service in an unfamiliar environment lacking in the usual resources available for health care delivery. This course will use the experience of a health service trip to an underserved area as a model for instruction. Students who successfully complete this course will be prepared for a follow up course where they will put their plans into action. Prerequisite: Nursing major, at least sophomore status

NURS 31001: ACUTE&CHRONIC ADLT NUR-W/CL&LB: 5 Hour(s)
ACUTE AND CHRONIC ADULT NURSING-W/CLINICAL AND LAB~ This clinical course provides a student with the basic knowledge and skills required for the provision of nursing care and comfort for acute and chronically ill adults. The pathophysiology and resulting medical and surgical needs and care of the patient and family are examined. Corequisite: Nursing 320 or 32000 must be taken concurrently. Prerequisite: Nursing (320 or 32000) and junior standing in Nursing Sequence.
Prerequisite: (NURS 220 or NURS 22000)
Corequisite: NURS 32000

NURS 32000: GERONTOLOGICAL NURSING-W/CLIN: 4 Hour(s)
GERONTOLOGICAL NURSING-W/CLINICAL~ This clinical course will introduce the student to the foundations of gerontological nursing care. Developmental aspects of aging, physiological and psycho-social issues, health promotion, health restoration, quality of life, and end-of-life issues are addressed, as well as the complexity of conditions and care of the gerontological patient. Corequisite: Nursing (310 or 31001) must be taken concurrently. Prerequisite: Nursing (220 or 22000) and junior standing in Nursing Sequence.
Prerequisite: (NURS 220 or NURS 22000)
Corequisite: NURS 31001

NURS 32200: ADULT WELLNESS: 2 Hour(s)
ADULT WELLNESS~ The focus of this course is on the role of the professional nurse in the promotion and maintenance of health, the prevention of illness and disease, and self-care education and empowerment. The skills of health teaching and education will be emphasized. Prerequisite: Nursing (220 or 22000).
Prerequisite: (NURS 220 or NURS 22000)

NURS 33000: PEDIATRIC NURSING-W/CLINICAL: 4 Hour(s)
PEDIATRIC NURSING-W/CLINICAL~ This clinical course focuses on health care of children, with emphasis of family-centered health promotion, and preventive and restorative care from newborn through adolescence. Prerequisites: Nursing (220 or 22000) and junior standing in Nursing Sequence.
Prerequisite: (NURS 220 or NURS 22000)

NURS 34000: PARENT&NEWBORN NURSING-W/CLIN: 4 Hour(s)
PARENT AND NEWBORN NURSING-W/CLINICAL~ This clinical course is designed to provide the student the knowledge and skills required for nursing care of the childbearing family and reproductive health with emphasis on health promotion. Prerequisite: Nursing (220 or 22000) and junior standing in Nursing Sequence.
Prerequisite: (NURS 220 or NURS 22000)

NURS 38000: SEM: 1-4 Hour(s)
SEMINAR: ADULT WELLNESS~ This is a course that is designed to provide in-depth study of a relevant topic regarding nursing and/or health care. Prerequisites: Nursing major with junior standing or junior non-nursing major with instructor permission. Offered irregularly

NURS 38100: SPC TPC: 1-4 Hour(s)
SPECIAL TOPICS: INDEPENDENT STUDY IN NURSING~ This course provides an opportunity for a junior student in Nursing to pursue inquiry on a topic of interest under the direction of a Nursing faculty member. Prerequisites: Nursing major with junior standing and instructor permission.

NURS 40100: PROFESSIONAL NURSING IV: 2 Hour(s)
PROFESSIONAL NURSING IV~ This course focuses on role transition and preparation for the initial professional employment position as a registered nurse. The course includes self assessment as well as analysis of the professional environment, including influencing factors on the individual nurse and on nursing as a profession. Ethical, societal, cultural, economical, legal, political, and global issues as they influence transition and role development are examined. Prerequisite: Nursing (301 or 30100) and senior standing in Nursing Sequence.
Prerequisite: (NURS 301 or NURS 30100)
NURS 41000: COMMUNITY HLTH NURSING-W/CLINIC:UD  4 Hour(s)
COMMUNITY HEALTH NURSING-W/CLINICAL:UD~ The focus of this clinical course is on the basic principles and practices of community health nursing, with particular emphasis on the promotion of health, the prevention of illness, and the empowerment of individuals, families, and communities to promote care of self and others. Students must also register for a NURS 41000 Clinical. Prerequisites: Nursing (310 or 31001) and (320 or 32000) and (330 or 33000) and (340 or 34000) and senior standing in Nursing Sequence. This course fulfills the Understanding Diversity in the USA requirement. Prerequisite: (NURS 310 or NURS 31001) and (NURS 320 or NURS 32000) and (NURS 330 or NURS 33000) and (NURS 340 or NURS 34000)
Core: Understanding Diversity Home

NURS 42000: PSYC & MENTAL HLTH NURSING-W/CLINIC:  4 Hour(s)
PSYCHIATRIC AND MENTAL HEALTH NURSING-W/CLINICAL~ This clinical course introduces the student to the theories and pathology of psychiatric illness, concepts of mental health, and therapeutic interventions. Principles of prevention and therapeutic strategies for treatment and care are examined. Prerequisites: Nursing (310 or 31001) and (320 or 32000) and (330 or 33000) and (340 or 34000) and senior standing in Nursing Sequence. Prerequisite: (NURS 310 or NURS 31001) and (NURS 320 or NURS 32000) and (NURS 330 or NURS 33000) and (NURS 340 or NURS 34000)

NURS 43000: CRITICAL CARE NURSING-W/CL&LB:  4 Hour(s)
CRITICAL CARE NURSING-W/CLINICAL AND LAB~ This clinical course is designed to introduce the student to nursing care of the high-acuity patient. Course content will focus on physiological complexities, technological interventions, applications of the nursing process, and the role of the nurse in the critical-care setting. Prerequisite: NURS (310 or 31001) and senior standing in Nursing Sequence. Prerequisite: (NURS 310 or NURS 31001)

NURS 44000: LEADERSHIP/MGMT NURSING:  2 Hour(s)
PRINCIPLES OF LEADERSHIP AND MANAGEMENT IN NURSING~ This course is designed to introduce the student to the basic knowledge and skills required for effective leadership and management in clinical nursing practice. Prerequisite: Nursing (310 or 31001) and senior standing in Nursing sequence. Prerequisite: (NURS 310 or NURS 31001)

NURS 44100: ROLE TRANSITION IN NURSING:  1 Hour(s)
ROLE TRANSITION IN NURSING:I~ This capstone practicum is designed to help the student synthesize the didactic and clinical knowledge, skills, and behaviors of professional nursing practice. An applied clinical experience with an RN mentor in a selected area of nursing will provide the setting for this capstone experience in role development. A continuation of this course is offered as NURS 44110. Prerequisite: Nursing (410 or 41000) and (420 or 42000) and (430 or 43000) and (440 or 44000) and senior standing in Nursing Sequence. Prerequisite: (NURS 410 or NURS 41000) and (NURS 420 or NURS 42000) and (NURS 430 or NURS 43000) and (NURS 440 or NURS 44000) and (NURS 44100)
Corequisite: NURS 44110

NURS 44110: ROLE TRANSITION IN NURSING II:ES:  3 Hour(s)
ROLE TRANSITION IN NURSING II:ES~ This capstone practicum is designed to help the student synthesize the didactic and clinical knowledge, skills, and behaviors of professional nursing practice. An applied clinical experience with an RN mentor in a selected area of nursing will provide the setting for this capstone experience in role development. Must register for NURS 44100 in the term prior. This course fulfills the Meaning, Ethics, and Social Responsibility requirement. Corequisite: NURS 44100
Core: Meaning/Ethics/Soc Responsibil

NURS 48000: SENIOR SEMINAR:  1-4 Hour(s)
SENIOR SEMINAR~ This is a course that is designed to provide advanced inquiry of a relevant topic regarding nursing and/or health care. Prerequisites: Nursing major with senior standing or senior non-nursing major with instructor permission. Offered irregularly

NURS 48100: INDEPENDENT RESEARCH:  1-4 Hour(s)
INDEPENDENT STUDY IN NURSING~ This course provides opportunity for a senior student in nursing to pursue independent research on a topic of mutual interest under the direction of a Nursing faculty member. Prerequisites: Nursing major with senior standing and instructor permission.

NURS 49800: INTERNSHIP:  4 Hour(s)
INTERNSHIP~

Academic Offerings
• Nursing Major (p. 214)

Nursing Major

Degree Requirements

All students are required to complete overall degree requirements in addition to their major. Please see Degree Completion Requirements (p. 42) for full details for students entering in the 2019-2020 catalog year.

For those students who started at Hiram prior to the 2019-2020 academic year, you will follow the Degree Requirements which are outlined in your catalog of record.

Major Requirements

BSN Program

The nursing curriculum includes both a major in nursing and a minor in biomedical humanities that results in a distinct, academically comprehensive program of study, with the goal of educating a new generation of professional nurses with an education embedded in both the liberal arts and the discipline of nursing. Such an educational foundation prepares one to become a clinically competent, ethically grounded, socially and culturally responsible professional nurse who is prepared to think critically and participate as a leader in the delivery of health and nursing care. In addition to didactic instruction in the natural sciences, social sciences, humanities, and nursing, the program of study includes laboratory and simulation experiences, and study abroad opportunities. It also includes clinical practicum and role-development experiences in a variety of health care settings, including acute care facilities, community and specialty hospitals, long-term care facilities and ambulatory and community health agencies throughout Northeast Ohio. Upon completion of the nursing curriculum, students will receive a
Bachelor of Science in Nursing Degree and will be qualified to apply for licensure as a registered nurse.

Hiram College holds approval from the Ohio Board of Nursing and Ohio Board of Regents for the nursing program. The baccalaureate degree in nursing at Hiram College is accredited by the Commission on Collegiate Nursing Education (http://www.aacn.nche.edu/ccne-accreditation). Sample BSN Curriculum Plan

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NURS 44100  ROLE TRANSITION IN NURSING: I 3  1  
A course to satisfy CM, IM or 2nd BIMD from approved list 1  

Spring 3 Week  
NURS 44110  ROLE TRANSITION IN NURS II: ES 3  3  

Total Hours  133-134  

1  Courses for the biomedical humanities minor - a biomed minor is optional, but some of the courses are not  
2  Nursing Support Courses  
3  Courses with a clinical component  

Hiram Core Requirements:
- CM - Creative Methods  
- IM - Interpretive Methods  
- MM - Modeling Methods  
- EW - Experiencing the World  
- UD - Understanding Diversity at Home  
- ES - Meaning, Ethics and Social Responsibility  
- SM - Experimental Methods  
- CA - Social and Cultural Analysis Methods  

Pathway  

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<td>NURS 30300</td>
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<td>Spring 3 Week</td>
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<td>NURS 30310</td>
<td>APPLIED RESEARCH PRACT. II</td>
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<td>NURS 32200</td>
<td>ADULT WELLNESS</td>
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Fourth Year

Fall 12 Week

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Fall 3 Week

A course to satisfy EW core (3): study abroad, domestic experience or independent study

| Hours | 3-4 |

Spring 12 Week

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Spring 3 Week

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Total Hours 133-134

1 Courses for the Biomedical Humanities Minor
2 Courses with a lab component
3 Nursing Support Courses. All nursing and support courses must be taken in sequence. A grade of “C” or higher is required in each of these courses.
4 Courses with a clinical component
5 Required 2nd BIMD course from approved list (B) in minor

Psychology

Program Website: http://www.hiram.edu/psychology

Introduction

The study of psychology contributes to a liberal arts education by introducing students to the scientific method and to a body of knowledge about human and animal behavior. Investigation of psychology also requires learning to compare, contrast, and integrate various theoretical perspectives. Completing the requirements for a major in psychology leads to a better understanding of behavior and thought, allows insight into interdisciplinary perspectives, fosters a greater appreciation of and respect for others, stimulates intellectual curiosity, facilitates personal growth, and encourages a feeling of social responsibility. A major in psychology prepares students for a variety of post-baccalaureate pursuits. Many of our recent graduates have gone on to continue their studies in graduate school, where they have specialized in areas such as behavioral neuroscience, clinical, counseling, developmental, experimental, school, industrial, or social psychology. Some have entered directly into careers such as management, advertising and marketing, human services, rehabilitation, and recreational supervision. Others have enrolled in a variety of professional programs such as law, education, rehabilitation, and social work. In short, completion of a psychology major provides the background for a variety of challenging and exciting career paths.

Another opportunity within the psychology department is to pursue a 3:2 collaborative program in social administration with Case Western Reserve University in Cleveland, OH. If a Hiram student meets the requirements of this program and is accepted, that student would spend three full-time years at Hiram College, followed by two full-time years at Case Western Reserve University’s renowned Mandel School of Applied Social Sciences. Upon successful completion of this 3:2 program, the student would receive a Bachelor of Arts degree from Hiram College and a Master of Science in Social Administration from Case Western Reserve University. For more information about requirements, please consult with faculty in the psychology program.

Faculty

Amber M Chenoweth, (2010) Associate Professor of Psychology; Associate Dean of Center for Adult Studies
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Michelle Nario-Redmond, (2007) Professor of Psychology
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Andrew C White, (2017) Assistant Professor of Psychology
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Course Descriptions

PSYC 10100: GENERAL PSYCHOLOGY: 4 Hour(s)
GENERAL PSYCHOLOGY~ This course introduces you to the scientific study of behavior. We examine the role of heredity and environment in the development of the individual. We show how motivation, emotion, learning, perception, intelligence, personality, and the developmental, social and biological bases of behavior have all been studied scientifically. We also examine the implications of psychological research and theory for contemporary problems.

PSYC 18000: WKSP: 1 Hour(s)
WORKSHOP~ This workshop will provide the opportunity for students to examine a special topic in Psychology. Through readings, discussions and written assignments there will be opportunities to evaluate the topic at issue. Workshops may be taken Pass/No Credit only. Students may take no more than nine workshops for credit toward graduation. Workshops can be used as elective credit only. (For PGS students only.)
PSYC 20100: CAREERS IN PSYCHOLOGY: 1 Hour(s)
CAREERS IN PSYCHOLOGY ~ This course will provide students pursuing the Psychology major or minor with information and skills to prepare them for careers in psychology or other related fields by using a guided approach to individual skills development and career exploration. Students will develop an academic plan to provide a strong base in the breadth and depth of psychology, as well as in their liberal arts coursework, and learn to market their Hiram College experience for their future career plans. Coursework includes participation in class discussions, giving presentations, conducting informational interviews, developing a resume, and completing other written assignments. Students should have at least sophomore standing and be a declared Psychology major or minor. Prerequisite: PSYC 10100

PSYC 21000: RESEARCH DESIGN & ANALYSIS:SM: 4 Hour(s)
RESEARCH DESIGN AND ANALYSIS:SM ~ This course provides a thorough introduction to the research methods, analysis techniques, and writing style used in psychological science. Topics include a review of the scientific method and ethical concerns, problems of definition, measurement, reliability and validity, descriptive and inferential statistics, experimental designs and control procedures. Students will engage in hands-on experience in how psychologists conduct human behavioral research, with an emphasis on methods, computational analyses, and the interpretation of data for a scientific and a lay audience. This course is a required course for all psychology majors and minors, and is a prerequisite for many other content courses offered by the Psychology Department. Additionally, you must receive at least a ‘C’ in this course for it to count towards a psychology major or minor. This course fulfills the Scientific Methods (SM) Distribution Requirement. Prerequisite: PSYC (101 or 10100) or IES 10100
Prerequisite: PSYC 10100 or IES 10100
Core: Experimental Scientific Method

PSYC 21800: PERSONALITY: 3 Hour(s)
PERSONALITY ~ This course introduces students to the scientific study of personality, which is one of the most 'molar' areas of psychology that examines how the major psychological processes of perception, motivation/emotion, thoughts, and memory of the self are integrated and interact together to shape our lives. This course takes a systems approach to examine (1) the various components of our personalities (e.g., our motives, abilities, traits, conscious resources, and models of self/others/world; (2) how those components are organized structurally, and (3) how those components are organized dynamically in terms of their interaction among themselves, with the outside world, and in regulating thinking and actions about the self. This course begins by reviewing what personality is, both as a system and as a field of science that continues to evolve; we then examine the purpose of different research designs and multiple measurement techniques and theoretical perspectives. The various parts of personality reveal the joint influence of our abilities and will, and our motives, emotions, and models of self and of others. Finally, we will examine how the parts are integrated and organized dynamically to influence the regulation of both conscious and unconscious behaviors. Prerequisite: Psychology (101 or 10100).
Prerequisite: (PSYC 101 or PSYC 10100)

PSYC 22000: INDUSTRIAL PSYCHOLOGY: 3 Hour(s)
INDUSTRIAL PSYCHOLOGY~ This course will survey a range of psychological principles and research findings that have been applied to business and industrial settings. Topics will include the traditional ones, such as testing, personnel selection, and human factors; and will also include recent developments in job satisfaction and motivation, human-relations training, and decision-making strategies. Prerequisite: Psychology (101 or 10100).
Prerequisite: (PSYC 101 or PSYC 10100)

PSYC 22500: PSYCHOLOGY & FILM:ES: 3 Hour(s)
PSYCHOLOGY AND FILM:ES~ Multiple films attempt to depict topics from Psychology, including developmental disorders, mental disorders, and historical figures in Psychology. How accurate are these depictions? What are the ethical consequences following inaccurate portrayals of these topics in Psychology? In this course students will learn concepts from the literature of Psychology and use them to analyze and critique films presented in class. This course fulfills the Meaning, Ethics, and Social Responsibility requirement.
Core: Meaning/Ethics/Soc Responsibil

PSYC 22700: PSYCHOLOGY OF CREATIVITY: 3 Hour(s)
PSYCHOLOGY OF CREATIVITY~ Creativity is a process at the heart of innovation and progress. It has been written about for thousands of years, yet only in the last century has it been a topic of scientific inquiry. This course will examine the process and products of creativity from an interdisciplinary perspective. By studying creative individuals from the arts, sciences, and business, we will look for common features of creative individuals across fields. Furthermore, we will address related questions that interest current scholars: Can we “teach” creativity? What brain regions are implicated in creative processes? Are their different types of creativity? Why is there such historical tension between creative individuals and “main stream” society? And finally, is there a link between creativity and madness. Prerequisites: PSYC (101 or 10100) or (ENTR 205 or 20500) or instructor permission.
Prerequisite: (PSYC 101 or PSYC 10100) or (ENTR 205 or ENTR 20500) or ENTR 20510

PSYC 23500: SPORT/EXERCISE/PERFORM PSYC: 4 Hour(s)
SPORT, EXERCISE, AND PERFORMANCE PSYCHOLOGY ~ Sport, exercise, and performance psychology encompasses the thoughts, feelings, and behaviors of people in performance contexts such as competitive sport, fitness, injury rehabilitation, theater, music, surgery, public speaking, and more. This course adopts a foundations approach to theory and research, while still addressing the practical application of mental skills training to performers. Course content will be relevant to professional practice among coaches, medical professionals, athletes, business professionals, musicians, politicians, and many others.

PSYC 24000: ANIMAL COGNITION: 3 Hour(s)
ANIMAL COGNITION~ This course explores historical and current topics in animal cognition. Do animals think? Are they able to communicate, use tools, and learn about concepts such as time? Students will critically examine primary and secondary literature in the field of animal and comparative cognition, and integrate this information for class discussions. There is at least one field trip planned to an area zoo and/or humane shelter. This field trip will be the basis for a research paper to be completed by the end of the course. Prerequisite: PSYC 101 or 10100
Prerequisite: (PSYC 101 or PSYC 10100)
PSYC 25000: DEVELOP ACROSS THE LIFE SPAN: 3 Hour(s)
DEVELOPMENT ACROSS THE LIFE SPAN~ This course is designed for the student who wishes to gain a broad perspective on the entire range of human development, from conception to old age. We explore the common principles that describe developmental changes across all ages, as well as the differences in thought, emotion, and behavior from age to age. The theories of Piaget and Erikson are particularly useful to understand both the commonalities as well as the differences. Prerequisite: PSYC (101 or 10100).
Prerequisite: (PSYC 101 or PSYC 10100)

PSYC 25010: ZAMBIA: A DEVELOPING COUNTRY: 1 Hour(s)
ZAMBIA: A DEVELOPING COUNTRY ~ This course is designed to prepare students for the subsequent 3-week experiential examination of comparative health and conservation issues from social, cultural, ethical, political, policy, educational, and environmental perspectives in the developing country of Zambia (INTD 25000). There will be comparison and contrast with these issues affecting health and conservation in the U.S. as a developed country. Prerequisite: instructor approval.

PSYC 25300: HEALTH PSYCHOLOGY: 3 Hour(s)
HEALTH PSYCHOLOGY~ How you ever wondered if emotional stress increases your chances of getting or prolonging the common cold? Can psychological factors prolong life for those recovering from serious illnesses such as cancer or diabetes? Do homeopathic remedies offer any health benefits? Health psychologists study questions such as these and apply their findings in health settings. As scientist-practitioners, health psychologists bring science to bear on questions regarding lifestyle and psychosocial contributions to health and illness, especially health promotion and recovery from illness. In addition to reading empirical literature, students will use their own health as the framework for understanding and applying the principles of health psychology. We will also spend some time tying what we learn in class to bigger picture issues ranging from health and wellness practices at Hiram to public policy on a national level. Prerequisite: PSYC (101 or 10100).
Prerequisite: (PSYC 101 or PSYC 10100)

PSYC 25500: ABNORMAL PSYCHOLOGY: 4 Hour(s)
ABNORMAL PSYCHOLOGY~ This course is a survey of psychological disorders. For each disorder, we will review its characteristics, prevalence, risk factors, as well as various theoretical perspectives and the treatments they recommend. We will also examine explore other big-picture themes, including 1) the ways in which aspects of each disorder are part of normal, everyday experience, 2) the role culture plays in the manifestation of mental disorders, 3) the application of what is learned in this class to real life. Psychology 25400 was previously offered for three (3) semester hours. Prerequisite: Psychology (214 or 21400) or PSYC 21000 or BIOL 21000.
Prerequisite: PSYC 10100

PSYC 25600: DRUGS & BEHAVIOUR: 3 Hour(s)

PSYC 26100: PSYCHOLOGY OF CHILDHOOD: 4 Hour(s)
PSYCHOLOGY OF CHILDHOOD~ This course will study principles of development from infancy through middle childhood. We examine social, emotional, cognitive changes, as well as the role of parents, schools, and community in supporting that development. Learning to observe and/or interview children is an important part of the course. Prerequisite: PSYC 101 or 10100.
Prerequisite: (PSYC 101 or PSYC 10100)

PSYC 26200: PSYCHOLOGY OF ADOLESCENCE: 4 Hour(s)
PSYCHOLOGY OF ADOLESCENCE~ This course will study physical, cognitive, emotional, social and moral development during the period of transition from childhood to adulthood. We will look at the influence of family, peers, schools and culture by using different theoretical perspectives to analyze case studies. Prerequisite: PSYC (101 or 10100).
Prerequisite: (PSYC 10100 or PSYC 101)

PSYC 28000: SEM: 1-4 Hour(s)
SEMINAR~ From time to time, the department will offer special topics in psychology, based on particular interests of department members or the availability of visiting faculty.

PSYC 28100: INDEPENDENT STUDY: 1-4 Hour(s)
INDEPENDENT STUDY~ Students may arrange to pursue topics of individual interest upon making an individual agreement with a faculty member who will develop a syllabus with a specific learning outcomes/expectations specified. Students may work under the supervision of faculty, independently, or in small teams assisting faculty with their research projects. Course level depends on the level of supervision required. This course is offered pass/no credit only. One 3-4 credit hour independent study can be counted toward the Psychology major. Prerequisite: Psychology (101 or 10100) and Psychology/Biology (215 or 21500).
Prerequisite: PSYC 21000 (may be taken concurrently)

PSYC 29800: FIELD EXPERIENCE: 1-4 Hour(s)
FIELD EXPERIENCE~ In a placement at a social service, mental health, research, or child care agency, the student will participate in the activities of the agency, supervised by the on-campus FACULTY supervisor as well as an agency supervisor. In a journal, students will reflect upon their experiences. In a formal paper, students will analyze and discuss the organizational structures and staff-client relationships. We expect that students who enroll in Field Experience (29800) will have minimal background in psychology (perhaps only PSYC 101/10100) and/or want to observe at an agency that does not provide training or allow undergraduates direct interaction with clients. We expect that students who enroll in an Internship (49800) will have a more extensive background in the social sciences and will be trained by the agency to work with clients. Prior approval from the department and permission of instructor are required. Students must arrange an internship prior to registration for the term in which they plan to complete their hours at the agency. Hours worked at the agency may be completed during any term. Forty (40) hours of work at the site of the internship agency are the equivalent of one (1) credit hour. Only one 3-4 credit hour independent study can be counted toward the psychology major. This course is offered pass/no credit only. Prerequisite: Psychology (101 or 10100).
Prerequisite: (PSYC 101 or PSYC 10100)
PSYC 30100: OZ: THE PRE-INVASION: 1 Hour(s)

OZ: THE PRE-INVASION ~ Throughout Australia's history, its residents, as well as the land and surrounding ocean, have been subject to various "invasions" -- actual, metaphorical, and perceived. These include: invasive animal and plant species forever changing the landscape of the continent; environmental and human threats to the Great Barrier Reef; native lands being removed from the Aboriginal people; and most recently, changes in political policies and military presence in response to China's increased influence and probable future dominance in the oceanic region. In many ways, Australia's history reflects our American history, but with notable differences in sociocultural and political responses. This course serves as a pre-requisite to INTD 30130 "Invading OZ," a study-abroad trip to Australia offered in the subsequent 3-week term, and begins students' examination of the similarities and differences between Australia and the United States. This course is cross-listed with POLS 30100.
Corequisite: INTD 30130

PSYC 30160: KIWI CONTENTMENT: 1 Hour(s)

Kiwi Contentment (New Zealand Prequel): Survey studies and cultural analyses indicate that in recent years New Zealanders routinely rate as being among the happiest people in the world. In this course, we will conduct an interdisciplinary examination of human happiness at two levels of analysis: individual and societal. We have identified the following key themes, around which the course will revolve: 1) the pivotal role of fairness in determining the effectiveness of the relationship between individual and societal wealth and happiness; 2) the role of social connections in determining the happiness of individuals, as well as that of their country; and 3) the relationship between individual/self-focus, materialism, and happiness. We will examine how New Zealand differs from the United States in these respects, despite having substantial overlap in key values: both are wealthy, democratic, market-oriented societies that cherish the concept of freedom, yet the two countries have taken very different trajectories since the late 1970s. This course serves as a prerequisite to INTD 30150 "Going to the Godzone," a study-abroad trip to New Zealand offered in the subsequent 3-week term, and begins students' examination of the similarities and differences between New Zealand and the United States.

PSYC 31600: LEARNING THEORY METHOD/App. 4 Hour(s)

LEARNING THEORY METHODS AND APPLICATION ~ This course will begin with the findings and theories in operant and classical conditioning. Application of these techniques and other complex forms of learning will be applied to issues in learning and retention. Applied lecture activities and class projects will emphasize experimental design and data interpretation. Prerequisite: PSYC (215 or 21500) or (BIOL 215 or 21500) or PSYC 21000. This course may only be taken as 4 credit hours.
Prerequisite: (PSYC 215 or PSYC 21500) or (BIOL 215 or BIOL 21500) or PSYC 21000

PSYC 32400: EXCEPTIONALITY:UD 3 Hour(s)

EXCEPTIONALITY:UD ~ This course examines the philosophical, historical, legal, and ethical foundations of services for individuals with special needs. The characteristics, etiology, and socio-psychological implications of exceptional conditions, including specific disabilities, gifts, and talents, are explored. Categorical and noncategorical classification systems; assessment, diagnosis, and evaluation; and educational adaptations and assistive technologies, are included. Participants will explore the impact on families of disabilities at different life stages, from infancy and early childhood to adolescence and adulthood. This course fulfills the Understanding Diversity in the USA requirement. Also listed as Education (324 or 32400).
Core: Understanding Diversity Home

PSYC 32700: BIOPSYCHOLOGY: 4 Hour(s)

BIOPSYCHOLOGY ~ This course provides a solid background concerning the physiological bases of behavior, beginning with an examination of neuroanatomy and neurophysiology. Additionally, this course will review classic and current research concerning the somatosensory system, motivation, emotion, learning, memory, and psychopathology. This course will also provide insight and opportunities to engage in research methods used by biopsychologists. Applied lecture activities focus on the relations between physiology and behavior, and will prepare students for further independent work. This course may only be taken as 4 credit hours.
Prerequisites: (PSYC 215 or 21500) or (BIOL 215 or 21500) or PSYC 21000 or BIOL 21000
Prerequisite: (PSYC 215 or PSYC 21500) or (BIOL 215 or BIOL 21500) or (PSYC 21000 or BIOL 21000)
PSYC 35600: POSITIVE PSYCHOLOGY: 4 Hour(s)

POSITIVE PSYCHOLOGY~ This course provides an introduction to the study of topics related to happiness and the positive aspects of human experience. The first half of the course will focus on the basic areas of research in positive psychology, including but not limited to: positive emotion, resilience and post-traumatic growth, strengths of character, creativity, altruism, empathy, optimism, meaning, and curiosity. Particular attention will be paid in this section to the methods that researchers use to study happiness. The second half of the course will broaden the focus to include big-picture issues, such as public policy implications and the role of culture in happiness, as well as real-world application in a variety of contexts, including in the work place, in education, in self-help, and in therapy. Counts toward ENTR minor. Prerequisites: PSYC (214 or 21400) or PSYC (215 or 21500) or BIOL (215 or 21500) or PSYC 21000 or BIOL 21000.

Prerequisite: (PSYC 214 or PSYC 21400) or (PSYC 215 or PSYC 21500) or (BIOL 215 or BIOL 21500) or PSYC 21000 or BIOL 21000

PSYC 36100: INTRO COUNSEL/CLINCL PSYCS: 4 Hour(s)

INTRODUCTION TO COUNSELING AND CLINICAL PSYCHOLOGY~
In this course, students learn about various conceptualizations used in therapy and counseling, and gain experience with approaches designed to help individuals identify and pursue their goals and values. Morning sessions introduce, through readings and videos, various theoretical approaches, as well as some of the techniques that are used by proponents of each counseling theory. Afternoon sessions teach students basic counseling skills, including hands-on practice with fellow students, and with friends/family members outside of class. We will also discuss ethical issues surrounding self-disclosure and confidentiality in both personal and professional settings. All students must show active participation, openness to constructive criticism, and self-reflection, including recording oneself doing interviews and watching the recordings. Prerequisite: Psychology 255 or 25500. This course fulfills the Meaning, Ethics, and Social Responsibility requirement.

Prerequisite: (PSYC 255 or PSYC 25500)
Core: Meaning/Ethics/Soc Responsibil

PSYC 36600: COGNITIVE PSYCHOLOGY: 4 Hour(s)

COGNITIVE PSYCHOLOGY~ The course will begin with the examination of basic sensory processes and their relationship to complex models of human perception, learning, and thinking. Research in language, problem solving, concept formation, memory systems and artificial intelligence will be considered. Prerequisite: PSYC (215 or 21500) or BIOL (215 or 21500) or PSYC 21000 or BIOL 21000.

Prerequisite: (PSYC 215 or PSYC 21500) or (BIOL 215 or BIOL 21500) or PSYC 21000 or BIOL 21000

PSYC 36700: DRUG USE AND ABUSE: 3 Hour(s)

DRUG USE AND ABUSE~ This course explores current drug issues through psychological, biological, medical, social, historical, and cultural perspectives. This course discusses individual classes of drugs and their effects from the level of the single neuron to the person as a member of society, as well as ethical and legal issues related to substance use and abuse. Students will critically examine primary and secondary literature in the field of neuropsychopharmacology, and integrate this information for class discussions and individual and group research. Prerequisites: Psychology (215 or 21500) or Biology (215 or 21500) or PSYC 21000 or BIOL 21000.

Prerequisite: (PSYC 215 or PSYC 21500) or (BIOL 215 or BIOL 21500) or PSYC 21000 or BIOL 21000

PSYC 38000: SEM: 1-4 Hour(s)

SEMINAR~

PSYC 38100: SPC TPC: 1-4 Hour(s)

SPECIAL TOPICS~

PSYC 43200: STEREOTYPING & PREJUDICE:UD: 4 Hour(s)

STEREOTYPING AND PREJUDICE:UD~ This course examines social psychological theory and primary research exploring the origins, functions, judgment, and behavioral consequences of stereotyping and prejudice in addition to measurement strategies. We will review studies that focus on how stereotypes and prejudice influence the social perceiver, and those that focus on the targets of prejudice, their reactions to stigma, stereotype threat, and discrimination. The course culminates with mechanisms for reducing prejudice, including theories that have led to recent interventions, criticisms of alternative approaches, and current directions in the field. Prerequisites: Psychology (215 or 21500) or Biology (215 or 21500) or Mathematics (108 or 10800) or PSYC 21000 or BIOL 21000. This course fulfills the Understanding Diversity in the USA requirement.

Prerequisite: (PSYC 215 or PSYC 21500) or (BIOL 215 or BIOL 21500) or (MATH 108 or MATH 10800) or (PSYC 21000 or BIOL 21000)
Core: Understanding Diversity Home

PSYC 48000: SENIOR SEMINAR: 2 Hour(s)

SENIOR SEMINAR ~ This course is the capstone course for Psychology majors. In the senior seminar class, senior psychology majors are required to pull together what they have learned in their previous classes and use this integrating experience to demonstrate they are capable of doing what they should be able to do when they graduate from the program (e.g., think critically, perform research, and write in APA style). This process serves a dual purpose. First, it provides psychology majors with a final opportunity to practice and demonstrate the skills they will need to succeed after graduation on the job or in graduate school. Second, it provides the Psychology Department with a final opportunity to assess whether or not it has been successful in its mission to produce competent psychology majors. Prerequisite: PSYC (214 or 21400) and PSYC (215 or 21500) or BIOL (215 or 21500) or PSYC 21000 or BIOL 21000 and senior standing. Co-requisite: PSYC 48010
Prerequisite: (PSYC 215 or PSYC 21500) or (BIOL 215 or BIOL 21500) or PSYC 21000 or BIOL 21000
Corequisite: PSYC 48010

PSYC 48010: INTEGRATED RESEARCH PSYCHOLOGY: 2 Hour(s)

INTEGRATED RESEARCH IN PSYCHOLOGY ~ This course is designed to accompany the capstone course for Psychology majors. Senior psychology majors are required to develop a research question from within a narrowed scope of inquiry as set by the instructor of the Integrated Research in Psychology (IRP) section in which they are enrolled. This course will guide them through topic development, written drafts of sections of their paper and a final paper. Students will also work closely with their IRP to develop a poster for a public presentation at the conclusion of the course. Prerequisite: PSYC (215 or 21500) or BIOL (215 or 21500) or PSYC 21000 or BIOL 21000 and senior standing. Co-requisite: PSYC 48000
Prerequisite: (PSYC 215 or PSYC 21500) or (BIOL 215 or BIOL 21500) or PSYC 21000 or BIOL 21000
Corequisite: PSYC 48000
PSYC 48100: INDEPENDENT RESEARCH: 1-4 Hour(s)
INDEPENDENT RESEARCH~ Students may arrange to pursue topics of individual interest upon making an individual agreement with a faculty member who will develop a syllabus with specific learning outcomes/expectations specified. Students may work under the supervision of faculty, independently, or in small teams assisting faculty with their research projects. Course level depends on the level of supervision required. This course is offered pass/no credit only. Only one 3-4 credit hour independent study can be counted toward the psychology major. Prerequisite: PSYC (215 or 21500) or BIOL (215 or 21500) or PSYC 21000 or BIOL 21000.
Prerequisite: (PSYC 215 or PSYC 21500) or (BIOL 215 or BIOL 21500) or PSYC 21000 or BIOL 21000

PSYC 49800: INTERNSHIP: 6 Hour(s)
INTERNSHIP~ In a placement at a social service, mental health, research, or child care agency, the student will participate in the activities of the agency, supervised by the on-campus FACULTY supervisor as well as an agency supervisor. In a journal, students will reflect upon their experiences. In a formal paper, students will analyze and discuss the organizational structures and staff-client relationships. We expect that students who enroll in Field Experience (29800) will have minimal background in psychology (perhaps only PSYC 10100) and/or want to observe at an agency that does not provide training or allow undergraduates direct interaction with clients. We expect that students who enroll in an Internship (49800) will have a more extensive background in the social sciences and will be trained by the agency to work with clients. Prior approval from the department and permission of instructor are required. Students must arrange an internship prior to registration for the term in which they plan to complete their hours at the agency. Hours worked at the agency may be completed during any term. Forty (40) hours of work at the site of the internship agency are the equivalent of one (1) credit hour. This course is offered pass/no credit only. Prerequisite: PSYC (101 or 10100). Prerequisite: (PSYC 101 or PSYC 10100)

Academic Offerings
- Psychology Major (p. 222)
- Psychology Minor (p. 226)

Psychology Major

Degree Requirements
All students are required to complete overall degree requirements in addition to their major. Please see Degree Completion Requirements (p. 42) for full details for students entering in the 2019-2020 catalog year.

For those students who started at Hiram prior to the 2019-2020 academic year, you will follow the Degree Requirements which are outlined in your catalog of record.

Major Requirements
Students considering psychology as a major or minor are encouraged to seek a mentor/advisor in the department before making any final decision. Note: At least 50% of major courses are to be completed at Hiram College, and must include at a minimum two content courses and one elective course. Petitions to allow transferred courses are to be approved by the department chair.

Core Psychology Courses
All four courses are required. Students must earn a C or better in all four courses to progress forward in the major. Students having earned a 3 or better on the AP Psychology exam may waive the PSYC 10100 GENERAL PSYCHOLOGY requirement.

Psychology Area of Concentration and Breadth
Students are to choose a minimum of four courses from one of the two areas of concentration, and a minimum of two courses from the other area to represent breadth in the discipline. Of this total of six courses, at least three are required to be at the 30000-level.

Social Science Breadth
Students are to choose a minimum of any two (3-4 credits each) courses from the list to represent breadth in the knowledge and methodology of the social sciences. These courses were chosen to provide opportunities for contemporary intersections with applied psychological questions. Note that some courses may have prerequisites within their department.

Experiential Learning
Students are to choose at least one of the following opportunities to apply their developed psychology skill set (1-4 credits). This experiential learning will connect with the Senior Capstone course, either informing or applying your capstone topic. Regardless of the option chosen, students must request departmental approval to count towards this requirement to ensure it meets the goals of the major.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 10100</td>
<td>GENERAL PSYCHOLOGY</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 20100</td>
<td>CAREERS IN PSYCHOLOGY</td>
<td>1</td>
</tr>
<tr>
<td>PSYC 21000</td>
<td>RESEARCH DESIGN &amp; ANALYSIS:SM</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 48000</td>
<td>SENIOR SEMINAR and INTEGRATED RESEARCH PSYCHOLOGY</td>
<td>4</td>
</tr>
</tbody>
</table>

Psychology Area of Concentration and Breadth
Select a minimum of four courses from one of the following areas of concentration, and a minimum of two courses from the other area (at least three courses at the 30000-level):

Applied Health and Disability Studies Concentration

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 25300</td>
<td>HEALTH PSYCHOLOGY ¹</td>
<td></td>
</tr>
<tr>
<td>PSYC 25500</td>
<td>ABNORMAL PSYCHOLOGY</td>
<td></td>
</tr>
<tr>
<td>PSYC 23500</td>
<td>SPORT/EXERCISE/PERFORM PSYC</td>
<td></td>
</tr>
<tr>
<td>PSYC 2xxxx</td>
<td>Human Variability</td>
<td></td>
</tr>
<tr>
<td>PSYC 36100</td>
<td>INTRO COUNSEL/CLINICL PSYC:ES</td>
<td></td>
</tr>
<tr>
<td>PSYC 36700</td>
<td>DRUG USE AND ABUSE</td>
<td></td>
</tr>
<tr>
<td>INTD 32650</td>
<td>EXPLORE ABILITY&amp;DISABILITY:TT</td>
<td></td>
</tr>
<tr>
<td>INTD 3xxxx</td>
<td>Gimpy Geezers</td>
<td></td>
</tr>
</tbody>
</table>

Applied Social and Behavioral Studies Concentration

<table>
<thead>
<tr>
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<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 21800</td>
<td>PERSONALITY</td>
<td></td>
</tr>
<tr>
<td>PSYC 22500</td>
<td>PSYCHOLOGY &amp; FILM:ES</td>
<td></td>
</tr>
<tr>
<td>PSYC 24000</td>
<td>ANIMAL COGNITION</td>
<td></td>
</tr>
<tr>
<td>PSYC 2xxxx</td>
<td>Applied Behavior Analysis</td>
<td></td>
</tr>
<tr>
<td>PSYC 31600</td>
<td>LEARNING THEORY METHOD/APP</td>
<td></td>
</tr>
<tr>
<td>PSYC 32700</td>
<td>BIOPSYCHOLOGY</td>
<td></td>
</tr>
<tr>
<td>PSYC 34400</td>
<td>SOCIAL PSYCHOLOGY</td>
<td></td>
</tr>
<tr>
<td>PSYC 43200</td>
<td>STEREOTYPING &amp; PREJUDICE:UD</td>
<td></td>
</tr>
</tbody>
</table>

¹ Includes 1 hour independedt study can be counted toward the psychology major.
## Social Science Breadth
Select a minimum of two of the following: 6-8

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Restriction</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOM 34000</td>
<td>HEATH AND SOCIAL JUSTICE:ES</td>
<td></td>
</tr>
<tr>
<td>BIOM 35000</td>
<td>AUTOBIO,ILLNESS,EMBODIMENT:IM</td>
<td></td>
</tr>
<tr>
<td>BIOM 35600</td>
<td>HOW WE DIE:ES</td>
<td></td>
</tr>
<tr>
<td>BIOM 37500</td>
<td>ISSUES IN WOMEN’S HEALTH:ES</td>
<td></td>
</tr>
<tr>
<td>PSYC/NURS 25000</td>
<td>DEVELOP ACROSS THE LIFE SPAN (taught by Nursing)</td>
<td></td>
</tr>
<tr>
<td>PUBH 20100</td>
<td>EPIDEMIOLOGY &amp; BIOSTATISTICS:MM</td>
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</table>

## Communication
(recommended for students interested in counseling)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Restriction</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 22000</td>
<td>INTERPERSONAL COMMUNICATION:CA</td>
<td></td>
</tr>
<tr>
<td>COMM 22100</td>
<td>GROUP INTERACTION PROCESSES</td>
<td></td>
</tr>
<tr>
<td>COMM 22300</td>
<td>FAMILY COMMUNICATION:CA</td>
<td></td>
</tr>
<tr>
<td>COMM 22500</td>
<td>NONVERBAL COMMUNICATION:CA</td>
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</tr>
<tr>
<td>COMM 32400</td>
<td>GENDER COMMUNICATION:CA</td>
<td></td>
</tr>
<tr>
<td>COMM 28000</td>
<td>SEM: (Intro to Health Communication)</td>
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</table>

## Education
(recommended for students interested in school psychology)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Restriction</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 20900/20910</td>
<td>UNIVERSAL DESIGN:UD</td>
<td></td>
</tr>
<tr>
<td>EDUC 23100</td>
<td>HUMAN GROWTH/DEVELOP/LRNG:UD</td>
<td></td>
</tr>
<tr>
<td>EDUC 29000</td>
<td>ETHICS OF COLLABORATION:ES</td>
<td></td>
</tr>
<tr>
<td>PSYC/EDUC 32400</td>
<td>EXCEPTIONALITY:UD</td>
<td></td>
</tr>
<tr>
<td>EDUC 38700</td>
<td>PEDAGOGY AND INSTRUCTION</td>
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</tbody>
</table>

## Integrative Exercise Science
(recommended for students interested in school psychology)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Restriction</th>
</tr>
</thead>
<tbody>
<tr>
<td>IES 10100</td>
<td>FOUNDATIONS EXERCISE SCIENCE</td>
<td></td>
</tr>
<tr>
<td>IES 21000</td>
<td>FITNESS &amp; HEALTH PROMO/NGMT</td>
<td></td>
</tr>
<tr>
<td>IES 31300</td>
<td>PHYSIOLOGY OF AGING</td>
<td></td>
</tr>
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</table>

## Sociology
(recommended for students interested in social work and related areas)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Restriction</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOAN 20100</td>
<td>SOCIAL PROBLEMS:ES</td>
<td></td>
</tr>
<tr>
<td>SOAN 24010</td>
<td>SEX AND GENDER IN SOCIETY:UD</td>
<td></td>
</tr>
<tr>
<td>SOAN 32000</td>
<td>SOC DEVIANCE &amp; THEORY PERSPECT</td>
<td></td>
</tr>
<tr>
<td>SOAN 35100</td>
<td>STRATIFICATION AND HEALTH</td>
<td></td>
</tr>
<tr>
<td>SOAN 35600</td>
<td>SOC MENTAL HEALTH &amp; ILLNESS</td>
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</table>

## Interdisciplinary

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Restriction</th>
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<tbody>
<tr>
<td>INTD 20200</td>
<td>SCIENCE AND CULTURE OF SLEEP</td>
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</tr>
<tr>
<td>INTD 29700</td>
<td>OBLIGATIONS TO OTHERS:ES</td>
<td></td>
</tr>
<tr>
<td>INTD 29900</td>
<td>WHAT IS HUMAN?:ES</td>
<td></td>
</tr>
<tr>
<td>INTD 30120</td>
<td>AGING, SEX &amp; THE BODY</td>
<td></td>
</tr>
<tr>
<td>INTD 30210</td>
<td>NARRATIVE BIOETHICS:ES</td>
<td></td>
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<tr>
<td>INTD 39600</td>
<td>ENGAGED CITIZENSHIP</td>
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</table>

## Other Social Science Course Options

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>BIOL 38000</td>
<td>SEM: (Animal Behavior)</td>
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</tr>
<tr>
<td>MGMT 11800</td>
<td>ORGANIZATIONAL BEHAVIOR:CA</td>
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</table>

## Experiential Learning
Select at least one of the following: 1-4

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Restriction</th>
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<tr>
<td>PSYC 49800</td>
<td>INTERNSHIP</td>
<td></td>
</tr>
<tr>
<td>PSYC 48100</td>
<td>INDEPENDENT RESEARCH</td>
<td></td>
</tr>
<tr>
<td>PSYC 35300</td>
<td>HEALTH PSYCHOLOGY or HEALTH PSYCHOLOGY toward the major, not both</td>
<td></td>
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</table>

### Program Honors
Majors will be encouraged by their mentor/advisor to do an internship or a research project. To be considered for program honors, a student must complete a minimum of 3 credit hours of internship (PSYC 49800 INTERNSHIP) or independent research (PSYC 48100 INDEPENDENT RESEARCH) under the supervision of a faculty member, and the experience and/or results must be presented to a public audience (e.g., regional conference, Sugar Day). Hours may be combined from multiple internships and/or independent research studies to reach the 3 credit hour criteria, and courses may also be taken P/NC. Any exceptions to these requirements must be discussed and agreed to by the program faculty.

### Enrichment
We strongly recommend that majors enrich their background with an introductory course in computer programming, a field experience (PSYC 29800 FIELD EXPERIENCE) or internship (PSYC 49800 INTERNSHIP), an independent research project (PSYC 48100 INDEPENDENT RESEARCH) or special topics courses (PSYC 28000 SEM, PSYC 28100 INDEPENDENT STUDY).

### Additional Special Opportunities
We encourage students to assist with faculty research projects or to develop their own projects. The Hiram psychology program belongs to the Ohio Consortium for Undergraduate Psychology Conferences which meets every spring. We encourage students to present their research at this and other conferences.

The program has contacts with many social service agencies in the area. Students may arrange internships or field placements which provide an opportunity to work with youth, older adults, and special populations. These human services experiences can be arranged in many different contexts, from the criminal justice system to residential or out-patient treatment facilities.

Hiram is also a member of Psi Chi, the national honor society in psychology, offering students opportunities to apply for various grants to support their scholarship and leadership in the field.

### Pathway
Psychology Pathway 1
(For students enrolled in PSYC 10100 GENERAL PSYCHOLOGY in the fall or for whom it has been waived)
PATHWAY NOTE: This is a recommended Major Pathway; individual pathways may vary. Advisor consultation is a vital part of timely graduation.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
<th>Term</th>
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</thead>
<tbody>
<tr>
<td>First Year</td>
<td></td>
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<tr>
<td>Fall 12 Week</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FYEN 10101</td>
<td>FIRST-YEAR ENDURING QUESTIONS</td>
<td>4</td>
<td></td>
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<tr>
<td>PSYC 10100</td>
<td>GENERAL PSYCHOLOGY</td>
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<tr>
<td>Hiram Core Requirement</td>
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<td>4</td>
<td></td>
</tr>
<tr>
<td>Fall 3 Week</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hiram Core Requirement or Psychology area of concentration or breadth course if PSYC 10100 was waived (or completed)</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Hours</td>
<td></td>
<td>12</td>
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<tr>
<td>Spring 12 Week</td>
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<tr>
<td>FYUR 10201</td>
<td>FIRST-YEAR URGENT QUESTIONS</td>
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<td>Hiram Core Requirement</td>
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<td>1</td>
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<tr>
<td>Spring 3 Week</td>
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<tr>
<td>Hiram Core Requirement</td>
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<td>4</td>
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<td>1</td>
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<tr>
<td>Hours</td>
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<td>4</td>
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<tr>
<td>Second Year</td>
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<tr>
<td>Fall 12 Week</td>
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<tr>
<td>PSYC 2XXXX Psychology area of concentration course</td>
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<td>PSYC 2XXXX Psychology area of concentration or breadth course</td>
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<td>1</td>
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<tr>
<td>Hours</td>
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<td>4</td>
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<tr>
<td>Spring 12 Week</td>
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<td></td>
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<tr>
<td>PSYC 2XXXX - Psychology area of concentration course</td>
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<tr>
<td>PSYC 2XXXX Psychology area of concentration or breadth course</td>
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<td>1</td>
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<td>1</td>
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<tr>
<td>Hours</td>
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<td>3-4</td>
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<tr>
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<td>CAREERS IN PSYCHOLOGY</td>
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<tr>
<td>Hours</td>
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<td>Third Year</td>
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<tr>
<td>Fall 12 Week</td>
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<td>PSYC 3XXXX - Psychology area of concentration or breadth course</td>
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</tr>
<tr>
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</tbody>
</table>

Hiram Core Requirement | 4 |      |

Social Science Breadth course | 3-4 | 11-12 |

Fall 3 Week |

Hiram Core Requirement | 3-4 | 3-4 |

Spring 12 Week |

PSYC 3XXXX - Psychology area of concentration or breadth course | 3-4 | 11-12 |

Hiram Core Requirement/INTD - TT | 4 |      |

Elective, Second Major, Minor course | 4 |      |

Hours | 11-12 |

Spring 3 Week |

Elective, Second Major, Minor Course | 3-4 | 3-4 |

or Social Science Breadth course | 3-4 |      |

Hours | 3-4 |

Fourth Year |

Fall 12 Week |

PSYC 48000 | SENIOR SEMINAR | 2 | 3-4 |

PSYC 48010 | INTEGRATED RESEARCH PSYCHOLOGY | 2 | 3-4 |

Elective, Second Major, Minor Course | 4 |      |

Hours | 8 |

Fall 3 Week |

Hiram Core Requirement | 3-4 | 3-4 |

Spring 12 Week |

Psychology area of concentration or breadth course | 4 | 10-12 |

Elective, Second Major, Minor Course | 3-4 | 3-4 |

Elective, Second Major, Minor Course | 3-4 | 3-4 |

Hours | 3-4 |

Spring 3 Week |

Elective, Second Major, Minor Course | 3-4 | 3-4 |

Elective, Second Major, Minor Course | 3-4 | 3-4 |

Hours | 3-4 |

Total Hours | 112-129 |

1  'Critical' to timely degree progression.
2  If waived take Hiram Core Requirement
3  Students are to take 1-4 credits of an experiential learning opportunity (PSYC 49800 INTERNSHIP, PSYC 48100 INDEPENDENT RESEARCH, approved Study Abroad/Away, or approved Service Learning) to be connected with the Senior Capstone course.

Psychology Content Courses

Students can take an additional psychology content course provided they have met the content requirement with at least one other course in each content domain.

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<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>PSYC</td>
<td>DEVELOPMENTAL PSYCHOLOGY</td>
<td>4</td>
</tr>
<tr>
<td>PSYC</td>
<td>26100</td>
<td>PSYCHOLOGY OF CHILDHOOD</td>
</tr>
<tr>
<td>PSYC</td>
<td>26200</td>
<td>PSYCHOLOGY OF ADOLESCENCE</td>
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Additional Content Courses
### Psychology Pathway 2
(For those students beginning PSYC 10100 GENERAL PSYCHOLOGY in spring)

<table>
<thead>
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<th>Course</th>
<th>Title</th>
<th>Hours</th>
<th>Term</th>
</tr>
</thead>
<tbody>
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<td><strong>First Year</strong></td>
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<td><strong>Spring 3 Week</strong></td>
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<tr>
<td>Elective, Second Major, Minor Course</td>
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</table>

Total Hours: 121-129

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1. "Critical" to timely degree progression.
2. Students are to take a minimum of two (3-4cr each) courses for breadth in the social sciences. See requirements for for qualifying courses.
Hiram College 2019-2020 Catalog

Psychology Minor

Students are to take 1-4 credits of an experiential learning opportunity (PSYC 49800 INTERNSHIP, PSYC 48100 INDEPENDENT RESEARCH, approved Study Abroad/Away, or approved Service Learning) to be connected with the Senior Capstone course.

If waived take Hiram Core Requirement.

Psychology Content Courses

Students can take an additional psychology content course provided they have met the content requirement with at least one other course in each content domain.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tr>
<td>PSYC 26100</td>
<td>PSYCHOLOGY OF CHILDHOOD</td>
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<tr>
<td>PSYC 26200</td>
<td>PSYCHOLOGY OF ADOLESCENCE</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 31600</td>
<td>LEARNING THEORY METHOD/APP</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 32700</td>
<td>BIOPSYCHOLOGY</td>
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<tr>
<td>PSYC 34400</td>
<td>SOCIAL PSYCHOLOGY</td>
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</tr>
<tr>
<td>PSYC 36600</td>
<td>COGNITIVE PSYCHOLOGY</td>
<td>4</td>
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</table>

Developmental Psychology

Social/Cognitive Psychology

Psychobiology of Behavior

Major Note: Students must earn a minimum grade of "C" in PSYC 10100 GENERAL PSYCHOLOGY and PSYC 21000 RESEARCH DESIGN & ANALYSIS:SM.

Psychology Minor

Minor Requirements

A minor in psychology consists of five courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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</thead>
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<tr>
<td>PSYC 10100</td>
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<td>PSYC 21000</td>
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1 Must pass with a minimum grade of C.
2 Two in an area of concentration and one in the other area. At least one course must be at the 30000-level.

Public Health

Introduction

What is Public Health?

Public health is the study of the health of a population. It complements medicine by researching problems, and pursuing evidence-based solutions in a population. Graduates in public health are able to get entry level jobs within federal, state, nonprofit, research, and industry in the areas of health education, project management, or communication. Empowered with problem-solving skills, graduates also use their diploma as a gateway to advanced degrees in public health, medicine, law, social work, health administration, and many others.

Hiram’s interdisciplinary public health program is made up of the basic elements of public health: epidemiology, biostatistics, environmental health, health systems, policy, and global health. Students will then have the ability to personalize their major by specializing in material available through the trans-disciplinary offerings at Hiram.

All students majoring in public health will be able to demonstrate the following competencies:

- Describe the history, philosophy, core values, concepts, functions and population-based approaches of public health
- Discuss the underlying science of human health and disease including opportunities for promoting and protecting health across the life course
- Demonstrate the basic concepts, methods and tools of public health data collection, use and analysis and why evidence-based approaches are an essential part of public health practice
- Explain the behavioral, environmental, biological and socio-economic determinants that impact human health and contribute to health disparities
- Apply data collection and analysis to develop evidence-based population approaches to public health problems
- Describe the fundamental characteristics and organizational structures of the U.S. health system as well as the systems in other countries
- Describe the legal, ethical, economic, and regulatory aspects of public health practice and health policy
- Demonstrate public health communication skills using oral, written, mass media and electronic technology formats.

Faculty

Christopher A Mundorf, (2016) Assistant Professor of Community and Public Health

B.A., The Ohio State University;
M.P.H., Ph.D., Tulane University
mundorfca@hiram.edu

Course Descriptions

PUBH 10100: INTRO TO PUBLIC HEALTH:UD: 4 Hour(s)

INTRODUCTION TO PUBLIC HEALTH:UD ~ This course will offer an overview of the basic concepts of public health. Health systems - both in the U.S. and abroad- will be detailed, with special attention to the essential services they provide. Past public health events will be examined, giving students a framework to analyze current issues in the news. Through a mixture of guest speakers, discussions, and case studies, students will develop a strong grasp of this multidisciplinary field, and the core philosophy and functions of public health. Core: Understanding Diversity Home
Public Health Major

Degree Requirements

All students are required to complete overall degree requirements in addition to their major. Please see Degree Completion Requirements (p. 42) for full details for students entering in the 2019-2020 catalog year.

For those students who started at Hiram prior to the 2019-2020 academic year, you will follow the Degree Requirements which are outlined in your catalog of record.

Major Requirements

For the major, students must complete:

- Four courses from the mandatory public health core
- Four courses (of their choice) from the supplemental public health core
- Three courses from a public health concentration

Supplemental Public Health Core

This core requires students to combine their core public health knowledge with a specialization in a related field. The public health concentration provides the student to develop specialized knowledge to better prepare themselves for their intended career. Students choose their concentration by taking a minimum of three courses (9-12 credits) from one of the concentrations. Students may not double count any classes for multiple public health requirements.

Concentrations

In recognition of the inter-disciplinary nature of public health, this program requires students to combine their core public health knowledge with a specialization in a related field. The public health concentration provides the student to develop specialized knowledge to better prepare themselves for their intended career.

Concentration 1: Public Health Biology and Toxicology

This concentration is for students interested in pursuing a career in science, by allowing them the opportunity to apply public health principles in researching issues in infectious diseases and the cellular, molecular, and genetic basis of health and disease. Students must take relevant three courses within the biology (BIOL) or chemistry (CHEM) programs.

Concentration 2: Environmental Health and Sustainability

This concentration is for students interested in exploring the relationship between socio-environmental issues and human health. Using relevant knowledge from multiple disciplines, students can pursue a career as environmental scientists (field analysis, research assistants, or socio-environmental researchers). Students must take relevant three courses within the environmental studies (EVST) program.

Concentration 3: Health Communication

This concentration encourages students to improve public health by harnessing the power of communication to create and perfect improved outreach and services that change behavior and prevent disease. Students must take relevant three courses from the communication (COMM) program.

Concentration 4: Public Health Humanities

This concentration gives public health students the opportunity to apply their public health knowledge onto the contemporary issues surrounding a range of health care professional careers. Students must take relevant three medical humanities seminar courses from the biomedical humanities (BIMD) program.

Concentration 5: Social Determinants of Health

This concentration gives public health students the opportunity to investigate the condition in the places where people live, learn, work, and play, and how they affect a wide range of health risks and outcomes. Students must take relevant three courses from the sociology (SOAN) program.

Concentration 6: Health and Fitness

This concentration gives public health students the opportunity to prepare for a range of health care professional careers. They will have both the depth of medical knowledge about the human body, but will also be able to apply their public health knowledge to utilize a range of leadership and policy skills to meet the needs for population health.
Students must take three courses from the integrative exercise science (IES) program.

**Concentration 7: Student-Driven Concentration**
This concentration offers a tailored pursuit for students. Upon approval from the program chair, students can choose their own three courses that best apply public health principles to the career or topic of their choice.

**Public Health Practicum**
Students have the opportunity to apply their knowledge out of the classroom. For the major, they must complete a 100-hour internship at a public health agency, organization, or non-profit. This will be offered as a 1-credit hour course.

**Capstone**
The capstone is a student-driven practical experience. Using projects and ideas developed in the public health core, students can fulfill this in one of two ways:

- Carry out, analyze, and present an epidemiological study of their choosing
- Carry out a public health project in the community

**Major Requirements**
For the major, students must complete:

- Four courses from the mandatory public health core
- Four courses (of their choice) from the supplemental public health core
- Three courses from a public health concentration
- Public Health Practicum (1 credit course)
- Public Health Capstone (1 credit course)

**Code** | **Title** | **Hours**
--- | --- | ---
Mandatory Public Health Core

| PUBH 28000 | SEM: (Determinants of Health, Disease, and Disability) | 4 |
| PUBH 10100 | INTRO TO PUBLIC HEALTH:UD | 4 |
| PUBH 20200 | EPIDEMIOLOGY&HEALTHRESEARCH:SM | 4 |
| PUBH 20100 | EPIDEMIOLOGY&BIOSTATISTICS:MM | 4 |

Supplemental Public Health Core

Select four of the following: 16

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<tr>
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<tbody>
<tr>
<td>BIOL 23000</td>
<td>MOLECULAR&amp;CELLULAR BIOL-W/LAB</td>
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<tr>
<td>BIMD 35600</td>
<td>HOW WE DIE:ES</td>
</tr>
<tr>
<td>BIMD 37500</td>
<td>ISSUES IN WOMEN'S HEALTH:ES</td>
</tr>
<tr>
<td>COMM 35400</td>
<td>INTERCULTURAL HLTHCRE COMM:UD</td>
</tr>
<tr>
<td>EVST 33800</td>
<td>ENVIRONMENTAL ACTIVISM &amp;POLICY</td>
</tr>
<tr>
<td>IES 31100</td>
<td>NUTRITION AND FITNESS</td>
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<tr>
<td>IES 31200</td>
<td>PHYSIOLOGY: MUSC ACT &amp; EXER</td>
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<td>INTD 22500</td>
<td>HUMANS &amp; THE ENVIRONMENT:ES</td>
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<td>INTD 28000</td>
<td>SEM: (Sex Panic: Sexual Health &amp; Outbreaks Through History)</td>
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<tr>
<td>INTD 30020</td>
<td>GLOBAL HEALTH/HUMAN RIGHTS</td>
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<td>INTD 30120</td>
<td>AGING, SEX &amp; THE BODY</td>
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<td>INTD 30210</td>
<td>NARRATIVE BIOETHICS:ES</td>
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<td>COMMUNITY HLTH NURS-W/CLIN:UD</td>
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<td>PSYC 36700</td>
<td>DRUG USE AND ABUSE</td>
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<td>PUBH 38000</td>
<td>SEM: (Environmental Health and Policy)</td>
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<td>PUBH 28000</td>
<td>SEM: (Special Topics in Public Health: The Lead Crisis)</td>
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<td>PUBH 28000</td>
<td>SEM: (Special Topics in Public Health: The Heroin Epidemic)</td>
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<td>SOC OF AGE, AGING &amp; LIFE</td>
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<td>SOAN 35600</td>
<td>SOC MENTAL HEALTH &amp; ILLNESS</td>
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<td>SOAN 35900</td>
<td>MEDICAL SOCIOLOGY:ES</td>
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Concentrations
Select a minimum of three courses from one of the following concentrations (example sets of classes listed):

**Public Health Biology and Toxicology**

| BIOL 23000 | MOLECULAR&CELLULAR BIOL-W/LAB |
| BIOL 32100 | PARASITOLOGY-W/LAB |
| BIOL 33800 | MICROBIOLOGY-W/LAB |

**Environmental Health and Sustainability**

| EVST/SOAN 21500 | HUMAN SETTLEMENTS:CA |
| EVST 32000 | GIS APPLICATIONS-W/LAB |
| EVST 33800 | ENVIRONMENTAL ACTIVISM &POLICY |

**Health Communication**

| COMM 22000 | INTERPERSONAL COMMUNICATION:CA |
| COMM 25000 | COMMUN BETWEEN CULTURES:EW |
| COMM 35400 | INTERCULTURAL HLTHCRE COMM:UD |

**Public Health Humanities**

| BIMD 35600 | HOW WE DIE:ES |
| BIMD 37500 | ISSUES IN WOMEN'S HEALTH:ES |
| INTD 30120 | AGING, SEX & THE BODY |

**Social Determinants of Health**

| SOAN 24010 | SEX AND GENDER IN SOCIETY:UD |
| SOAN 25100 | INTRO TO SOCIAL DEMOGRAPHY |
| SOAN 35600 | SOC MENTAL HEALTH & ILLNESS |

**Health and Fitness**

| IES 31100 | NUTRITION AND FITNESS |
| IES 31200 | PHYSIOLOGY: MUSC ACT & EXER |
| IES 40100 | EXERCISE TEST/PRESCRIP/SPECIAL |

**Student-Driven Concentration**
Select three courses that best apply public health principles to the career or topic of choice.

**Public Health Practicum**
Complete a 100-hour internship at a public health agency, organization, or non-profit

**Capstone**
Select one of the following:

- Carry out, analyze, and present an epidemiological study
- Carry out a public health project in the community

**Total Hours**: 43-46

---

1 With program faculty approval, other biology classes can count for this requirement
2 With program faculty approval, NURS 41000 COMMUNITY HLTH NURS-W/CLIN:UD can count for this requirement
With program faculty approval, other SM Core courses can count for this requirement

With program faculty approval, other MM Core courses can count for this requirement

Public Health Minor

Minor Requirements

20 credits from the following:

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<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tr>
<td>PUBH 10100</td>
<td>INTRO TO PUBLIC HEALTH:UD</td>
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Select four courses from the following:

<table>
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<tr>
<th>Code</th>
<th>Title</th>
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<tbody>
<tr>
<td>PUBH 28000</td>
<td>SEM: (Determinants of Health, Disease, and Disability)</td>
</tr>
<tr>
<td>PUBH 20200</td>
<td>EPIDEMIOLOGY&amp;HEALTHRESEARCH:SM</td>
</tr>
<tr>
<td>PUBH 20100</td>
<td>EPIDEMIOLOGY&amp;BIOSTATISTICS:MM</td>
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</tbody>
</table>

Any course listed under Supplemental Public Health Core (refer to requirements for the major)

Total Hours 20

Introduction

Recent advances in molecular biology and bio-analytical chemistry have spawned new areas of interest in biochemistry, such as the field of metabolomics (identification of unique fingerprints that the cell leaves behind). The laboratory portion of the biochemistry courses incorporate such technological advances as gel electrophoresis, mass spectrometry and cell culture in a variety of ongoing research projects at Hiram College. Laboratory experience and training allows students to become familiar with how biochemistry can be used to understand problems of human health, agriculture, and the environment. The potential and limits of knowledge in the discipline are also considered. The coursework for the major will prepare the student for further study in graduate school (in either biology or chemistry), or professional school (medical, veterinary, etc.), and for entry into other careers in the life and chemical sciences (i.e. pharmaceutical/biotech industry).

Training in biochemistry at the undergraduate level is based upon a firm foundation in the basic sciences and mathematics with an emphasis on research as part of the classroom experience. Core courses introduce the student to the principles that organize and maintain the complex inter-workings of living cells and organisms. Knowledge of basic cell structure and of the molecules of which cells are composed is required. Topics in the biochemistry courses range from protein structure in BCHM 36600 BASIC BIOCHEMISTRY-W/LAB to cancer biology in BCHM 36800 INTERMED BIOCHEMISTRY-W/LAB.

• Biochemistry Major (p. 230)
• Entrepreneurship Minor - Biochemistry (p. 231)

Faculty

Steven P Romberger, (2014) Assistant Professor of Chemistry; Director Biochemistry Program
B.S., Susquehanna University;
Ph.D., Pennsylvania State University
rombergersp@hiram.edu

Course Descriptions

BCHM 18000: WKSP: 1 Hour(s)
WORKSHOP~ Workshops may be taken Pass/No Credit only. Students may take no more than nine workshops for credit toward graduation. Workshops can be used as elective credit only.

BCHM 28000: SEM:: 1-4 Hour(s)
SEMINAR~

BCHM 28100: INDEPENDENT STUDY: 1-4 Hour(s)
INDEPENDENT STUDY~

BCHM 29800: FIELD EXPERIENCE: 1-4 Hour(s)
FIELD EXPERIENCE~

Biochemistry

Program Website: http://www.hiram.edu/biochem (http://www.hiram.edu/biochem/)
**Biochemistry Major**

**BCHM 36600: BASIC BIOCHEMISTRY-W/LAB: 4 Hour(s)**
BASIC BIOCHEMISTRY-W/LAB~ Biochemistry studies the molecules and chemical reactions in living organisms. Topics include the structure and chemical properties of major macromolecules (carbohydrates, lipids, nucleotides) of living organisms, the role of enzymes and enzyme pathways by which these molecules are synthesized and degraded, and the cellular mechanisms which regulate and integrate metabolic processes. The laboratory emphasizes tools of biochemical analysis (protein and lipid isolation, chromatography, electrophoresis, centrifugation, mass spectrometry, enzyme and antibody studies) in an examination of physical, chemical, and biological properties of biologically important molecules. Must register for a BCHM 36600 lab. The breakdown between lecture and lab hours is for administrative office use only. This course may only be taken as 4 credit hours. Prerequisites: CHEM (320 or 32000). This course was previously listed as BIOL/CHEM 366 or 36600.

Prerequisite: (CHEM 320 or CHEM 32000)

**BCHM 36800: INTERMED BIOCHEMISTRY-W/LAB: 4 Hour(s)**
INTERMEDIATE BIOCHEMISTRY-W/LAB~ This course will examine some topics introduced in Basic Biochemistry expounds on the principles learned in Basic Biochemistry to the study of cancer, diabetes, toxicology, drug discovery and environmental and genetic factors to contribute to disease. Pathways associated with these diseases are also studied. Correlatively, students grow cells in the laboratory and study a variety of effects to these cells. Must also register for a BCHM 36800 lab. The breakdown between lecture and lab hours is for administrative office use only. This course may only be taken as 4 credit hours. Prerequisite: BCHM 366 or 36600. This course was previously listed as BIOL/CHEM 368 or 36800.

Prerequisite: (BCHM 366 or BCHM 36600)

**BCHM 38000: SEM:: 4 Hour(s)**
SEMINAR~

**BCHM 38100: SPC TPC:: 4 Hour(s)**
SPECIAL TOPICS~

**BCHM 48000: SENIOR SEMINAR: 1-4 Hour(s)**
SENIOR SEMINAR~

**BCHM 48100: INDEPENDENT RESEARCH: 1-4 Hour(s)**
INDEPENDENT RESEARCH~

**BCHM 48300: RESEARCH TECHNIQUES BIOCHEM: 1-4 Hour(s)**
RESEARCH TECHNIQUES BIOCHEMY~ This course provides an opportunity for collaborative research among students and faculty. No more than six students will work with a faculty member on a defined research project. While the faculty member will guide the research project, all members of the team will work together to delineate the role(s) each will play. Students may use this research as the basis for their senior seminar (Chemistry) or APEX requirement, but only with the prior written consent of the instructor. Previously listed as BIOL/CHEM (483 or 48300).

**BCHM 49800: INTERNSHIP: 4 Hour(s)**
INTERNSHIP~

### Academic Offerings
- Biochemistry Major (p. 230)
- Entrepreneurship Minor - Biochemistry (p. 231)

### Degree Requirements
All students are required to complete overall degree requirements in addition to their major. Please see Degree Completion Requirements (p. 42) for full details for students entering in the 2019-2020 catalog year.

For those students who started at Hiram prior to the 2019-2020 academic year, you will follow the Degree Requirements which are outlined in your catalog of record.

### Major Requirements
Biochemistry majors must complete 15 courses in the natural sciences, not including General Chemistry (CHEM 12000 GEN I:STRUCTURE/BOND-W/LAB:SM, CHEM 12100 GEN II:INTR CHEM ANLS-W/LAB:SM). A student wishing to major in biochemistry must be advised by the biochemistry professor.

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<tr>
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<td>CHEM 12100</td>
<td>GEN II:INTR CHEM ANLS-W/LAB:SM</td>
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<tr>
<td>BIOL 15200</td>
<td>INTRO BIO II/W/LAB:SM</td>
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<td>BIOL 23000</td>
<td>MOLECULAR&amp;CELLULAR BIOL-W/LAB</td>
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<td>BIOL 36500</td>
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<td>CHEM 35000</td>
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<tr>
<td>BCHM 36800</td>
<td>INTERMED BIOCHEMISTRY-W/LAB</td>
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### Elective Courses
Select two of the following:  

- BIOL 32600  ANIMAL PHYSIOLOGY-W/LAB
- BIOL 33800  MICROBIOLOGY-W/LAB
- BIOL 34000  DEVELOPMENTAL BIOL-W/LAB
- BIOL 41500  ADV MOLECULAR BIOL-W/LAB
- CHEM 23000  INTRO TO INORGANIC CHEM-W/LAB
- CHEM 24000  QUANTITATIVE ANALYSIS-W/LAB
- CHEM 35100  PHYSICAL CHEMISTRY II-W/LAB

### Capstone: The Internship Experience
Select one of the following:  

- BIOL 49800  INTERNSHIP
- CHEM 49800  INTERNSHIP
- CHEM 48800  SENIOR SEMINAR

### Required Correlative Courses

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<tr>
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<tr>
<td>PHYS 21300</td>
<td>FUMNTLS OF PHYSICS-W/LAB I:SM</td>
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<tr>
<td>PHYS 21400</td>
<td>FUMNTL OF PHYSICS-W/LAB II:SM</td>
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</table>

Total Hours: 57-60

1 Waived by permission if the student has taken honors biology or received a 4 on the biology placement test.

2 Two upper-level courses in biology or chemistry from among the following allow the student to develop his or her own interests. Other courses may be substituted with the approval of the biochemistry major advisor.
Biochemistry seniors have the option of completing an APEX presentation (BIOL 49800 INTERNSHIP during the fall or spring semester) worth 4 credit hours or a chemistry seminar (CHEM 48000 SENIOR SEMINAR) during spring semester worth one credit hour.

Courses in mathematics and physics provide the biochemistry student with important quantitative tools and a solid understanding of physical concepts important to biochemistry.

Capstone: The Internship Experience

The internship experience provides laboratory experience in different disciplines within biochemistry (biological, chemical, and medical research) and may be completed on or off campus. The student gives a presentation of the research project to fellow students, faculty, and other interested people. The student also writes a paper, in scientific journal format, about the research.

Typical Schedule - see Pathway

Pathway

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<tr>
<th>Course</th>
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<td>INTRO TO ORGANIC CHEM-W/LAB</td>
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<td>PHYS 21300</td>
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Entrepreneurship Minor - Biochemistry

Minor Requirements

Students interested in entering the biotechnology and pharmaceutical industries will also greatly benefit from a minor in entrepreneurship.
In an increasingly complex global society, the ability to think “outside the box” and to integrate concepts, knowledge, and skills from the subject of biochemistry is invaluable as students prepare to thrive in the biotechnology and pharmaceutical industries. Students are taught to infuse scientific concepts and research experience with entrepreneurial thinking as part of the program. Students also learn the importance of networking and how science is best served through an interdisciplinary approach.

The entrepreneurship minor will enable any interested student to create an entrepreneurial focus to complement and enhance the biochemistry major. The 20-22 credit minor consists of:

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<td>ENTR 32100</td>
<td>INTEGRATIVE ENTREPRENEURSHIP</td>
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</table>

**Elective Courses**

Select two elective courses 1

6-8

Total Hours

17-19

1 Chosen in consultation with a faculty advisor, and an experiential learning requirement, which can be integrated with the capstone experience described under the biochemistry major.

Students who are interested in the life sciences and have yet to declare a major may consider biology or one of its closely related programs.

Biology students have the option of pursuing a major or a minor in the program.

- Biology Major (p. 240)
- Biology Minor (p. 242)
- Natural History Minor - Biology (p. 243)

**The Biology Curriculum**

To complete a degree in biology, students must take a minimum of 45 credit hours of coursework, spread over six core classes, three electives, and three correlative courses taken from other disciplines on campus.

**Faculty**

Jennifer Clark, (2012) Associate Professor of Biology; Director, Northwoods Field Station; Director of Academic Programs, James H. Barrow Biological Field Station; Co-director Hiram College FrogWatch USA Chapter

B.S., Ph.D., Kent State University
clarkjm@hiram.edu

Cara Constance, (2008) Associate Professor of Biology

B.A., Hiram College; Ph.D., University of Virginia
constancecm@hiram.edu

Bradley Goodner, (2001) Director of the School of Health & Medical Humanities; Professor of Biology; Edward J. Smerek Chair of Mathematics, the Sciences, and Technology; Director of Center for Scientific Engagement

B.S., Texas A&M University; Ph.D., Purdue University
goodnerbw@hiram.edu

Nicolas Hirsch, (2008) Director of the School of Science & Technology; Associate Professor of Biology

B.A., University of Chicago; Ph.D., University of California, San Diego
hirschn@hiram.edu

Thomas Koehnle, (2007) Associate Professor of Biology; Neuroscience Program Coordinator

B.S., Ohio University; Ph.D., University of California, Davis
koehnletj@hiram.edu

Julie M Maxson, (2012) Visiting Assistant Professor

B.S., M.S., University of Dayton; Ph.D., Purdue University
maxsonjm@hiram.edu

**Biology**

**Program Website:** http://www.hiram.edu/biology (http://www.hiram.edu/biology/)

**Introduction**

Do you have an interest in plants, animals, fungi, and bacteria? Are you driven to explore all aspects of life in both the laboratory and in the field? Are you interested in molecules, cells, organisms, ecosystems, and evolution? Hiram students begin their studies of biology by developing comprehensive knowledge about life processes on the ecosystem, organismal, cellular, and molecular levels. Our faculty members help students focus that knowledge within deeper fields of specialization, such as animal behavior, biochemistry, molecular biology, human anatomy, neuroscience, ecology, genomics, and systemsatics. We encourage our students to explore the numerous fields of study available to biologists before identifying an area on which to concentrate, including interdisciplinary programs such as biochemistry, biomedical humanities, and neuroscience. This exploration takes place in the classroom, in the laboratory, in the field, and between faculty members and students.

Students majoring in biology at Hiram College participate in a curriculum that culminates in the APEX capstone experience. APEX is defined as ‘the highest point’ and our curriculum is designed to provide each student with the foundation and depth necessary to advance to the highest levels of any career path they pursue, whether they begin with graduate education, professional school, or a first job. The curriculum does this by ensuring a broad background in biology as well as allowing the student significant flexibility and choice as he or she matures within the discipline. All students practice problem solving, critical thinking, and the scientific method within a dynamic, challenging, and supportive scholarly environment.
Course Descriptions

**BIOL 10100: BEGINNING FIELD BIOLOGY-W/LAB:SM** 4 Hour(s)
BEGINNING FIELD BIOLOGY-W/LAB:SM~ An introduction to various ecosystems in temperate, tropical, desert, montane, and marine environments covering the diversity of plant and animal species and their structural and functional adaptations. Each time the course is offered it concentrates on a particular geographic area and its distinctive habitats and organisms, interactions and interrelationships among the organisms, and the abiotic factors that constrain populations. Designed for students majoring outside the sciences who have taken no other biology courses. Cannot be counted toward a biology major. Student must also register for a BIOL 10100 lab. The breakdown between lecture and lab hours is for administrative office use only. This course may only be taken as 4 credit hours. This course fulfills the Experimental Scientific Methods requirement.
Core: Experimental Scientific Method

**BIOL 10200: BIOLOGY OF THE SQUIRREL:SM** 3 Hour(s)
BIOLOGY OF THE SQUIRREL:SM~ This course is designed for nonmajors. Students taking this course will receive an intensive introduction to general problems in the study of behavioral ecology, with a specific focus on foraging, defensive behavior, social behavior, reproduction, habitat selection, and physiology. How does body size determine food choices? How do individuals living in the same area cooperate or do battle to establish territory? How does the diversity of species in the environment impact the choice of home range? How can small animals escape from, or cope with, predation? The Eastern Gray Squirrel will serve as a model species in this course. Students will read extensively in the primary and secondary literatures of animal behavior and behavioral ecology. All students will carry out a field based project studying the behavior and ecology of the gray squirrel. Appropriate for non-majors. This course fulfills the Experimental Scientific Methods requirement.
Core: Experimental Scientific Method

**BIOL 10300: EVIDENCE BASED MEDICINE:SM** 3 Hour(s)
EVIDENCE BASED MEDICINE:SM~ Do cell phones cause cancer? Do aluminum cooking pots cause Alzheimer’s disease? Does taking vitamins actually reduce the incidence of cancer? Students taking this course will receive an introduction to the history of study of microbes, vitamins, and environmental toxins. The course will emphasize the roles of investigators, data analysis, and differing interpretations of evidence in the expansion of the Germ Theory of disease, the death of Vitalism, and the explication of the development of modern toxicology. Each student will build a collection of scientific literature related to one of these health topics, and evaluate a medical hypothesis for their final project in the class. This course will help to train beginning students in some basic theories in and history of biology, and prepare them to advance into upper division coursework related to medicine or other health careers, as well as fulfill the general education goals for scientific literacy and methods. Appropriate for non-majors. This course fulfills the Scientific Methods requirement.
Core: Experimental Scientific Method

**BIOL 12500: PRINCIPLES & EXPERIMENTS NONMJR:SM** 4 Hour(s)
TOPICS IN BIOLOGY: PRINCIPLES AND EXPERIMENTS FOR NON-MAJORS: SM~ This course takes both a concept-based and hands-on approach to learning the basic principles and unifying concepts of biology. Students will experience scientific exploration and inquiry and the rigor of the scientific method by applying biological theories to experimental data collected during the course. Further, a special focus on interpretation of results and their application to broad scale consequences will emphasize the importance of biological systems to everyday life. Specific topics of study will be chosen by the instructor. Appropriate for non-majors.
Core: Experimental Scientific Method

**BIOL 13100: ANATOMY/PHYSIOLOGY I:W/LAB** 4 Hour(s)
HUMAN ANATOMY AND PHYSIOLOGY I:W/LAB~ This course will familiarize students with the fundamental principles involved in the structure and function of the human body. Topics include basic cell biology and tissue structure. The course will also cover the structure and function of the skeletal, muscular, circulatory, and nervous systems. The laboratory includes study of the human skeleton, muscles, brain, animal dissection, and experiments in human physiology. This is the first part of a two-semester course. Includes a 3-hour lab. Students must register for a BIOL 13100 lab. The breakdown between lecture and lab hours is for administrative office use only. This course may only be taken as 4 credit hours. Corequisite: Chemistry 10500, Nursing students only, or permission of the department.
Prerequisite: CHEM 10500 (may be taken concurrently)

**BIOL 13300: ANATOMY & PHYSIOLOGY II:W/LAB** 4 Hour(s)
HUMAN ANATOMY AND PHYSIOLOGY II:W/LAB~ This is the second of a two semester sequence on the form and function of all of the systems of the human body. BIOL 13300 will cover the digestive, respiratory, urinary, cardiovascular, immune, and reproductive systems. Endocrinology, blood chemistry, and metabolism will also be covered. Includes a 3 hour lab.
Prerequisite: Biology 13100, Chemistry 10500 or permission. Students must register for a BIOL 13300 lab. The breakdown between lecture and lab hours is for administrative office use only. This course may only be taken as 4 credit hours.
Prerequisite: (BIOL 131 or BIOL 13100) and CHEM 10500

**BIOL 15100: INTRO BIO I:W/LAB:SM** 4 Hour(s)
INTRODUCTORY BIOLOGY I: BIODIVERSITY, ECOLOGY & EVOLUTION-W/LAB~ An introduction to the scientific process as exemplified by the study of ecology and evolution. The scientific process will be dissected to understand how scientists make progress in understanding nature works and how science differs from other ways of human understanding. Ecology, the sum of the interactions of organisms with their living and nonliving environment, and evolution, how organisms change and adapt to their surroundings over time, will be explored using examples from all kinds of organisms. Laboratory experience will include many opportunities to work on various aspects of the scientific process (hypothesis generation, data gathering and analysis, hypothesis testing) through a focus on the diversity of life at the James H. Barrow Field Station. Students must register for a BIOL 15100 lab. The breakdown between lecture and lab hours is for administrative office use only. This course may only be taken as 4 credit hours.
Core: Experimental Scientific Method
BIOL 15200: INTRO BIO II W/LAB:SM: 4 Hour(s)  
INTRODUCTORY BIOLOGY II: STRUCTURE AND FUNCTION OF ORGANISMS, CELLS & MOLECULES-W/LAB:SM~ The purpose of this course is to explore the myriad ways organisms reproduce, develop, acquire nutrients and energy, manage waste, respond to the environment, and exhibit distinctive adaptations that have resulted from evolution. One recurring key concept is the conservative nature of all life’s processes in all organisms. This is evident in the similarities found in primary energy metabolism (i.e., cellular respiration and photosynthesis), other aspects of metabolism (biomolecular building blocks and the macromolecules they form), reproduction, protein synthesis, energy flow and nutrient cycling, and managing/ regulating water intake and retention. All organisms also detect and respond to their environment on many levels (orgasmal, organ, cellular, and subcellular), and biologists find both similarities and differences among all of life in these respects. Prerequisite: BIOL 15100 or permission. This course fulfills the Experimental Scientific Methods requirement. Students must register for a BIOL 15200 lab. The breakdown between lecture and lab hours is for administrative office use only. This course may only be taken as 4 credit hours.  
Prerequisite: BIOL 15100  
Core: Experimental Scientific Method

BIOL 18000: WKSP: 1 Hour(s)  
WORKSHOP~ This workshop will provide the opportunity for students to examine a special topic in Biology. Through readings, discussions and written assignments there will be opportunities to evaluate the topic at issue. Workshops may be taken Pass/No Credit only. Students may take no more than nine workshops for credit toward graduation. Workshops can be used as elective credit only. (For PGS students only.)

BIOL 20100: TOPICS IN MEDICAL RESEARCH: 4 Hour(s)  
TOPICS IN MEDICAL RESEARCH ~ This course is for freshmen who are interested in a science major and/or preparation for professional school (health professions) or graduate school in a scientific field. Students will learn how to read cutting edge primary literature on the topics of cancer therapies, stem cell research and therapeutic use, and how information from the Human Genome Project is being used to treat disease. For each of these topics, you will be introduced to a current primary literature article describing the recent progress made in these areas of research. In the lab, you will be learning how to perform genetic engineering, and will also use a technique on your own DNA to identify genetic differences between individuals. The overall goal of this course is to give you the experience you need to be competitive for summer undergraduate research internships, which are essential both for students interested in professions in the health sciences and for students interested in future graduate studies in the sciences. It is most appropriate for students who are thinking about a major or minor in Biology, Biomedical Humanities, Biochemistry, Chemistry, or Neuroscience.  
Prerequisite: (BIOL 151 or BIOL 15100) or (CHEM 120 or CHEM 12000)

BIOL 20500: SOUTH AFRICA:PREQUEL: 1 Hour(s)  
SOUTH AFRICA:PREQUEL ~ This 1 credit hour course is a prerequisite for INTD 30140 CHANGING LANDSCAPES: INTEGRATING SOCIOLOGICAL AND ECOLOGICAL LANDSCAPES IN AN EXPLORATION OF CONTEMPORARY ISSUES IN SOUTH AFRICA.

BIOL 20900: INSECTS AND SOCIETY:ES: 3 Hour(s)  
INSECTS AND SOCIETY:ES~ Insects are the most successful animals on earth: they have the greatest species diversity, they occur nearly everywhere, and they have been impacting humans since the start of civilization. Sometimes these impacts are positive (e.g., pollination), sometimes they are negative (e.g., disease). It has been this way throughout recorded history and will continue to be this way for the foreseeable future. This course begins with a brief introduction to insect biology, which is presented so that all students can be engaged, not just those majoring in the life sciences. Topics include the impacts of insects on our food, homes, and health, as well as the influence of insects on culture, world history, and the long-term maintenance of the earth’s critical support systems. Ethical issues that directly or indirectly involve insects are discussed throughout the course and students evaluate how insects are valued by society, how these values are developed, and whether these values are justified. Appropriate for non-majors. This course does not count toward a Biology major or minor. This course fulfills the Meaning, Ethics, and Social Responsibility requirement.  
Core: Meaning/Ethics/Soc Responsibil

BIOL 21000: RESEARCH DESIGN & ANALYSIS:SM: 4 Hour(s)  
RESEARCH DESIGN AND ANALYSIS:SM ~ This course provides a thorough introduction to the research methods, analysis techniques, and writing style used in psychological science. Topics include a review of the scientific method and ethical concerns, problems of definition, measurement, reliability and validity, descriptive and inferential statistics, experimental designs and control procedures. Students will engage in hands-on experience in how psychologists conduct human behavioral research, with an emphasis on methods, computational analyses, and the interpretation of data for a scientific and a lay audience. This course is a required course for all psychology majors and minors, and is a prerequisite for many other content courses offered by the Psychology Department. Additionally, you must receive at least a ‘C’ in this course for it to count towards a psychology major or minor. This course fulfills the Scientific Methods (SM) Distribution Requirement. Prerequisites: PSYC (101 or 10100) or IES 10100  
Prerequisite: PSYC 10100 or IES 10100  
Core: Experimental Scientific Method

BIOL 21300: SYS OF NON-VASC PLANTS-W/LAB: 4 Hour(s)  
SYSTEMATICS OF NON-VASCULAR PLANTS-W/LAB~ Classification, identification, ecology, evolution, and comparative morphology of non vascular plants, including algae, fungi, lichens and bryophytes. Emphasis on the evolutionary development in complexity of structure and of reproductive patterns. Current concepts of kingdoms of organisms are also covered. Field work includes identification of mushrooms appearing here in early fall and bryophytes. Individual projects combine basic ecological principles with the study of the local flora. Students must also register for a BIOL 21300 lab. Prerequisites: Biology 151 or 15100, 152 or 15200, or permission. The breakdown between lecture and lab hours is for administrative office use only. This course may only be taken as 4 credit hours.  
Prerequisite: (BIOL 141 or BIOL 14100 or BIOL 151 or BIOL 15100) and (BIOL 142 or BIOL 14200 or BIOL 152 or BIOL 15200)
**BIOL 21500: EXPERIMENTAL METHODS:SM** 4 Hour(s)

EXPERIMENTAL METHODS:SM - This course provides a thorough introduction to the research methods, analysis techniques, and writing style used in psychological science. Topics include a review of the scientific method and ethical concerns, problems of definition, measurement, reliability and validity, descriptive and inferential statistics, correlational research, experimental designs and control procedures. Laboratories will provide hands-on experience in how psychologists conduct human behavioral research, with an emphasis on methods, computational analyses, and the interpretation of data. Prerequisite: PSYC 10100. Also listed as BIOL 21500. This course fulfills the Experimental Scientific Methods requirement.

Prerequisite: (PSYC 101 or PSYC 10100)

Core: Experimental Scientific Method

**BIOL 22300: VERTEBRATE BIOLOGY-W/LAB** 4 Hour(s)

VERTEBRATE BIOLOGY-W/LAB - An introduction to the vertebrates. Five representative vertebrate dissections with major emphasis on mammalian anatomy in comparison with other forms. The ethology and life cycles, significance in evolution, comparative morphology and taxonomy of the vertebrates are studied in the laboratory, zoological gardens, museums, and James H. Barrow Field Station. Local field trips in the spring. Must also register for a BIOL 23000 Lab component. The breakdown between lecture and lab hours is for administrative office use only. This course may only be taken as 4 credit hours. Prerequisites: Biology 151 or 15100, 152 or 15200, or permission.

Prerequisite: (BIOL 141 or BIOL 14100 and BIOL 142 or BIOL 14200) or (BIOL 151 or BIOL 15100 and BIOL 152 or BIOL 15200)

**BIOL 22700: INTRO TO NEUROSCIENCE** 4 Hour(s)

INTRODUCTION TO NEUROSCIENCE - Introduction to neuroscience is a laboratory-based course designed to orient students to the many approaches to neuroscience. In addition to covering the development, evolution, anatomy, and physiology of the nervous system, students will learn about cell and molecular, cognitive and behavioral, computational, and philosophical approaches to the study of the brain. The lecture component of the course emphasizes finding, using, and criticizing primary sources in each domain of neuroscience. The lab component comprises two major original research projects designed, carried out, summarized, and presented by students based on topics that interest them in the lecture component. Students must register for a BIOL 22700 lab. Prerequisite: CHEM 120 or 12000 and PSYC 101 or 10100. CHEM 120 or 12000 is not mandatory, you may ASK instructor for permission. PSYC 101 or 10100 is mandatory.

Prerequisite: (CHEM 120 or CHEM 12000) or (PSYC 101 or PSYC 10100)

**BIOL 23000: MOLECULAR&CELLULAR BIOL-W/LAB** 4 Hour(s)

MOLECULAR AND CELLULAR BIOLOGY-W/LAB - An introduction to the structure and function of proteins and other biological macromolecules, and the fundamentals of cell biology. In addition to traditional lecture, discussion of experiments and problem solving will be components to learning. The major topics discussed in the course will include: 1) The building blocks of a functional cell; 2) cellular components and organization; 3) cell signaling; and 4) cell growth and cell death. Lab will provide hands-on experience with common molecular biology techniques and the opportunity to do original research. Offered every fall 12 week term. Prerequisites: Biology 151 or 15100 and 152 or 15200 (must pass with C- or better); and Chemistry 120 or 12000 and 121 or 12100. Biology 151 or 15100 and/or Chemistry 121 or 12100 may be taken concurrently. Student must also register for a BIOL 23000 lab.

Prerequisite: BIOL 151 (may be taken concurrently) or BIOL 15100 (may be taken concurrently) and BIOL 152 or BIOL 15200 and CHEM 120 or CHEM 12000 and CHEM 121 (may be taken concurrently) or CHEM 12100 (may be taken concurrently)

**BIOL 23400: ANATOMY & PHYSIOLOGY-W/LAB** 4 Hour(s)

HUMAN ANATOMY AND PHYSIOLOGY-W/LAB - The fundamental principles involved in the structure and function of the human body. Topics include biochemistry, cell structure, tissue histology, and structure and function of the integumentary, skeletal, nervous, immune, circulatory, respiratory, digestive, urinary, reproductive and endocrine systems. Laboratory includes study of the human skeleton and anatomy of the cat and simple experiments in human physiology. Prerequisites: Biology 141 or 14100 or 120 or 12000, Chemistry 115 or 11500 or 120 or 12000. Students must also register for a BIOL 23400 lab. The breakdown between lecture and lab hours is for administrative office use only. This course may only be taken as 4 credit hours.

Prerequisite: (BIOL 141 or BIOL 14100 or BIOL 120 or BIOL 12000) and (CHEM 115 or CHEM 11500 or CHEM 120 or CHEM 12000)

**BIOL 23800: MEDICAL MICROBIOLOGY-W/LAB** 4 Hour(s)

MEDICAL MICROBIOLOGY-W/LAB - An introduction to bacterial pathogens, eukaryotic parasites, and viruses with an emphasis on medical applications. Key lecture topics include controlling microbial growth, how prokaryotes differ from eukaryotes, bacterial diversity and identification, bacteria normally found on and in the human body, connecting specific pathogens and parasites to human diseases, blood cell types, innate and adaptive immunity, HIV and AIDS, autoimmunity and hypersensitivity, and vaccines. Lab topics include sterile technique, antiseptics and handwashing, Gram stain, bacterial identification, epidemiology, blood cell counts, and antibody-based medical applications. Prerequisites: Biology 133 or 13300 and Chemistry 162 or 16200 Student must also register for BIOL 23800 lab.

Prerequisite: BIOL 133 or BIOL 13300 and CHEM 10500
BIOL 25000: INTRO WILDLIFE MGMT-W/LAB:SM: 4 Hour(s)
INTRODUCTION TO WILDLIFE MANAGEMENT AND TECHNIQUES-W/LAB:SM~ Human population, attitudes, land use, and climate changes are explored in relation to wildlife. Game and non-game species management plans are reviewed. Laws, values, ethics, endangered species, zoos, and poaching are a few of the topics studied. Major substantive questions regarding future habitat and species decline are examined. The student will develop a better understanding of the relationships between wildlife and humans for food, space, habitat and, ultimately, survival. Laboratories will cover management techniques and wildlife identification, and will include field experience. Appropriate for non-majors. Must also register for a lab. Prerequisites: NONE. Also listed as Environmental Studies 250 or 25000. This course fulfills the Experimental Scientific Methods requirement.
Core: Experimental Scientific Method

BIOL 25500: SERVICE LEARNING:FROGWATCH USA: 2 Hour(s)
FROGWATCH~ In the spring of 2013, Hiram College initiated a citizen science program at the James H. Barrow Field Station as an Association of Zoos and Aquariums FrogWatch USA Chapter. In this 2 credit hour seminar, students will learn about native amphibian species and their wetland habitats, and what factors threaten amphibian populations. We will train students how to identify frog species by their calls and how to conduct a survey and record and submit survey data. In addition, we will develop educational information for the public about native amphibian species and will recruit community members to the program. Once the calling season commences, we will conduct surveys at wetland sites at the James H. Barrow Field Station. The overall goal of this course is to develop a Hiram student-led citizen science program that will help to increase scientific literacy in our community, contribute to amphibian conservation, and to collect long-term, large-scale data on amphibian populations in Portage County.

BIOL 25600: FROGWATCH USA:ES: 3 Hour(s)
FrogWatch USA:ES ~ Citizen science program for amphibian conservation ~ In the spring of 2013, Hiram College became one of more than 100 FrogWatch USA Chapters in the nation. “FrogWatch USA is AZA’s citizen science program and provides individuals, groups, and families opportunities to learn about wetlands in their communities by reporting on the calls of local frogs and toads.” In this course, students will learn about the biology of amphibian species and their wetland habitats and conservation of species in the face of climate change and human-induced habitat destruction. Since this is an Ethics and Social Responsibility (ES) course, we will focus on the value of amphibians in human society and the consequences of our actions on amphibian populations. As part of the Service Learning component, students will be trained using FrogWatch USA standards to identify frog and toad species by their call, conduct surveys, and record and submit survey data to the national database having the opportunity to become a certified FrogWatch USA volunteer upon passing of an audio and written assessment. Students will also develop and lead community service projects that will help increase scientific literacy related to amphibian conservation in the local area.
Core: Meaning/Ethics/Soc Responsibil

BIOL 26100: SCIENCE&ETHICS HUMAN CLON:ES: 4 Hour(s)
SCIENCE AND ETHICS OF HUMAN CLONING:ES~ Imagine a college faculty of Einsteins, or an entire basketball team of LeBron Jameses. Can it be done? Should it be done? What purpose would it serve? These are some of the questions that need to be addressed now that human cloning is cloning is closer than ever to reality. Beginning with a thorough analysis of the biological basis of cloning, this course will go on to explore the ethical arguments on all sides of the human cloning debate. The religious, social, and political issues surrounding human cloning will be discussed, using American and international examples. Appropriate for non-majors. This course fulfills the Meaning, Ethics, and Social Responsibility requirement.
Core: Meaning/Ethics/Soc Responsibil

BIOL 26300: UNDERSTANDING GENES/GENOME:SM: 4 Hour(s)
UNDERSTANDING YOUR GENES AND GENOME:SM ~ Humans have long known that children look like their parents and other ancestors, but it is only in the last century or so that we have come to understand why. Genetics is critical to all life on Earth, but we usually focus on ourselves. This course will introduce you to modern genetics, what we know and how we know it, and how genetics applies to everyday human life and to key decisions in life. This course will help you understand your family history, your medical history, and potentially the future for you and your children and their children. No biology background required. Basic math skills (simple algebra and simple probabilities) will be taught because biology, and especially genetics, is quantitative. Appropriate for non-majors.
Core: Experimental Scientific Method

BIOL 26500: HUMAN GENETICS-W/LAB:SM: 4 Hour(s)
HUMAN GENETICS-W/LAB:SM~ With the completion of the Human Genome Project, it has become increasingly important to consider how changes in our DNA result in disease. This course will focus on understanding contemporary human genetics. We will begin with the Human Genome Project, to gain an understanding of the composition of hereditary material, and of the ways in which genes are expressed into protein. The effects of mutation at the levels of the chromosome and the gene will be examined in order to understand how disease results from changes in DNA sequence. We will then focus on inheritance through replication and the process of meiosis, and will progress to a discussion of classical Mendelian inheritance patterns. Exceptions to simple inheritance patterns will be considered, such as the effects of the environment, sex-linked genes, multifactorial traits, and the ways in which genetics influences behavior. The laboratory will focus on current technology used in genetic testing, mutational analysis, and Mendelian inheritance patterns. Students must also register for BIOL 26500 lab. This course fulfills the Experimental Scientific Methods requirement. Freshmen/Sophomores ONLY.Appropriate for non-majors.
Core: Experimental Scientific Method
Biol 26600: Human Genetics-No Lab: 4 Hour(s)
Human Genetics-No Lab--With the completion of the Human Genome Project, it has become increasingly important to consider how changes in our DNA result in disease. This course will focus on understanding contemporary human genetics. We will begin with the human genome project, to gain an understanding of what the hereditary material is composed of, and how genes are expressed into protein. The effects of mutation at the level of the chromosome and the gene will be examined in order to understand how disease results from changes in DNA sequence. We will then focus on inheritance through replication and the process of meiosis, then discuss classical Mendelian inheritance patterns. Exceptions to simple inheritance patterns will be considered, such as the effects of the environment, sex-linked genes, multifactorial traits, and how genetics influences behavior. Additional topics will include the scientific and social aspects of genetic testing, genetic therapy, and reproductive technologies.

Biol 27800: Ecology-W/Lab: 4 Hour(s)
Ecology-W/Lab--In this introductory course we explore the relationships of organisms to one another and their environment. Topics may include climatology, biomes, terrestrial and aquatic ecosystems, biogeography, species interactions, population biology, community structure and dynamics, niche theory, energy flow and nutrient cycles, landscape ecology, and other relevant concepts that provide a basis for ecological understanding and investigation. The course includes lecture and laboratory components. Labs emphasize the application of the scientific method and the development of skills related to sampling and data interpretation, and will include outdoor field work. Cross-listed with Esvt 27800.
Prerequisite: (Intd 225 or Intd 22500) or (Biol 151 or Biol 15100)

Biol 28000: SEM: 4 Hour(s)
Seminar--An introduction to selected topics of current interest in biology. The breakdown between lecture and lab hours is for administrative office use only. This course may only be taken for the amount of credit hours listed for the lecture.

Biol 28100: Independent Study: 1-4 Hour(s)
Independent Study--A student selects a professor whose interests are compatible with the student’s. They develop a program of investigation of the literature, observations, and applicable techniques in this area. A paper covering these activities is submitted to the sponsoring professor.

Biol 29800: Field Experience: 4 Hour(s)
Field Experience--

Biol 30000: Field Biology-W/Lab: 4 Hour(s)
Field Biology-W/Lab--Study of various ecosystems in temperate, tropical, desert, montane, and marine environments covering the diversity of plant and animal species and their structural and functional adaptations. Each time the course is offered it concentrates on a particular geographic area and its distinctive habitats and organisms, interactions and interrelationships among the organisms, and the abiotic factors that constrain populations. May be taken more than once for credit if taken in different geographic areas, but may serve only once toward a biology major. Students must also register for a Biol 30000 lab. Prerequisites: Biology 141 or 14100, 142 or 14200, or Biology 151 or 15100, 152 or 15200 or permission. The breakdown between lecture and lab hours is for administrative office use only. This course may only be taken as 4 credit hours.
Prerequisite: (Biol 141 or Biol 14100 and Biol 142 or Biol 14200) or (Biol 151 or Biol 15100 and Biol 152 or Biol 15200)

Biol 30500: Avian Biology: 1 Hour(s)
Avian Biology--Avian Biology encompasses the whole of ornithology from evolution and systematics to physiology and neurobiology to behavior and ecology. Birds have been the most-well-studied and documented group of non-primate animals throughout human history. Birds have been the subjects of ground-breaking research from Darwin’s proposal of the theory of evolution to the very recent flood of neuroscience discoveries of brain plasticity and growth. With the acute studies of scientists like Rachel Carson, birds have helped us change the way we look at the environment. In this course, we will survey the state of knowledge of bird biology using ornithological research as an entry point into the fields of evolution, anatomy and physiology, neuroscience, ecology, behavior, and conservation. We will emphasize evolution, phylogenetics, physiology, life history, and behavior. We will begin to build identification and field observation skills. This is the first of two companion courses and provides the foundation for further study of birds in Field Ornithology.
Corequisite: Biol 30600

Biol 30600: Field Ornithology: 4 Hour(s)
Field Ornithology--Field Ornithology involves the active study of birds in the wild and builds on a foundational knowledge of avian biology and evolution. This class focuses on mastering field identification skills (recognizing birds by sight, sound, and behavior) and observing and describing avian diversity, ecology, behavior and conservation. This is a study away course with an extended field trip to ornithological hotspots within the southeastern United States.
Corequisite: Biol 30500

Biol 31000: Fisheries Biology-W/Lab: 4 Hour(s)
Fisheries Biology-W/Lab--A study of factors that determine the health of world fisheries including: biological factors (population cycles, ocean regime changes, competition and predation), land use factors (on-shore development, pollution, estuarine influences, oil spills, water use), political factors (economic and cultural issues, nutritional and fish resource fads and use, recreational issues, international, state and federal issues) and conservation factors (animal rights and resource use issues). Prerequisites: Biol 151/15100 and Biol 152/15200 or Esvt 225/22500 and Esvt 241/24100 or permission. Students must register for a Biol 31000 lab. The breakdown between lecture and lab hours is for administrative office use only. This course may only be taken as 4 credit hours.
Prerequisite: (Biol 151 or Biol 15100 and Biol 152 or Biol 15200) or (Esvt 225 or Esvt 22500) and (Esvt 241 or Esvt 24100)

Biol 32000: Invertebrate Zoology-W/Lab: 4 Hour(s)
Invertebrate Zoology-W/Lab--The rise of animal multicellularity is traced from the precambrian through the various evolutionary radiations of the cambrian explosion to produce a survey of phylogeny, paleobiology, morphology, physiology, development, behavior, and ecology of invertebrates conducted in a comparative manner. Recent advances in our understanding of invertebrate evolution from current primary literature are incorporated into the class. Terrestrial, freshwater and marine forms are studied in lecture, laboratory, and field trip experiences. Evolution of phylum and class adaptive radiations are emphasized. Students must also register for a Biol 32000 lab. The breakdown between lecture and lab hours is for administrative office use only. This course may only be taken as 4 credit hours. Prerequisites: Biology 151 or 15100, 152 or 15200, or permission.
Prerequisite: (Biol 141 or Biol 14100 or Biol 151 or Biol 15100) and (Biol 142 or Biol 14200 or Biol 152 or Biol 15200)
BIOL 32100: PARASITOLOGY-W/LAB: 4 Hour(s)
PARASITOLOGY-W/LAB--Relationships between animal parasites and their hosts from the perspectives of evolution, adaptations, life cycles, parasite damage to hosts, and host defenses against parasites. Molecular to ecological aspects of parasitology are covered. Parasites of wildlife, domestic animals, and humans are studied and the impact of parasitic diseases on human populations worldwide are considered. The laboratory emphasizes techniques of microscopy (light and electron), preparation and identification of specimens, Diagnostic techniques, and life cycle investigations. The breakdown between lecture and lab hours is for administrative office use only. This course may only be taken as 4 credit hours. Students must also register for a BIOL 32100 lab. Prerequisites: Biology 141 or 14100, 142 or 14200, 230 or 23000. Prerequisite: BIOL 141 or BIOL 14100 and BIOL 142 or BIOL 14200 and BIOL 230 or BIOL 23000

BIOL 32600: ANIMAL PHYSIOLOGY-W/LAB: 4 Hour(s)
ANIMAL PHYSIOLOGY-W/LAB--Life processes of animals, including locomotion, metabolism, nutrition and digestion, water balance, excretion, reproduction, endocrine function, circulation, respiration and temperature regulation. Laboratory experiments illustrate these topics with emphasis on physiological techniques, experimental design and analysis and computer simulation and data analysis. The breakdown between lecture and lab hours is for administrative office use only. This course may only be taken as 4 credit hours. Students must also register for a BIOL 32600 lab. Prerequisite: Biology 152 or 15200. Prerequisite: (BIOL 152 (may be taken concurrently) or BIOL 15200 (may be taken concurrently))

BIOL 33000: CELLULAR & MOLECULAR NEUROBIO: 4 Hour(s)
CELLULAR AND MOLECULAR NEUROBIOLOGY--This course is a study of the microscopic parts of the nervous system: the molecular, cellular and developmental aspects of what is arguably the most complex biological system ever studied. We will cover the basic plan of the nervous system, the cellular components of the nervous system (neurons and glia), the electrical properties of neurons, neurotransmitters and synaptic transmission. We will also study the embryonic development of the nervous system, including neurogenesis, axonal pathfinding, neuronal cell death and synapse elimination. In addition, we will discuss primary scientific papers describing fundamental breakthroughs in cellular and molecular neuroscience. Also listed as NEUR (330 or 33000). Prerequisites: BIOL (230 or 23000) or NEUR (227 or 22700). Prerequisite: (BIOL 230 or BIOL 23000) or (NEUR 227 or NEUR 22700)

BIOL 33200: PLANT PHYSIOLOGY-W/LAB: 4 Hour(s)
PLANT PHYSIOLOGY--A study of life processes of plants, including photosynthesis, respiration, translocation, responses to the environment, mineral nutrition, and effects plant hormones. Laboratory experiments illustrate these topics and place special emphasis on long term projects and reports. Student must also register for a BIOL 33200 lab. Prerequisites: Biology 230 or 23000 and Chemistry 220 or 22000 completed or taken concurrently. Offered in alternate years. The breakdown between lecture and lab hours is for administrative office use only. This course may only be taken as 4 credit hours. Prerequisite: BIOL 230 or BIOL 23000 (may be taken concurrently) and CHEM 220 or CHEM 22000

BIOL 33500: EVOLUTION: 3 Hour(s)
EVOLUTION--Examination of the historical development and modern interpretation of evolution and the theories proposed to account for the change of organisms over time. Topics considered include origin and age of the earth; chemical evolution and the origin of life; population genetics, structure, variation, and distribution; adaptation and selection; speciation; evolution above the species level; hybridization; polyploidy; apomixis; homology; and phylogeny. Prerequisite: Biology 365 or 36500. Prerequisite: BIOL 365 or BIOL 36500

BIOL 33800: MICROBIOLOGY-W/LAB: 4 Hour(s)
MICROBIOLOGY-W/LAB--An introduction to microorganisms, focusing on the domains Bacteria and Archaea. Topics include working with microbes, bacterial cell structure, motility and chemotaxis, microbial systematics, metabolic diversity, basics of microbial pathogenesis, and antibiotic resistance. Emphasis on hands-on experience in lab organized around a course-long project. Student must also register for a BIOL 33800 lab. Prerequisite: Biology 230 or 23000. The breakdown between lecture and lab hours is for administrative office use only. This course may only be taken as 4 credit hours. Prerequisite: BIOL 230 or BIOL 23000

BIOL 34000: DEVELOPMENTAL BIOLOGY-W/LAB: 4 Hour(s)
DEVELOPMENTAL BIOLOGY-W/LAB--A comparative study of vertebrate development. Gametogenesis, fertilization, organogenesis of the vertebrate classes, histology of representative tissues, endocrine function in reproductive processes, implantation and review of the major contributions of experimental embryology. Student must also register for a BIOL 34000 lab. Prerequisite: Biology 230 or 23000. The breakdown between lecture and lab hours is for administrative office use only. This course may only be taken as 4 credit hours. Prerequisite: BIOL 230 or BIOL 23000

BIOL 34200: MARINE ECOLOGY-W/LAB: 4 Hour(s)
MARINE ECOLOGY-W/LAB--As an introduction to the ecology of the marine environment, this course will examine the relationships that occur among various marine organisms and their biotic and abiotic environments as well as the methodologies and thinking used to obtain this information. Readings from primary literature and field investigations will explore onshore and offshore marine environments. Students must also register for a BIOL 34200 lab. Prerequisites: BIOL 15100 or BIOL 15200 or BIOL/EVST 27800 or permission. The breakdown between lecture and lab hours is for administrative office use only. This course may only be taken as 4 credit hours. Prerequisite: BIOL 15100 (may be taken concurrently) or BIOL 15200 (may be taken concurrently) or BIOL 27800 (may be taken concurrently) or EVST 27800 (may be taken concurrently)
BIOL 34300: CONSERVATION BIOLOGY-W/LAB: 4 Hour(s)
CONSERVATION BIOLOGY-W/LAB~ Conservation Biology is the study of species diversity in human-impacted landscapes. As human populations grow and the demand for natural resources increases, human activities inevitably erode the integrity of natural ecosystems. This erosion leads to the loss of species, both locally and globally. In this course we will study what biodiversity is, how it arises and why it is important both for ecosystem functions and human well-being. We will also examine how human economic activities impact the natural world, the ecological mechanisms at work in the process of species extinction, and how research in conservation biology has led to the development of ways to halt or even reverse species loss. Student must also register for a BIOL 34300 lab. A revised version of this course is offered as EVST/BIOL 34400 for three (3) hours. This course is also listed as Environmental Studies 34300. Prerequisite: EVST/BIOL (241 or 24100) or BIOL (341 or 34100) or permission. The breakdown between lecture and lab hours is for administrative office use only. This course may only be taken as 4 credit hours. Prerequisite: (BIOL 278 or BIOL 27800) or (EVST 278 (may be taken concurrently) or EVST 27800)

BIOL 34600: ANCIENT FORESTS & GREAT TREES: 1 Hour(s)
ANCIENT FORESTS AND GREAT TREES ~ Ninety-eight percent of the world's old-growth forests are gone. Whether humans presently living on the Earth are aware of it or not, we are witnessing what ultimately may come to be known as The Age When the Ancient Forests Disappeared. For a panoply of human-caused reasons, forests everywhere are in mortal peril. The course will conduct an interdisciplinary exploration of the subject at two levels of analysis: biological and societal. The following key dimensions of this theme will benefit from these distinct perspectives: 1) the way that the ancient forests of the world came into being and to function in their mature state; 2) the threats – nearly all of which are the product of human activity – that now imperil these ancient forests; 3) what might be done – by citizens, interest groups, and policymaking bodies at different levels of government – to ensure that what remains of our planet's ancient forests are kept from oblivion. This course serves as a prerequisite to "Taking to the Trees" (INTO 30320), a study away trip to the Pacific Northwest and West Coast in the subsequent three-week term, and begins students’ examination of ancient forests and great trees.

BIOL 36500: GENETICS-W/LAB: 4 Hour(s)
GENETICS-W/LAB~ A problem-based introduction to classical and molecular genetics. Key sections of the course are what are genes and how do they work, how are genes transmitted between generations, how is gene expression regulated, and how do genes change. Lab will provide hands-on experience with experimental approaches to these same questions and using those approaches to address a novel research project. Students must also register for a BIOL 36500 lab. Prerequisite: Biology 230 or 23000. The breakdown between lecture and lab hours is for administrative office use only. This course may only be taken as 4 credit hours. Prerequisite: BIOL 230 or BIOL 23000

BIOL 37800: IMMUNOLOGY: 3 Hour(s)
IMMUNOLOGY~ This course will examine the molecular and cellular basis of immunity in vertebrates including the differences and connections between innate and adaptive immunity, recognition of self and non-self, role of signaling molecules, disorders of the immune system and current immunotherapies. Prerequisites: Biology 230 or 23000 completed or taken concurrently. Prerequisite: (BIOL 230 (may be taken concurrently) or BIOL 23000 (may be taken concurrently))

BIOL 38000: SEM:: 4 Hour(s)
SEMINAR~ Includes various topics or upper level specialty courses. Prerequisites: Junior standing and permission.

BIOL 38100: SPC TPC:: 1-4 Hour(s)
SPECIAL TOPIC~

BIOL 41500: ADV MOLECULAR BIOLOGY-W/LAB: 4 Hour(s)
ADVANCED MOLECULAR BIOLOGY-W/LAB~ This course is designed to deepen understanding of the molecular processes of cells. The material builds on that from previous courses with respect to a few selected topics. Lab focuses on using molecular techniques to address novel research projects. Students must also register for a BIOL 41500 lab. Prerequisites: Biology 230 or 23000 and Chemistry 220 or 22000. The breakdown between lecture and lab hours is for administrative office use only. This course may only be taken as 4 credit hours. Prerequisite: BIOL 230 or BIOL 23000 and CHEM 220 or CHEM 22000

BIOL 41510: ADVANCED MOLECULAR BIOLOGY: 4 Hour(s)
ADVANCED MOLECULAR BIOLOGY~ This course is designed to deepen understanding of the molecular processes of cells. The material builds on that from previous courses with respect to a few selected topics. Lab focuses on using molecular techniques to address novel research projects. Non-lab. Prerequisite: Biology 365 or 36500 or 366 or 36600 or permission of instructor. Offered irregularly. Prerequisite: (BIOL 365 or BIOL 36500) or (BIOL 366 or BIOL 36600)

BIOL 48000: SENIOR SEMINAR: 1-4 Hour(s)
SENIOR SEMINAR~ Includes various topics or upper level specialty courses. Prerequisites: senior standing and permission.

BIOL 48100: INDEPENDENT RESEARCH: 1-4 Hour(s)
INDEPENDENT RESEARCH~ Students who have an original idea or topic for research may solicit support from a sponsoring faculty member and carry out the research. The student must submit a research proposal to his or her faculty research advisor, outlining the research problem, the methods to be used, possible results, and an estimate of the resources needed. The student will submit a final report to the sponsoring faculty member and a public presentation to the department if he or she is using this for the apprenticeship. Prerequisites: junior or senior standing and permission.

BIOL 48110: APPRENTICESHIP EXPERIENCE: 2 Hour(s)
SENIOR SEMINAR: APPRENTICESHIP EXPERIENCE IN BIOLOGY~ Students enrolled in this course will present research on a biological topic in both a written and oral format. Research must be approved by either the student's faculty advisor or the faculty member directing the research, internship, or student teaching. Oral presentations will be given to faculty and students. Research papers will be presented in a scientific format (manuscript, technical report, etc.).

BIOL 49800: INTERNSHIP: 4 Hour(s)
INTERNSHIP~ This apprenticeship provides field experience in various areas of biology and is typically done off campus. A student selects an internship in consultation with a departmental advisor. Internships are tailored to help students gain experience for a career in biology. Students are placed in zoological and botanical gardens, biological field stations, universities, hospitals, government agencies, and private institutions, with emphasis on practical application of biology. Each student submits to the faculty advisor a journal of his or her daily activities and a paper that succinctly details the most important aspects of the internship. Each student also gives a public presentation to the department if he or she is using this for apprenticeship.
Academic Offerings
- Biology Major (p. 240)
- Biology Minor (p. 242)
- Natural History Minor - Biology (p. 243)

Biology Major

Degree Requirements
All students are required to complete overall degree requirements in addition to their major. Please see Degree Completion Requirements (p. 42) for full details for students entering in the 2019-2020 catalog year.

For those students who started at Hiram prior to the 2019-2020 academic year, you will follow the Degree Requirements which are outlined in your catalog of record.

Major Requirements

Correlative Courses
Success in the discipline of biology requires some additional training beyond the biology classroom. Students must therefore complete two courses in chemistry and one course from the menu of quantitative reasoning courses offered below.

Elective Tracks
The core courses in the biology major expose students to a range of sub-disciplines and methods that span the breadth and depth of biology as a science. To complete their education, each student will select a track within biology and take three additional courses at the 20000-level or higher (except as noted) to gain additional experience and expertise within that chosen area. Elective tracks in biology:

- Organismal Biology
- Ecology and Evolution
- Genes, Genomes, and Cells
- Bio-Innovation
- Pre-Medical
- Pre-Veterinary
- Pre-Physical Therapy

Coursework recommended for each track is listed below. Note that students may opt to modify and redesign their own areas of expertise or take alternate courses to fulfill requirements within a track with the advice and consent of their biology program advisor.

Teaching Biology
Students interested in a career in teaching biology may need to obtain additional required classes for state licensure. They should meet with an advisor in the education program as early as possible in their career at Hiram to ensure timely completion of all licensure requirements.

Pre-Medical or Pre-Veterinary
Students interested in a career in human or veterinary medicine who major in biology may be required to take multiple additional correlative courses outside the biology major if they wish to be competitive in their application to med or vet school. These correlatives are set by the med or vet schools and are not required to complete the biology major at Hiram College. These correlatives may include PHYS 11300 PRINCIPLES PHYSICS I-W/LAB:SM/PHYS 21300 PRINCIPLES PHYSICS II-W/LAB:SM or PHYS 21300 FUNMNTLS OF PHYSICS-W/LAB I:SM/PHYS 21400 FUNMNTL OF PHYSICS-W/LAB II:SM as well as PSYC 10100 GENERAL PSYCHOLOGY and SOAN 15500 INTRODUCTION TO SOCIOLOGY:CA. Students should meet with their biology program advisor early in their college career to ensure they are on track to graduate from Hiram with all the necessary prerequisites for the med or vet schools of their choice.

Biomedical Engineering (as Part of Engineering 3+2 Program with CWRU or WUSTL)
Students can substitute the Human Anatomy and Physiology sequence (Biol 13100 ANATOMY/PHYSIOLOGY I:LAB & Biol 13300 ANATOMY & PHYSIOLOGY II-W/LAB) for the Introductory Biology sequence (Biol 15100 INTRO BIO I W/LAB: SM & Biol 15200 INTRO BIO II W/LAB:SM). One BIOl elective and the APEX capstone are waived. Students interested in the biomedical engineering option should talk with Mark Taylor, Professor of Physics, as early as possible to make sure that they can complete the Hiram College portion of the 3+2 program on time.

Pre-Physical Therapy
Students interested in a career in physical therapy who major in biology may be required to take multiple additional correlative courses outside the biology major if they wish to be competitive in their application to PT school. These correlatives are set by the PT schools and are not required to complete the biology major at Hiram College. Some of these correlatives include PHYS 11300 PRINCIPLES PHYSICS I-W/LAB:SM/PHYS 11400 PRINCIPLES PHYSICS II-W/LAB:SM or PHYS 21300 FUNMNTLS OF PHYSICS-W/LAB I:SM/PHYS 21400 FUNMNTL OF PHYSICS-W/LAB II:SM, as well as PSYSC 10100 GENERAL PSYCHOLOGY and SOAN 15500 INTRODUCTION TO SOCIOLOGY:CA, and MATH 10800 STATISTICS:MM. Students should meet with their biology program advisor early in their college career to ensure they are on track to graduate from Hiram with all the necessary prerequisites for the PT schools of their choice.

<table>
<thead>
<tr>
<th>Code</th>
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<tr>
<td>BIOL 15100</td>
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<td>INTRO BIO II W/LAB:SM</td>
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<td>BIOL 23000</td>
<td>MOLECULAR&amp;CELLULAR BIOL-W/LAB</td>
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<td>BIOL/EVST 27800</td>
<td>ECOLOGY-W/LAB</td>
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<tr>
<td>BIOL 36500</td>
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<th>Correlative Courses</th>
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<td>CHEM 12000</td>
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<tr>
<td>CHEM 12100</td>
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<tr>
<td>Select one of the following:</td>
</tr>
<tr>
<td>MATH 10800</td>
</tr>
<tr>
<td>MATH 19800</td>
</tr>
<tr>
<td>PHYS 11300</td>
</tr>
<tr>
<td>PHYS 21300</td>
</tr>
<tr>
<td>BIOL 21500</td>
</tr>
</tbody>
</table>

Elective Tracks
Select one of the following tracks and take three additional courses at the 20000-level or higher of the following:

Organismal Biology
Select three of the following, including at least one plant course & one zoology course:

- BIOL 22300 | VERTEBRATE BIOLOGY-W/LAB |
BIOL 25000  INTRO WILDLIFE MGMT-W/LAB:SM
BIOL 28000  SEM: (Plant Biology w/Lab)
BIOL 32000  INVERTEBRATE ZOOLOGY-W/LAB
BIOL 32600  ANIMAL PHYSIOLOGY-W/LAB
BIOL 33200  PLANT PHYSIOLOGY-W/LAB
BIOL 33800  SEM: (Ornithology)
BIOL 38000  SEM: (Herpetology)

Ecology and Evolution

BIOL 33500  EVOLUTION

Select two of the following:

BIOL 22300  VERTEBRATE BIOLOGY-W/LAB
BIOL 25000  INTRO WILDLIFE MGMT-W/LAB:SM
BIOL 28000  SEM: (Plant Biology w/Lab)
BIOL 30000  FIELD BIOLOGY-W/LAB
BIOL 31000  FISHERIES BIOLOGY-W/LAB
BIOL 32000  INVERTEBRATE ZOOLOGY-W/LAB
BIOL 34200  MARINE ECOLOGY-W/LAB
BIOL 34300  CONSERVATION BIOLOGY-W/LAB

Teaching Biology

BIOL 32600  ANIMAL PHYSIOLOGY-W/LAB

Select two of the following, including at least one plant biology course:

BIOL 22300  VERTEBRATE BIOLOGY-W/LAB
BIOL 28000  SEM: (Plant Biology w/Lab)
BIOL 32000  INVERTEBRATE ZOOLOGY-W/LAB
BIOL 33200  PLANT PHYSIOLOGY-W/LAB
BIOL 33500  EVOLUTION

Genes, Genomes and Cells

Select three of the following:

NEUR 22700  INTRO TO NEUROSCIENCE
BIOL 20100  TOPICS IN MEDICAL RESEARCH
BIOL 33000  CELLULAR & MOLECULAR NEUROBIO
BIOL 33800  MICROBIOLOGY-W/LAB
BIOL 34000  DEVELOPMENTAL BIOL-W/LAB
BIOL 37800  IMMUNOLOGY
BIOL 41500  ADV MOLECULAR BIOL-W/LAB
INTD 38800  BIOINFORMATICS

Bio-Innovation

ENTR 10100  SCIENCE & THE ENTREPRENEUR

Select two biology electives at the 30000-level or higher 1

Pre-Medical or Pre-Veterinary

BCHM 36600  BASIC BIOCHEMISTRY-W/LAB 2

Select two of the following:

BIOL 22300  VERTEBRATE BIOLOGY-W/LAB
NEUR 22700  INTRO TO NEUROSCIENCE
BIOL 32600  ANIMAL PHYSIOLOGY-W/LAB
BIOL 33800  MICROBIOLOGY-W/LAB
BIOL 37800  IMMUNOLOGY
BIOL 38000  SEM: (Cancer Biology)
BIOL 32100  PARASITOLOGY-W/LAB

Biomedical Engineering (as part of Engineering 3+2 program with CWRU or WUSTL)

MATH 19800  CALCULUS I:MM
MATH 19900  CALCULUS II:MM
MATH 20000  CALCULUS III:MM
MATH 24300  DIFFERENTIAL EQUATIONS:MM
CHEM 22000  INTRO TO ORGANIC CHEM-W/LAB
PHYS 21300  FUNMNTLS OF PHYSICS-W/LAB I:SM
PHYS 21400  FUNMNTLS OF PHYSICS-W/LAB II:SM
CPSC 17000  JAVA SUPPLEMENT
or CPSC 17200  INTRO TO PROGRAMMING-W/LAB:MM
BIOL 32600  ANIMAL PHYSIOLOGY-W/LAB

Select one of the following:

NEUR 22700  INTRO TO NEUROSCIENCE
BIOL 22300  VERTEBRATE BIOLOGY-W/LAB

Pre-Physical Therapy

BIOL 32600  ANIMAL PHYSIOLOGY-W/LAB

Select one of the following:

BIOL 22300  VERTEBRATE BIOLOGY-W/LAB
NEUR 22700  INTRO TO NEUROSCIENCE
BIOL 32600  ANIMAL PHYSIOLOGY-W/LAB
BIOL 34000  DEVELOPMENTAL BIOL-W/LAB
BIOL 37800  IMMUNOLOGY

Total Hours 43-46

1 Chosen in consultation with a biology program advisor. Students in this track are highly encouraged to pursue an entrepreneurship minor.

CHEM 22000  INTRO TO ORGANIC CHEM-W/LAB and CHEM 32000 INTERMED ORGANIC CHEM-W/LAB are prerequisites for BCHM 36600 BASIC BIOCHEMISTRY-W/LAB and also requirements for all students applying to med or vet school.

APEX

The apprenticeship experience, or APEX, is designed as the culmination of a student’s program in biology. The APEX allows each student to apply his or her expertise in a variety of contexts. This concrete experience can be achieved through an independent or collaborative research project on campus, a research techniques course and project, an internship off campus, or student teaching of biology in middle or secondary school. All students prepare and submit a scientific paper to the faculty supervisor and present a public lecture based upon the apprenticeship experience. Majors are required to meet with their biology faculty advisor no later than the advising period in the fall semester of the junior year to discuss options for the apprenticeship experience.

Requirements for Honors in Biology

To be a candidate for honors in the APEX program in biology, a student must satisfy the College requirements for honors and must initiate and complete a high quality apprenticeship (APEX). The student must conduct himself/herself in a professional manner from inception to culmination of the apprenticeship experience.
Phi Beta Kappa

To receive the honor of induction into the Hiram College chapter of Phi Beta Kappa, a biology major must complete the major (any track is acceptable), maintain a GPA of 3.7 or higher, take and pass a foreign language through 20200 course, and take and pass a mathematics course at or above 19800 level.

Pathway

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<th>Term</th>
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<tr>
<td>Fall 12 Week</td>
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<td>BIOL 15100</td>
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<tr>
<td>Hiram Core Requirement</td>
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</table>

1. Biology electives are chosen in conjunction with the student’s major advisor.

Biology Minor

Minor Requirements

Students wishing to earn a minor in biology must complete a total of six courses in biology.

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<tr>
<th>Code</th>
<th>Title</th>
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</tr>
</thead>
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<td>BIOL 15200</td>
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<td>Select one of the following:</td>
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<tr>
<td>BIOL 23000</td>
<td>MOLECULAR&amp;CELLULAR BIOL-W/LAB</td>
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<td>BIOL 27800</td>
<td>ECOLOGY-W/LAB</td>
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<tr>
<td>Select three additional biology electives at the 20000-level or higher</td>
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<td>Total Hours</td>
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1 Completion of BIOL 23000 MOLECULAR&CELLULAR BIOL-W/LAB is not possible until CHEM 12000 GEN I:STRUCTURE/BOND-W/LAB:SM and CHEM 12100 GEN II:INTR CHEM ANLS-W/LAB:SM are completed as prerequisites.

2 Chosen from the biology course catalog with the assistance of a designated biology minor advisor.

Natural History Minor - Biology

Minor Requirements

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<th>Code</th>
<th>Title</th>
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<td><strong>Capstone</strong></td>
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<td><strong>Field-based Elective Courses with at least one course from each category</strong></td>
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<tr>
<td>EVST 38000</td>
<td>SEM: (Ornithology)</td>
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<tr>
<td>BIOL 38000</td>
<td>SEM: (Herpetology)</td>
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<td>BIOL</td>
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<td>BIOL 34200</td>
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<td>BIOL 38000</td>
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<td>BIOL 30000</td>
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<tr>
<td>EVST 35500</td>
<td>WETLANDS, RIVERS &amp; COAST AREAS</td>
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<td><strong>Context Courses</strong></td>
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<td>EVST 33800</td>
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<td>WRIT 21400</td>
<td>WRITING ABOUT NATURE:CM</td>
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<td>INTD 28000</td>
<td>SEM: (Climate Change)</td>
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<td>INTD 22500</td>
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Chemistry

Program Website: http://www.hiram.edu/chemistry (http://www.hiram.edu/chemistry/)

The chemistry program at Hiram College is designed to provide students with detailed knowledge of the subject matter through extensive laboratory and research experiences. Coursework cultivates expertise in the areas of analytical, biological, inorganic, organic, and physical chemistry. Because Hiram College is an undergraduate teaching institution, students receive close instruction and mentoring from Hiram's full-time chemistry faculty. Hiram students also have unlimited access to the department's array of research equipment and laboratory space.

Special Opportunities

The program offers active undergraduate research programs in atmospheric chemistry, bioanalytical chemistry, dendrimer chemistry, industrial chemistry, organic synthesis, and physical chemistry. We have the usual range of chemical instrumentation, including AA, NMR, IR, MS, HPLC, microwave, GC. The program is pleased to announce the acquisition of a new portable NMR for use in the classroom or laboratory. The College also has a Photoelectron Photoion Coincidence Time-of-Flight Mass Spectrometer, which was built by Dr. James Kercher and two of our majors. Additionally, the College has an HPLC Electrospray Ionization Mass Spectrometer, which is housed in the biochemistry lab. Funding for the LSMS system was obtained through a grant written by Jody Modarelli to the National Science Foundation (NSF) as part of their Major Research Instrumentation program (MRI). Dr. Kercher also maintains a Chemical Ionization Mass Spectrometer (CIMS) housed at the James H. Barrow Field Station. These instruments are routinely employed in the laboratory courses offered by the program, and students are encouraged to use the instrumentation for individual projects. Members of the program also use these instruments for academic and applied research.

Faculty

Carol Kercher, (2007) Associate Professor of Chemistry
B.S., The University of Pittsburgh; Ph.D., The University of Akron
shreinercd@hiram.edu

James Kercher, (2009) Associate Professor of Chemistry
B.S., Gettysburg College; M.A., Ph.D., University of North Carolina, Chapel Hill
kercherjp@hiram.edu

Brian Knettle, (2012) Associate Professor of Chemistry
B.S., M.S., University of Toledo; Ph.D., Texas Tech University
knettlebw@hiram.edu

Steven P Romberger, (2014) Assistant Professor of Chemistry; Director Biochemistry Program
B.S., Susquehanna University; Ph.D., Pennsylvania State University
rombergersp@hiram.edu

Course Descriptions

CHEM 10100: CHEM IN CONTEXT-W/LAB:SM: 4 Hour(s)
CHEMISTRY IN CONTEXT:AN ENVIRONMENTAL PERSPECTIVE-W/LAB:SM ~ A basic chemistry course, organized to develop knowledge and an understanding of the chemical factors affecting the environment and society's interaction with the environment. This course is designed for students with no previous experience in chemistry. This course satisfies the laboratory course requirement. Student must also register for a CHEM 10100 lab. The breakdown between lecture and lab hours is for administrative office use only. This course may only be taken as four credit hours. This course fulfills the Experimental Scientific Methods requirement.

Core: Experimental Scientific Method
CHEM 10500: PHYSIOLOGIC CHEM W/LAB:SM: 4 Hour(s)
PHYSIOLOGICAL CHEMISTRY W/LAB:SM: This course is an introduction to inorganic chemistry, basic organic chemistry and biological chemistry. Topics will include atomic structure, chemical bonding, intermolecular forces, acids and bases, solutions, thermodynamics, kinetics, the structure and reactivity of simple organic compounds, carbohydrates, enzymes, lipids, nucleic acids, proteins, and metabolism. Activities in this course will involve analytical thinking and problem-solving skills, with an emphasis on the application of chemical principles to human health, medicine and physiology. Students must earn a "C" or better in this course to satisfy requirements of the nursing program at Hiram College. Students must also register for a CHEM 10500 lab. The breakdown between lecture and lab hours is for administrative office use only. This course may only be taken as 4 credit hours. This course fulfills the Experimental Scientific Methods requirement.
Prerequisite: (Math Placement Test-Algebra with a score of 20 or ACT Composite with a score of 22)
Core: Experimental Scientific Method

CHEM 10600: PHYSIOLOGIC CHEM I-W/LAB:SM: 4 Hour(s)
PHYSIOLOGICAL CHEMISTRY I-W/LAB:SM: This course is intended for non-science majors, and is particularly aimed at those entering various healthcare fields, environmental studies, neuroscience, and those wishing to teach elementary school or middle school. This course will provide an introduction to the principles of inorganic and organic chemistry. Topics include: atomic theory and nuclear chemistry, the periodic table, chemical bonds, states of matter, chemical reactivity, principles of equilibrium and reaction rates, acids and bases, and the structure and reactivity of organic compounds including alkyl, aryl, alcohol, carbonyl, and amino compounds. Activities in this course will emphasize analytical thinking and problem-solving particularly in the area of quantitative calculations. Students must also register for a CHEM 10600 lab. The breakdown between lecture and lab hours is for administrative office use only. This course may only be taken as 4 credit hours. This course fulfills the Experimental Scientific Methods requirement.
Core: Experimental Scientific Method

CHEM 10800: PHYSIOLOGIC CHEM II-W/LAB:SM: 4 Hour(s)
PHYSIOLOGICAL CHEMISTRY II-W/LAB:SM: This is the second semester of a two course sequence intended for non-science majors, and is particularly aimed at those entering various healthcare fields, environmental studies, neuroscience, and those wishing to teach elementary school or middle school. This course will build upon the inorganic and organic chemistry topics introduced in the previous course, and explore how they apply to biological systems. Topics include: the structure and properties of the various food groups (carbohydrates, lipids, proteins), biological reactions including enzyme kinetics, metabolic pathways and bioenergetics, genetic expression including DNA and RNA structure. Activities will continue to involve analytical thinking and problem-solving skills, and will be geared towards the application of chemical principles to the structure and function of biological systems. Students must also register for a CHEM 10800 lab. Prerequisite: CHEM 10600 (or CHEM 161 or 16100) The breakdown between lecture and lab hours is for administrative office use only. This course may only be taken as four credit hours. This course fulfills the Experimental Scientific Methods requirement.
Prerequisite: CHEM 161 or CHEM 16100 or CHEM 10600
Core: Experimental Scientific Method

CHEM 12000: GEN I:STRUCTURE/BOND-W/LAB:SM: 4 Hour(s)
GENERAL I-STRUCTURE AND BONDING-W/LAB:SM: An introduction to atoms and molecules. Topics include atomic orbitals, periodicity, intermolecular forces, bonding models, bond energies and orbital hybridization. Student must also register for CHEM 12000 lab. This course fulfills the Experimental Scientific Methods requirement. The breakdown between lecture and lab hours is for administrative office use only. This course may only be taken as 4 credit hours.
Core: Experimental Scientific Method

CHEM 12100: GEN II-INTR CHEM ANLS-W/LAB:SM: 4 Hour(s)
GENERAL II-INTRODUCTION TO CHEMICAL ANALYSIS-W/LAB:SM: An introduction to solution chemistry. Topics include gas laws, redox reactions, thermodynamics, electrochemistry, kinetics, colligative properties, equilibrium and pH. This course fulfills the Experimental Scientific Methods requirement. Prerequisite: Chemistry 120 or 12000. Student must also register for a CHEM 12100 lab. The breakdown between lecture and lab hours is for administrative office use only. This course may only be taken as four credit hours. This course fulfills the Experimental Scientific Methods requirement.
Prerequisite: CHEM 12000 or CHEM 120
Core: Experimental Scientific Method

CHEM 18000: WKSP: 1 Hour(s)
WORKSHOP: Workshops may be taken Pass/No Credit only. Students may take no more than nine workshops for credit toward graduation. Workshops can be used as elective credit only.

CHEM 20400: PHYSICAL SCIENCE-W/LAB:SM: 4 Hour(s)
PHYSICAL SCIENCE-W/LAB:SM: A non-majors course. This is a comprehensive but not highly technical presentation of the essential concepts of physical science. While the subject matter is derived from the major branches of physical science (astronomy, chemistry, geology, meteorology and physics), it is studied as an integrated interpretation of the physical world. The laboratory is designed to be of special application for the prospective elementary teacher through the establishment of demonstrations and experiments illustrating salient concepts. Student must also register for a CHEM 20400 lab. The breakdown between lecture and lab hours is for administrative office use only. This course may only be taken as 4 credit hours. This course fulfills the Experimental Scientific Methods requirement.
Core: Experimental Scientific Method

CHEM 22000: INTRO TO ORGANIC CHEM-W/LAB: 4 Hour(s)
INTRODUCTION TO ORGANIC CHEMISTRY-W/LAB: Introduction to Organic Chemistry. A survey of the principles of organic chemistry with emphasis on functional groups. Nomenclature, structure, synthetic methods, and reactions are the primary focuses. An introduction to isomerism, stereo-chemistry, and conformational analysis is included. Reacton energetics and implications for a selected series of reaction mechanisms are also examined. The laboratory introduces basic techniques of isolation, characterization, and synthesis of organic compounds. Student must also register for a CHEM 22000 lab. The breakdown between lecture and lab hours is for administrative office use only. This course may only be taken as 4 credit hours.
CHEM 22500: Introductory Electronics-W/Lab: 4 Hour(s)
INTRODUCTORY ELECTRONICS-W/LAB~ An introduction to the principles of electronics and the uses of electronic components. The laboratory will investigate the fundamentals of linear and digital circuits while using basic laboratory instruments such as oscilloscopes, waveform generators, and digital multimeters. Topics will include basic circuit theory, passive devices, junction and field effect transistors, operational amplifiers, digital logic, integrated circuit chips and optical solid-state devices. This course is designed for physics and chemistry majors and entails a considerable amount of problem solving. While not required, a familiarity with calculus would be helpful. Student must also register for a CHEM 22500 lab. The breakdown between lecture and lab hours is for administrative office use only. This course may only be taken as 4 credit hours. Prerequisites: Physics (114 or 11400) or Physics (214 or 21400). Also listed as Physics 22500.
Prerequisite: (PHYS 114 or PHYS 11400) or (PHYS 214 or PHYS 21400)

CHEM 23000: Introduction to Inorganic Chemistry-W/Lab: 4 Hour(s)
INTRODUCTION TO INORGANIC CHEMISTRY-W/LAB~ The concepts of inorganic chemistry in light of modern theory. Atomic structure, chemical periodicity, bonding, group theory, coordination chemistry with crystal field theory, and reaction mechanisms of complex formation are considered. Descriptive chemistry and the often neglected chemistry of the lanthanide and actinide elements are also examined. The laboratory introduces basic inorganic laboratory techniques for the synthesis and characterization of inorganic compounds. Students must also register for a CHEM 23000 lab. The breakdown between lecture and lab hours is for administrative office use only. This course may only be taken as 4 credit hours. Prerequisite: Chemistry 121 or 12100, 220 or 22000.
Prerequisite: CHEM 121 or CHEM 12100 and CHEM 220 or CHEM 22000

CHEM 24000: Quantitative Analysis-W/Lab: 4 Hour(s)
QUANTITATIVE ANALYSIS-W/LAB~ An in-depth study of theory and practice of analytical methods including gravimetric, volumetric, redox, electrochemical, compleximetric and spectrophotometric, and an introduction to modern instrumentation. Intended for students of biological, chemical, medical, and physical sciences. Student must also register for a CHEM 24000 lab. Prerequisite: Chemistry 121 or 12100. The breakdown between lecture and lab hours is for administrative office use only. This course may only be taken as 4 credit hours. Prerequisite: CHEM 121 or CHEM 12100 and CHEM 220 or CHEM 22000

CHEM 25000: Human Nutrition: 3 Hour(s)
HUMAN NUTRITION~ The requirements of nutrition for individuals and families as related to health and well-being are examined in this course as well as the functions, sources and interactions of essential nutrients. Food groups are studied and methods of nutrition education are explored. Prerequisite: CHEM 10800
Prerequisite: (CHEM 162 or CHEM 16200) or CHEM 10800 (may be taken concurrently)

CHEM 28000: Seminar~
CHEM 28100: Independent Study: 1-4 Hour(s)
INDEPENDENT STUDY~
CHEM 29800: Field Experience: 1-4 Hour(s)
FIELD EXPERIENCE~

CHEM 32000: Intermediate Organic Chemistry-W/Lab: 4 Hour(s)
INTERMEDIATE ORGANIC CHEMISTRY-W/LAB~ A continuation of Chemistry 220 or 22000. Includes a study of bifunctional and polyfunctional molecules and bio-organic chemistry. Student must also register for a CHEM 32000 lab. Prerequisite: Chemistry 220 or 22000. The breakdown between lecture and lab hours is for administrative office use only. This course may only be taken as 4 credit hours.
Prerequisite: CHEM 220 or CHEM 22000

CHEM 35000: Physical Chemistry I-W/Lab: 4 Hour(s)
PHYSICAL CHEMISTRY I-W/LAB~ This course provides an introduction to physical chemistry, with an emphasis on energetics. Topics include: the physical properties of gases, liquids, solids, and solutions; thermodynamics and thermochemistry; phase equilibria; electrochemistry; and the kinetic theory of gases and fluids. Students must also register for a CHEM 35000 lab. Prerequisites: Chemistry 220 or 22000, Physics 214 or 21400, and Mathematics 199 or 19900. The breakdown between lecture and lab hours is for administrative office use only. This course may only be taken as 4 credit hours.
Prerequisite: CHEM 220 or CHEM 2200 and PHYS 214 or PHYS 21400 and MATH 199 or MATH 19900

CHEM 35100: Physical Chemistry II-W/Lab: 4 Hour(s)
PHYSICAL CHEMISTRY II-W/LAB~ This course is a continuation of Chemistry 350 or 35000. The emphasis in this course is on structure and change. Topics include: atomic and molecular structure; quantum mechanics; molecular structure determination; thermodynamics; and chemical kinetics. Students must also register for a CHEM 35100 lab. Prerequisite: Chemistry 350 or 35000. The breakdown between lecture and lab hours is for administrative office use only. This course may only be taken as four credit hours.
Prerequisite: CHEM 350 or CHEM 35000

CHEM 38000: Seminar~
CHEM 38100: Special Topics in Chemistry~ Various advanced courses. This course may be taken more than once for credit.

CHEM 48000: Senior Seminar: 1 Hour(s)
SENIOR SEMINAR~ Students prepare and present to faculty and students, papers on chemical topics based on literature search or laboratory research.

CHEM 48100: Independent Research: 1-4 Hour(s)
INDEPENDENT RESEARCH~

CHEM 48200: Research Techniques: Chemistry: 4 Hour(s)
RESEARCH TECHNIQUES CHEMISTRY~ This course provides an opportunity for collaborative research among students and faculty. While the faculty member will guide the research project, all members of the team will work together to delineate the role(s) each will play in carrying out the project. Students may use this research as the background for their student seminar. This course may be taken more than once for credit. Prerequisites: Chemistry 220 or 22000.
Prerequisite: CHEM 220 or CHEM 2200

CHEM 49800: Internship: 4 Hour(s)
INTERNSHIP~

Academic Offerings

- Chemistry Major (p. 246)
- Chemistry Minor (p. 248)
- Entrepreneurship Minor - Chemistry (p. 248)
Chemistry Major
Degree Requirements

All students are required to complete overall degree requirements in addition to their major. Please see Degree Completion Requirements (p. 42) for full details for students entering in the 2019-2020 catalog year.

For those students who started at Hiram prior to the 2019-2020 academic year, you will follow the Degree Requirements which are outlined in your catalog of record.

Major Requirements
The chemistry major assumes knowledge of basic chemistry. For most persons this will be demonstrated by successful completion of the general chemistry course sequence, CHEM 12000 GEN I:STRUCTURE/BOND-W/LAB:SM/12100 GEN II:INTR CHEM ANLS-W/LAB:SM.

Students scoring 5 on the AP chemistry examination are deemed to have successfully completed the general chemistry requirement. Students scoring a 4 on the AP chemistry exam will receive credit for CHEM 12000 GEN I:STRUCTURE/BOND-W/LAB:SM, and may register for CHEM 12100 GEN II:INTR CHEM ANLS-W/LAB:SM.

<table>
<thead>
<tr>
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<th>Title</th>
<th>Hours</th>
</tr>
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<tbody>
<tr>
<td>CHEM 22000</td>
<td>INTRO TO ORGANIC CHEM-W/LAB</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 23000</td>
<td>INTRO TO INORGANIC CHEM-W/LAB</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 24000</td>
<td>QUANTITATIVE ANALYSIS-W/LAB</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 32000</td>
<td>INTERMED ORGANIC CHEM-W/LAB</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 35000</td>
<td>PHYSICAL CHEMISTRY I-W/LAB</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 48000</td>
<td>SENIOR SEMINAR</td>
<td>1</td>
</tr>
</tbody>
</table>

Chemistry Elective
Select one course from the 30000- or 40000-level 1 1-4

ACS Requirement (p. 246)

Required Correlative Courses
MATH 19800  CALCULUS I:MM  4
MATH 19900  CALCULUS II:MM  4
PHYS 21300  FUNMNTLS OF PHYSICS-W/LAB I:SM  4
PHYS 21400  FUNMNTL OF PHYSICS-W/LAB II:SM  4

Total Hours 38-41

1 Students who pursue the chemistry major will be advised to take additional courses for entrance to graduate programs.

ACS Requirement
The ACS (American Chemical Society) Certified Chemistry major requires the following additional courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tr>
<td>PHYS 32000</td>
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<tr>
<td>or CHEM 35100</td>
<td>PHYSICAL CHEMISTRY II-W/LAB</td>
<td>4</td>
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<tr>
<td>CHEM 48200</td>
<td>RESEARCH TECHNIQUES: CHEM</td>
<td>4</td>
</tr>
<tr>
<td>or BCHM 48300</td>
<td>RESEARCH TECHNIQUES BIOCHEM</td>
<td>4</td>
</tr>
<tr>
<td>BCHM 36600</td>
<td>BASIC BIOCHEMISTRY-W/LAB</td>
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</table>

Total Hours 12

Chemistry Pathway

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
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<tr>
<td>Fall 12 Week</td>
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<td></td>
</tr>
<tr>
<td>CHEM 12000</td>
<td>GEN I:STRUCTURE/BOND-W/LAB:SM</td>
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<tr>
<td>FYEN 10101</td>
<td>FIRST-YEAR ENDURING QUESTIONS</td>
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<tr>
<td>MATH 19800</td>
<td>CALCULUS I:MM</td>
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<tr>
<td>Fall 3 Week</td>
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<tr>
<td>Hiram Core Requirement</td>
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<tr>
<td>Hours</td>
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<tr>
<td>Spring 12 Week</td>
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<tr>
<td>CHEM 12100</td>
<td>GEN II:INTR CHEM ANLS-W/LAB:SM</td>
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<tr>
<td>MATH 19900</td>
<td>CALCULUS II:MM</td>
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<td>FYUR 10201</td>
<td>FIRST-YEAR URGENT QUESTIONS</td>
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<tr>
<td>Spring 3 Week</td>
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<tr>
<td>CHEM 24000</td>
<td>QUANTITATIVE ANALYSIS-W/LAB</td>
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<td>Hours</td>
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<td>Second Year</td>
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<tr>
<td>Fall 12 Week</td>
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<tr>
<td>CHEM 22000</td>
<td>INTRO TO ORGANIC CHEM-W/LAB</td>
<td>4</td>
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<tr>
<td>PHYS 21300</td>
<td>FUNMNTLS OF PHYSICS-W/LAB I:SM</td>
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<td>Hours</td>
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<tr>
<td>Fall 3 Week</td>
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<tr>
<td>Hiram Core Requirement</td>
<td></td>
<td>4</td>
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<tr>
<td>Hours</td>
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<td>4</td>
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<tr>
<td>Spring 12 Week</td>
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<td></td>
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<tr>
<td>CHEM 32000</td>
<td>INTERMED ORGANIC CHEM-W/LAB</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 21400</td>
<td>FUNMNTL OF PHYSICS-W/LAB II:SM</td>
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<tr>
<td>Interdisciplinary Requirement or Hiram Core Requirement</td>
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<td>4</td>
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<tr>
<td>Hours</td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>Spring 3 Week</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hiram Core Requirement</td>
<td></td>
<td>3-4</td>
</tr>
<tr>
<td>Hours</td>
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<td>3-4</td>
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<tr>
<td>Third Year</td>
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<tr>
<td>Fall 12 Week</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHEM 35000</td>
<td>PHYSICAL CHEMISTRY I-W/LAB</td>
<td>4</td>
</tr>
<tr>
<td>Hiram Core Requirement or INTD requirement</td>
<td></td>
<td>4</td>
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<tr>
<td>Elective</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Hours</td>
<td></td>
<td>12</td>
</tr>
</tbody>
</table>
### Chemistry Major

**Fall 3 Week**
- CHEM 38100  SPC TPC:  4  
  Hours 4

**Spring 12 Week**
- CHEM 23000  INTRO TO INORGANIC CHEM-W/ LAB (Offered every other year in even springs)  4
- Hiram Core Requirement  4
- Elective  4
  Hours 12

**Spring 3 Week**
- Elective  3-4  
  Hours 3-4

**Fourth Year**

**Fall 12 Week**
- Hiram Core Requirement  4
- Elective  4
  Hours 12

**Fall 3 Week**
- Interdisciplinary Requirement  3-4  
  Hours 3-4

**Spring 12 Week**
- CHEM 48000  QUANTITATIVE ANALYSIS-W/ LAB  4
- Hiram Core Requirement  4
  Hours 12

**Spring 3 Week**
- Elective  3-4  
  Hours 3-4

---

### Chemistry Pathway (American Chemical Society Certified)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Hours</th>
<th>Term</th>
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<tbody>
<tr>
<td>CHEM 12000</td>
<td>GEN I:STRUCTURE/BOND-W/LAB:SM</td>
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<tr>
<td>MATH 19800</td>
<td>CALCULUS I:MM</td>
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<td>FYEN 10101</td>
<td>FIRST-YEAR ENDURING QUESTIONS</td>
<td>4</td>
<td>1</td>
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</tbody>
</table>

**Fall 12 Week**
- Hiram Core Requirement  4
  Hours 4

**Spring 12 Week**
- CHEM 23000  INTRO TO INORGANIC CHEM-W/ LAB (Offered every other year in even springs)  4
- CHEM 35100  PHYSICAL CHEMISTRY II-W/LAB | 4 | 1 |
- Hiram Core Requirement or INTD requirement  4  
  Hours 12

**Spring 3 Week**
- CHEM 35000  PHYSICAL CHEMISTRY I-W/LAB | 4 | 1 |
- Hiram Core Requirement  4
  Hours 12

**Fall 3 Week**
- CHEM 38100  SPC TPC: | 4 | 1 |
  Hours 4

**Spring 12 Week**
- CHEM 23000  INTRO TO INORGANIC CHEM-W/ LAB (Offered every other year in even springs)  4
- CHEM 35100  PHYSICAL CHEMISTRY II-W/LAB | 4 | 1 |
- Hiram Core Requirement or INTD  4  
  Hours 12

**Spring 3 Week**
- CHEM 36600  BASIC BIOCHEMISTRY-W/LAB | 4 | 1 |
  Hours 4

**Fourth Year**

**Fall 12 Week**
- BCHM 36600  BASIC BIOCHEMISTRY-W/LAB | 4 | 1 |
  Hours 4
Chemistry Minor

Minor Requirements

<table>
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<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
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<tbody>
<tr>
<td>CHEM 12000</td>
<td>GEN I:STRUCTURE/BOND-W/LAB:SM</td>
<td>4</td>
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<tr>
<td>CHEM 12100</td>
<td>GEN II:INTR CHEM ANLS-W/LAB:SM</td>
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</tbody>
</table>

Elective Courses

Select four upper-level courses

Total Hours

16

24

Major Note

The ACS (American Chemical Society) Certified Chemistry major requires the additional courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>CHEM 35100</td>
<td>PHYSICAL CHEMISTRY II-W/LAB</td>
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<tr>
<td>CHEM 48200</td>
<td>RESEARCH TECHNIQUES: CHEM</td>
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<tr>
<td>or BCHM 48300</td>
<td>RESEARCH TECHNIQUES BIOCHEM</td>
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</tbody>
</table>

Elective Chemistry courses from the 30000 and 40000 level

Total Hours

11

Entrepreneurship Minor - Chemistry

Minor Requirements

The entrepreneurship minor will enable any interested student to create an entrepreneurial focus to complement and enhance the chemistry major. The 20-22 credit minor consists of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>ENTR 20510</td>
<td>ENTR MIND/CREAT&amp;INNOVATION:CM</td>
<td>4</td>
</tr>
<tr>
<td>ENTR 30600</td>
<td>THE ENTREPRENEURIAL PROCESS</td>
<td>4</td>
</tr>
<tr>
<td>ENTR 32100</td>
<td>INTEGRATIVE ENTREPRENEURSHIP</td>
<td>3</td>
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</tbody>
</table>

Two elective courses

Experiential Learning requirement

Total Hours

17-19

1. Chosen in consultation with a faculty advisor
2. Can be integrated with the capstone experience described above

Computer Science

Overview of Program

The computer science program was established in 1974, and graduated its first minor in 1976 and its first major in 1977. Hiram's computer science alumni, who include leaders in both industry and academia, have praised the combination of rigorous education in the discipline and broad liberal arts education. Our program stresses a deep knowledge of basic principles and concepts, rather than an emphasis on just the latest hot topics. Our students have combined computer science majors with a wide variety of other majors and minors, and leave Hiram with both a rigorous education and practical experience in implementation of large projects.

As a department, we have articulated the mission of the computer science program as follows, aligned with and inspired by the mission for Hiram College:

The mission of the computer science program is:

1. To develop ethical, socially responsible, analytical, and critical thinkers.
2. To instill in our students a foundation for making creative contributions to society in the computing area.
3. To provide challenges to our students within a supportive community.

Academic Offerings

• Applied Computer Science Major (p. 252)
• Computer Science Major (p. 253)
• Computer Science Minor (p. 255)

Preparing for Life After Graduation

Through our Integrated Research Component (IRC) program, we involve each student in undergraduate research. Work produced in the IRCs yields excellent student portfolios when applying for internships, jobs after graduation, and graduate schools. The computer science program encourages our students to apply for internship opportunities to gain workplace experience, as well as to participate in summer undergraduate
Research programs. Our students have been successful in gaining acceptance to nationally competitive internships and research programs.

Since its inception, over 20% of graduates of the computer science program have completed graduate degrees. Our students have been singularly successful in attaining graduate school acceptances; over the last 10 years, every student who has applied to graduate school has received at least one acceptance. Many of our recent graduates received assistantships from prestigious schools.

Students who complete the bachelor’s degree in computer science at Hiram have been very successful in the job market. Students’ first job placements are in a wide variety of areas including programming, support, consulting, and systems administration.

Requirements for Majors and Minors

The computer science program offers majors in computer science and applied computer science and a minor in computer science. The primary difference between the majors is that the computer science major goes deeper into computer science, preparing the students for graduate study and research, while the major in applied computer science expects the student to develop connections between computer science and another field. No student can major in both computer science and applied computer science. Students interested in computer engineering can earn a B.A. in computer science or applied computer science and a B.S. in computer engineering through the Dual Degree program.

Requirements for Program Honors

Besides meeting the college grade point average requirements, a student must perform exemplary work in the Integrated Research Components.

Program Grade Point Average

Computer science calculates the program grade point average by counting all computer science courses, whether meeting the minimum requirements or not.

Faculty

Louis T Oliphant, (2009) Associate Professor of Computer Science
B.A., Brigham Young University;
M.S., Ph.D., University of Wisconsin, Madison
oliphantlt@hiram.edu

Ellen L Walker, (1996) Professor of Computer Science
Sc.B., Brown University;
M.S., Ph.D., Carnegie Mellon University
walkerel@hiram.edu

Course Descriptions

CPSC 15200: LISP. 1 Hour(s)
LISP~ An introduction to the LISP programming language. Prerequisites: Computer Science 172 or 17200 or permission.
Prerequisite: CPSC 172 or CPSC 17200

CPSC 15300: C PROGRAM LANGUAGE: 1 Hour(s)
C~ An introduction to the C programming language. Prerequisite: Computer Science 172 or 17200 or permission.
Prerequisite: CPSC 172 or CPSC 17200

CPSC 15400: FORTRAN: 1 Hour(s)
FORTRAN~ An introduction to the FORTRAN programming language. Prerequisites: Computer Science 172 or 17200 or permission.
Prerequisite: CPSC 172 or CPSC 17200

CPSC 16600: COMPUTERS & ENTERTAIN-W/LAB:MM: 4 Hour(s)
COMPUTERS & ENTERTAINMENT W/ LAB:MM~ Since the advent of the computer age, new types of entertainment have arisen that take advantage of the new capabilities. These include animations used in games and movies, web sites that support a wide variety of social and leisure activities, and the ability to create complex simulations such as amusement park rides. This course will explore various applications of computing in entertainment as well as some of the underlying principles of computer science. No prior experience with computer science or programming is expected. This course fulfills the Modeling Methods requirement.
Core: Modeling Methods

CPSC 17000: JAVA SUPPLEMENT: 1 Hour(s)
JAVA SUPPLEMENT~ An intense introduction to the basic CPSC 172 or 17200 with all work completed in intense sessions the preparation for CPSC 172 or 17200: Introduction to Programming Java. Only available to students who have met their laboratory science requirement, whose declared academic program requires a programming course, and who have received permission from the instructor. Pass/No Credit Only. Must be taken concurrently with CPSC 172 or 17200. Not open to students who have completed CPSC 171 or 17100. Prerequisite: Permission of instructor.
Corequisite: CPSC 17200

CPSC 17100: INTRO TO COMPUTER SCI-W/LAB:MM: 4 Hour(s)
INTRODUCTION TO COMPUTER SCIENCE-W/LAB:MM~ The introduction to the computer science discipline which establishes a scientific foundation for a variety of topics, including computer programming, computer design, information processing, the algorithmic solution of problems, and the study of the algorithmic process itself. Student must also register for a lab. This course fulfills the Modeling Methods requirement. The breakdown between lecture and lab hours is for administrative office use only. This course may only be taken as 4 credit hours.
Core: Modeling Methods

CPSC 17200: INTRO TO PROGRAMMING-W/LAB:MM: 4 Hour(s)
INTRODUCTION TO PROGRAMMING-W/LAB:MM~ An introduction to the process of program creation. Students will learn to use the principal facilities of a high-level programming language and to transform algorithms into correct programs. Abstract data types will be stressed. Student must also register for a CPSC 17200 lab. This course fulfills the Modeling Methods requirement. Prerequisite: Computer Science 171 or 17100 or 170 or 17000 or 16600 taken concurrently or permission. The breakdown between lecture and lab hours is for administrative office use only. This course may only be taken as 4 credit hours.
Prerequisite: CPSC 171 or CPSC 17100 or CPSC 170 or CPSC 17000 (may be taken concurrently) or CPSC 16600
Core: Modeling Methods

CPSC 18000: WKSP: 1 Hour(s)
WORKSHOP~ This workshop will provide the opportunity for students to examine a special topic in Computer Science. Through readings, discussions and written assignments there will be opportunities to evaluate the topic at issue. Workshops may be taken Pass/No Credit only. Students may take no more than nine workshops for credit toward graduation. Workshops can be used as elective credit only. (For PGS students only.)
CPSC 20100: DATA STRUCTUR/ALRITHM-W/LAB:MM: 4 Hour(s)
DATA STRUCTURES AND ALGORITHMS-W/LAB:MM~ A study of a broad spectrum of data structures and algorithms and the use of advanced language facilities and programming techniques for implementing them. Student must also register for a CPSC 20100 lab. This course fulfills the Modeling Methods requirement. Prerequisite: Computer Science 172 or 17200 with a grade of C or better or permission. The breakdown between lecture and lab hours is for administrative office use only. This course may only be taken as 4 credit hours.
Prerequisite: (CPSC 172 or CPSC 17200)
Core: Modeling Methods

CPSC 20200: PROBLEM SOLVING/PROGRAM PRACTM: 3 Hour(s)
PROBLEM-SOLVING AND PROGRAMMING PRACTICUM~ Successful computer problem-solving relies not only on the development of appropriate algorithms, but also on the recognition of instances of well-defined problem classes for which algorithms already exist. In addition, excellence in computer programming cannot be developed without significant practice in implementing and debugging solutions. This course will provide students with a guided programming practicum, in which they will program solutions to carefully chosen problems that exemplify common problem classes. Many problems will be chosen from recent programming contests. Prerequisite: Computer Science 172 or 17200 or permission.
Prerequisite: CPSC 172 or CPSC 17200

CPSC 20500: SYSTEMS PROGRAMMING: 3 Hour(s)
SYSTEMS PROGRAMMING~ Systems programming concentrates on an in-depth study of one operating system, such as Unix, and how to write system programs in that operating system. The course will concentrate on the operating system's history, file system structure, commands, utilities, multi-tasking capabilities, communication, security, and shell-type programming. Theory is presented in the context of how the operating system implements the ideas. By the end of the course, students should be able to determine how most of the commands are implemented and how to use operating system properties to create tools and applications. Prerequisite: CPSC 171 or 17100 or Permission.
Prerequisite: CPSC 171 or CPSC 17100

CPSC 21000: DESIGN & BUILD COMPUTER GAMES: 3 Hour(s)
DESIGNING AND BUILDING COMPUTER GAMES~ Computer gaming is a large and growing industry and the skills needed in the industry can be applied across the field of computer science. In this course you will work in teams to design and build a computer game using these skills. Programming topics covered in the course include threading, graphics and animation, interactivity and user interfaces, sound effects and music, and multi-player gaming over networks. In addition you will learn skills for working on a large project in a team environment. This course is designed around group work. You will be responsible for one portion of your team's performance. Prerequisites: CPSC 172 or 17200
Prerequisite: CPSC 172 or CPSC 17200

CPSC 24000: COMPUTER ETHICS:ES: 3 Hour(s)
COMPUTER ETHICS:ES~ A consideration of some of the major controversies, key value conflicts, ethical dilemmas, and social choices that drive and shape the computerization of our society. Representative areas of concern will include personal information and privacy, the effect of introducing the computer into the work place, computer crime and fraud, relationships in electronic communities, security and reliability issues, and the use of the information highway. May not be used to satisfy a distribution requirement in the sciences. This course fulfills the Meaning, Ethics, and Social Responsibility requirement.
Core: Meaning/Ethics/Soc Responsibilities
CPSC 35100: PROGRAMMING LANGUAGES: 4 Hour(s)
PROGRAMMING LANGUAGES - A study the concepts underlying programming languages. Students will learn to describe the syntax and semantics of programming languages in a formal manner, to analyze a programming language with respect to its capabilities and limitations for the solution of particular classes of problems, to approach the task of learning a new programming language in an effective manner, and to specify desirable characteristics in a language. Prerequisite: Computer Science 171 or 17100 and 172 or 17200 or permission.
Prerequisite: CPSC 171 or CPSC 17100 and CPSC 172 or CPSC 17200

CPSC 35200: COMPUTER SECURITY: 4 Hour(s)
COMPUTER SECURITY - An introduction to secure computer systems and a study of their most important responsibilities, including authenticating users, protecting user privacy, and ensuring the privacy, integrity, and availability of the system’s data. The student will gain an understanding of techniques and procedures that are being used as well as the challenges that still remain to attain secure computer systems, networks, and the Internet. Prerequisite: Computer Science 171 or 17100 and 172 or 17200 or permission.
Prerequisite: (CPSC 171 or CPSC 17100) and (CPSC 172 or CPSC 17200)

CPSC 35600: DATABASE DESIGN: 4 Hour(s)
DATABASE DESIGN - A study of the principles and concepts relevant to the management of complex data systems, especially the relational database model. Students design and implement a complete database system, from requirements analysis through documentation, using a generic database engine. Counts toward e-minor. Prerequisite: Computer Science (171 or 17100) and (172 or 17200) or permission.
Prerequisite: (CPSC 171 or CPSC 17100) and (CPSC 172 or CPSC 17200)

CPSC 35800: INTRO DESIGN&ANALYSIS ALGORITHM: 4 Hour(s)
INTRODUCTION TO THE DESIGN AND ANALYSIS OF ALGORITHMS - Algorithms play the central role in the field of Computer Science. This course will primarily focus on the techniques used for designing algorithms to solve common problems in the field of Computer Science as well as methods for evaluating an algorithm’s performance. In designing algorithms the course will look at such methods as brute force, divide-and-conquer, transformation of the problem, and dynamic programming. Analysis techniques will include important concepts such as space-time tradeoffs. Efficiency classes, and mathematical analysis techniques. Mathematical sophistication will be developed. Prerequisites: Computer Science 201 or 20100 or permission.
Prerequisite: (CPSC 201 or CPSC 20100)

CPSC 36100: COMPUTER SIMULATION:SM: 4 Hour(s)
COMPUTER MODELING AND SIMULATION:SM - An introduction to modeling and simulation to solve real-world system problems. The emphasis will be on gathering data and modeling natural systems. Topics covered will include discrete event simulation, parameter optimization, Markov models, and other system modeling techniques, simulation languages, techniques for running simulation models, and the analysis of the simulation output to gathered data. This course fulfills the Experimental Scientific Methods requirement. Prerequisites: CPSC 171 or 17100 and 172 or 17200 or permission.
Prerequisite: CPSC 171 or CPSC 17100 and CPSC 172 or CPSC 17200 Core: Experimental Scientific Method

CPSC 36300: COMPUTER NETWORKS: 4 Hour(s)
COMPUTER NETWORKS - A study of the fundamentals of the field of data and computer communication. Key topics include the layered architecture, network protocols, and algorithms for accurate and reliable message delivery in both local-area and wide-area networks. Current networking standards will be studied. Prerequisite: Computer Science 171 or 17100 and 172 or 17200 or permission.
Prerequisite: CPSC 171 or CPSC 17100 and CPSC 172 or CPSC 17200

CPSC 36700: PARALLEL COMPUTING: 4 Hour(s)
PARALLEL COMPUTING - An introduction to parallel and distributed architectures, programming languages, operating systems, and algorithms. Students will design and program parallel and distributed algorithms. Prerequisite: Computer Science 171 or 17100 and 172 or 17200 or permission.
Prerequisite: CPSC 171 or CPSC 17100 and CPSC 172 or CPSC 17200

CPSC 37500: SOFTWARE ENGINEERING: 4 Hour(s)
SOFTWARE ENGINEERING - Students will study both the theoretical and practical aspects of designing and developing large, complex software systems. Readings will emphasize research results and case studies of all phases of the software lifecycle - requirements, specification, design, resource allocation, implementation, integration, and testing. Principles will be applied by the class to various projects. Prerequisites: CPSC 171 or 17100 and 172 or 17200 or permission of the instructor.
Prerequisite: CPSC 171 or CPSC 17100 and CPSC 172 or CPSC 17200

CPSC 38000: SEM.: 1-4 Hour(s)
SEMINAR

CPSC 38100: SPC TPC.: 1-4 Hour(s)
SPECIAL TOPICS IN COMPUTER SCIENCE - Various advanced topics are offered when need and sufficient interest are demonstrated. Credit hours and prerequisites are established for each offering. May be taken more than once with department consent.

CPSC 38600: ARTIFICIAL INTELLIGENCE: 4 Hour(s)
ARTIFICIAL INTELLIGENCE - The goals, problems, concepts, and methods of artificial intelligence are explored. The emphasis is on computer problem-solving paradigms and knowledge representations. Examples of techniques and systems are chosen from the areas of image recognition, human-machine interfacing, game playing, natural-language understanding, robotics, expert systems, and automatic reasoning. Students will design and implement relevant algorithms. Prerequisites: Computer Science 201 or 20100 or permission.
Prerequisite: CPSC 201 or CPSC 20100

CPSC 38700: COMPUTER GRAPHICS: 4 Hour(s)
COMPUTER GRAPHICS - A study of the algorithms and techniques of computer graphics and animation. Topics include display devices, geometric algorithms for displays, interaction methods, hierarchical modeling, lighting color, shading models, and hidden edge and surface algorithms. Students will design and implement various three-dimensional algorithms to produce displays in an interactive environment. Prerequisites: Computer Science 171 or 17100 and 172 or 17200 or permission.
Prerequisite: CPSC 171 or CPSC 17100 and CPSC 172 or CPSC 17200

CPSC 38800: COMPILER DESIGN & CONSTRUCTION: 4 Hour(s)
COMPILER DESIGN AND CONSTRUCTION - An intense treatment of the theoretical and practical considerations involved in implementing translators for high-level programming languages. Students will design and implement parts of a compiler for a high-level language. Prerequisites: Computer Science 171 or 17100 and 172 or 17200, and at least one computer science course above 200 or 20000, or permission.
Prerequisite: CPSC 171 or CPSC 17100 and CPSC 172 or CPSC 17200
CPSC 40000: INTEGRATED RESRCH COMPONENT I: 2 Hour(s)
INTEGRATED RESEARCH COMPONENT I: The student will propose and complete a plan to investigate a research topic that is integrated with the specified course. The plan must include a substantial implementation demonstrating some aspect of the research, a journal-quality research paper, and a formal talk presented to peers and faculty. Corequisite: Specified 300 or 30000-level Computer Science course. Prerequisite: Computer Science 201 or 20100 or permission. Prerequisite: (CPSC 201 or CPSC 20100)

CPSC 40100: INTEGRATED RESRCH COMPONENT II: 2 Hour(s)
INTEGRATED RESEARCH COMPONENT II: The student will propose and complete a plan to investigate a research topic that is integrated with the specified course. The plan must include a substantial implementation demonstrating some aspect of the research, a journal-quality research paper, and a formal talk presented to peers and faculty. Corequisite: Specified 300 or 30000-level Computer Science course. Prerequisite: Computer Science 400 or 40000. Prerequisite: (CPSC 400 or CPSC 40000)

CPSC 46600: THEORY OF COMPUTATION: 4 Hour(s)
THEORY OF COMPUTATION: An introduction to the classical and contemporary theory of computation. The topics covered are the theory of automata and formal languages, computability by Turing machines and recursive functions, unsolvability, computational complexity, and mathematical logic. Mathematical sophistication is expected. Prerequisites: Computer Science 201 or 20100 or permission. Prerequisite: CPSC 201 or CPSC 20100 and MATH 217 or MATH 21700

CPSC 48000: SENIOR SEMINAR: 1-4 Hour(s)
SENIOR SEMINAR:

CPSC 48100: INDEPENDENT RESEARCH: 1-4 Hour(s)
INDEPENDENT RESEARCH:

CPSC 49800: INTERNSHIP: 4 Hour(s)
INTERNSHIP:

• Applied Computer Science Major (p. 252)
• Computer Science Major (p. 253)
• Computer Science Minor (p. 255)

Applied Computer Science Major

Degree Requirements

All students are required to complete overall degree requirements in addition to their major. Please see Degree Completion Requirements (p. 42) for full details for students entering in the 2019-2020 catalog year.

For those students who started at Hiram prior to the 2019-2020 academic year, you will follow the Degree Requirements which are outlined in your catalog of record.

Major Requirements

The applied computer science major requires nine courses plus an approved minor in another discipline.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>CPSC 17100</td>
<td>INTRO TO COMPUTER SCI-W/LAB:MM</td>
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<tr>
<td>CPSC 16600</td>
<td>COMPUTERS &amp; ENTERTAIN-W/LAB:MM</td>
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CPSC 28000
SEM: (Scientific Computing)

Three additional required core courses:

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<tr>
<th>Code</th>
<th>Title</th>
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<tr>
<td>CPSC 17200</td>
<td>INTRO TO PROGRAMMING-W/LAB:MM</td>
<td>4</td>
</tr>
<tr>
<td>CPSC 20100</td>
<td>DATA STRUCTUR/ALRITHM-W/LAB:MM</td>
<td>4</td>
</tr>
<tr>
<td>CPSC 24000</td>
<td>COMPUTER ETHICS:ES</td>
<td>3</td>
</tr>
</tbody>
</table>

Computer Science Electives 1

One elective at the 20000-level 3-4
Three electives at the 30000-level 12

Minor

At least a minor in another discipline, subject to approval by the computer science program

Capstone (relating to your minor discipline in computer science)

CPSC 48100 INDEPENDENT RESEARCH 1-4

Total Hours 31-35

1 At least one of the elective courses should include significant group work — either one of the group work courses listed under the computer science major or an alternative approved by the computer science program.

Example Applied Computer Science Tracks

The following examples are meant to be illustrative, but not comprehensive.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>CPSC 35600</td>
<td>DATABASE DESIGN</td>
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<tr>
<td>CPSC 37500</td>
<td>SOFTWARE ENGINEERING</td>
<td>4</td>
</tr>
<tr>
<td>CPSC 32201</td>
<td>USER INTERFACE DESIGN</td>
<td>4</td>
</tr>
<tr>
<td>CPSC 38000</td>
<td>SEM: (Web Programming)</td>
<td>3-4</td>
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</table>

Management or entrepreneurship minor

Information Technology

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>CPSC 35200</td>
<td>COMPUTER SECURITY</td>
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<td>CPSC 36300</td>
<td>COMPUTER NETWORKS</td>
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<tr>
<td>CPSC 34500</td>
<td>OPERATING SYSTEMS</td>
<td>4</td>
</tr>
<tr>
<td>CPSC 20500</td>
<td>SYSTEMS PROGRAMMING</td>
<td>3</td>
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</tbody>
</table>

Management or communication minor

Digital Media

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>CPSC 16600</td>
<td>COMPUTERS &amp; ENTERTAIN-W/LAB:MM</td>
<td>4</td>
</tr>
<tr>
<td>CPSC 32201</td>
<td>USER INTERFACE DESIGN</td>
<td>4</td>
</tr>
<tr>
<td>CPSC 35600</td>
<td>DATABASE DESIGN</td>
<td>4</td>
</tr>
<tr>
<td>CPSC 38600</td>
<td>ARTIFICIAL INTELLIGENCE</td>
<td>4</td>
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<tr>
<td>or CPSC 38700</td>
<td>COMPUTER GRAPHICS</td>
<td></td>
</tr>
<tr>
<td>CPSC 21000</td>
<td>DESIGN &amp; BUILD COMPUTER GAMES</td>
<td>3</td>
</tr>
<tr>
<td>or CPSC 38000 Web Programming</td>
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</tbody>
</table>

Art, photography, writing, or communication minor

Scientific Computing

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>CPSC 2xxxx</td>
<td>Scientific Computing</td>
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<tr>
<td>CPSC 35600</td>
<td>DATABASE DESIGN</td>
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<tr>
<td>CPSC 35800</td>
<td>INTRO DESIGN&amp;ANALYSIS ALGORITHM</td>
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<tr>
<td>CPSC 36100</td>
<td>COMPUTER SIMULATION:SM</td>
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<tr>
<td>INTD 38800</td>
<td>BIOINFORMATICS</td>
<td>4</td>
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</tbody>
</table>

Biology, chemistry, environmental science, or physics minor

Applied Computer Science Major
### Pathway

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
<th>Term</th>
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<tbody>
<tr>
<td><strong>First Year</strong></td>
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<tr>
<td><strong>Fall 12 Week</strong></td>
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<tr>
<td>CS INTRO or SECOND MAJOR, MINOR COURSE</td>
<td>1</td>
<td>4</td>
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<td>FYEN 10101</td>
<td>FIRST-YEAR ENDURING QUESTIONS</td>
<td>4</td>
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<td>Hiram Core Requirement</td>
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<td>4</td>
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<tr>
<td><strong>Fall 3 Week</strong></td>
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<tr>
<td>CPSC 24000</td>
<td>COMPUTER ETHICS:ES</td>
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<td><strong>Spring 12 Week</strong></td>
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<td>CS INTRO or SECOND MAJOR, MINOR COURSE</td>
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<tr>
<td>FYUR 10201</td>
<td>FIRST-YEAR URGENT QUESTIONS</td>
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<tr>
<td><strong>Second Year</strong></td>
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<td><strong>Fall 12 Week</strong></td>
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<td>Hiram Core Requirement</td>
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<td>12</td>
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<tr>
<td>Elective, Second Major, Minor Course</td>
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<td>Hiram Core Requirement</td>
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<tr>
<td><strong>Fall 3 Week</strong></td>
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<td>INTD XXXXX</td>
<td>Interdisciplinary Requirement</td>
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<td>CPSC 17200</td>
<td>INTRO TO PROGRAMMING-W/ LAB:MM</td>
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<td>Elective, Second Major, Minor Course</td>
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<td>Hiram Core Requirement</td>
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<td><strong>Spring 3 Week</strong></td>
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<td>CPSC 2XXXX</td>
<td>CS Elective</td>
<td>3-4</td>
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<td><strong>Third Year</strong></td>
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<td>CPSC 20100</td>
<td>DATA STRUCTUR/ALRITHM-W/ LAB:MM</td>
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<td>Hiram Core Requirement</td>
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<td>Hiram Core Requirement</td>
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<td>3-4</td>
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<td><strong>Spring 12 Week</strong></td>
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<tr>
<td>CPSC 3XXXX</td>
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</table>

| Elective, Second Major, Minor Course | 4 | 12 |
| Hiram Core Requirement | 3-4 | 3-4 |
| CPSC 3XXXX | Computer Science Elective | 4 | 4 |

| Elective, Second Major, Minor Course(s) | 8 | 12 |
| Hiram Core Requirement | 3-4 | 3-4 |
| CPSC 4XXXX | CAPSTONE | 4 | 4 |
| Elective, Second Major, Minor Course(s) | 7-8 | 11-12 |
| INTD XXXXX | Interdisciplinary Requirement | 2 | 4 |
| Total Hours | 120-127 |

1 'Critical'' to timely degree progression.
2 Students may choose INTD 38800 BIOINFORMATICS as an interdisciplinary course requirement that may also fulfill as Computer Science elective or Integrated Research Component corequisite. In this case, students should choose a general elective, second major or minor course instead of a second INTD course.

A non-computing minor (or major) is required as part of this degree. Choose your CPSC electives in conjunction with your advisor to complement your minor. At least one of the CPSC courses should have a significant group project.

### Computer Science Major

#### Degree Requirements

All students are required to complete overall degree requirements in addition to their major. Please see Degree Completion Requirements (p. 42) for full details for students entering in the 2019-2020 catalog year.

For those students who started at Hiram prior to the 2019-2020 academic year, you will follow the Degree Requirements which are outlined in your catalog of record.

### Major Requirements

#### Integrated Research Components (Capstone)

The computer science program capstone is a sequence of two integrated research components. An integrated research component (IRC) is an integration of research with a specified course and requires a formal research proposal, a significant software implementation, an oral presentation to faculty and peers, and a research paper. An IRC can be added to selected upper-division courses. Choices must be approved by your departmental advisor and the course instructor.
Computer Science Electives

In the course listings, CPSC 2xxxx means any CPSC course of 3 or more hours at the 20000-level or above, and CPSC 3xxxx means any CPSC course of 3 or more hours at the 30000-level or above. The course CPSC 49800 INTERNSHIP, if taken for 3 or more hours, can count as one of the CPSC 2xxxx courses but not as one of the CPSC 3xxxx courses.

We value breadth in coursework, as well as the experience of working in groups, which is an important aspect of software development that is highly valued in industry and graduate school. Therefore, we require that among the 6 courses that you take as CPSC electives and IRC co-requisites, you include at least one course from each of the following groups. Alternative courses, such as seminar courses, may be substituted for the courses in the list with approval of computer science faculty.

<table>
<thead>
<tr>
<th>Code</th>
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<tr>
<td>CPSC 20100</td>
<td>DATA STRUCTUR/ALRITHM-W/LAB:MM</td>
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<tr>
<td>CPSC 25200</td>
<td>COMPUTER ORGANIZATION</td>
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Integrated Research Components (Capstone)

The computer science capstone is a sequence of two integrated research components. An integrated research component (IRC) is an integration of research with a specified course and requires a formal research proposal, a significant software implementation, an oral presentation to faculty and peers, and a research paper. An IRC can be added to selected upper-division courses. Choices must be approved by your program advisor and the course instructor.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPSC 40000</td>
<td>INTEGRATED RESRCH COMPONENT I</td>
<td>2</td>
</tr>
<tr>
<td>and CPSC 3xxxx (co-requisite)</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>CPSC 40100</td>
<td>INTEGRATED RESRCH COMPONENT II</td>
<td>2</td>
</tr>
<tr>
<td>and CPSC 3xxxx (co-requisite)</td>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>

Computer Science Electives

One CPSC elective at the 20000 level 3-4
Three CPSC electives at the 30000 level 9-12

Additional Groups

Select at least one course from each of the following groups: 11-12

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPSC 33100</td>
<td>VLSI DESIGN</td>
<td></td>
</tr>
<tr>
<td>CPSC 34500</td>
<td>OPERATING SYSTEMS</td>
<td></td>
</tr>
<tr>
<td>CPSC 35200</td>
<td>COMPUTER SECURITY</td>
<td></td>
</tr>
<tr>
<td>CPSC 36300</td>
<td>COMPUTER NETWORKS</td>
<td></td>
</tr>
<tr>
<td>CPSC 35100</td>
<td>PROGRAMMING LANGUAGES</td>
<td></td>
</tr>
<tr>
<td>CPSC 38800</td>
<td>COMPILER DESIGN &amp; CONSTRUCTION</td>
<td></td>
</tr>
<tr>
<td>CPSC 46600</td>
<td>THEORY OF COMPUTATION</td>
<td></td>
</tr>
<tr>
<td>CPSC 21000</td>
<td>DESIGN &amp; BUILD COMPUTER GAMES</td>
<td></td>
</tr>
<tr>
<td>CPSC 28000</td>
<td>SEM: (Systems Administration)</td>
<td></td>
</tr>
<tr>
<td>CPSC 32201</td>
<td>USER INTERFACE DESIGN</td>
<td></td>
</tr>
<tr>
<td>CPSC 35600</td>
<td>DATABASE DESIGN</td>
<td></td>
</tr>
<tr>
<td>CPSC 37500</td>
<td>SOFTWARE ENGINEERING</td>
<td></td>
</tr>
</tbody>
</table>

Total Hours 54-59

Early contact with a program advisor is critical to ensure the proper sequencing and choice of computer science courses. A student majoring in computer science must have completed CPSC 17100 INTRO TO COMPUTER SCI-W/LAB:MM and CPSC 17200 INTRO TO PROGRAMMING-W/LAB:MM by the end of their sophomore year in order to finish the major within four years.

Students majoring in computer science at Hiram are well-trained for positions in business and industry. Students considering graduate study in computer science should add mathematics courses in consultation with their computer science advisor.

Pathway

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
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<tbody>
<tr>
<td>CPSC 17100 INTRO TO COMPUTER SCI-W/LAB:MM</td>
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</tr>
<tr>
<td>FYEN 10101 FIRST-YEAR ENDURING QUESTIONS</td>
<td>4</td>
</tr>
<tr>
<td>Hiram Core Requirement</td>
<td>4</td>
</tr>
<tr>
<td>CPSC 24000 COMPUTER ETHICS:ES</td>
<td>3</td>
</tr>
<tr>
<td>CPSC 17200 INTRO TO PROGRAMMING-W/LAB:MM</td>
<td>4</td>
</tr>
<tr>
<td>FYUR 10201 FIRST-YEAR URGENT QUESTIONS</td>
<td>4</td>
</tr>
<tr>
<td>Hiram Core Requirement</td>
<td>4</td>
</tr>
<tr>
<td>CPSC 20100 DATA STRUCTUR/ALRITHM-W/LAB:MM</td>
<td>4</td>
</tr>
<tr>
<td>Hiram Core Requirement</td>
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</tr>
<tr>
<td>INTD XXXXX Interdisciplinary Course or Hiram Core Requirement</td>
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</tr>
<tr>
<td>CPSC 20100 DATA STRUCTUR/ALRITHM-W/LAB:MM</td>
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<tr>
<td>CPSC 38800 COMPILER DESIGN &amp; CONSTRUCTION</td>
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</tr>
<tr>
<td>CPSC 46600 THEORY OF COMPUTATION</td>
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<td>CPSC 21000 DESIGN &amp; BUILD COMPUTER GAMES</td>
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<td>CPSC 28000 SEM: (Systems Administration)</td>
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<td>CPSC 32201 USER INTERFACE DESIGN</td>
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</tr>
<tr>
<td>CPSC 46600 THEORY OF COMPUTATION</td>
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</tr>
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<td>CPSC 38800 COMPILER DESIGN &amp; CONSTRUCTION</td>
<td></td>
</tr>
<tr>
<td>CPSC 46600 THEORY OF COMPUTATION</td>
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</tbody>
</table>
Spring 3 Week
Elective, Second Major, Minor Course 4

Hours 4

Third Year
Fall 12 Week
CPSC 3XXXX Computer Science Elective 3-4
INTD XXXXX Interdisciplinary Requirement/TT or Hiram Core Requirement 4

Hiram Core Requirement 4

Hours 11-12

Fall 3 Week
Hiram Core Requirement 3-4

Hours 3-4

Spring 12 Week
CPSC 40000 INTEGRATED RESRCH COMPONENT I 2
& CPSC 3XXXX Computer Science IRC 4
Elective, Second Major, Minor Course(s) 6

Hours 12

Spring 3 Week
Hiram Core Requirement 3-4

Hours 3-4

Fourth Year
Fall 12 Week
CPSC 40100 INTEGRATED RESRCH COMPONENT II 2
& CPSC 3XXXX Computer Science IRC 4
Elective, Second Major, Minor Course(s) 6

Hours 12

Fall 3 Week
Elective, Second Major, Minor Course 3-4

Hours 3-4

Spring 12 Week
CPSC 25200 COMPUTER ORGANIZATION 4
CPSC 3XXXX Computer Science Elective 3-4

Elective, Second Major, Minor Course 4

Hours 11-12

Spring 3 Week
Elective, Second Major, Minor Course 3-4

Hours 3-4

Total Hours 120-127

1. ’Critical’ to timely degree progression.
2. Students may choose INTD 38800 BIOINFORMATICS as an interdisciplinary course that may also fulfill as Computer Science elective or Integrated Research Component corequisite. Students would be required one additional Team Taught Urgent Challenges INTD course.

The program maintains its own state-of-the-art laboratory based on Linux and Windows platforms.

**Engineering**

The dual degree engineering program (also called a binary engineering program or 3+2 program) gives students the advantages of a liberal arts education: focus on written and oral communication skills, exposure to a broad range of topics, ways of thinking that employers value, and close, personal attention from faculty. Along with these benefits, the student also has the advantage of training in a technical field.

Dual degree students are eligible for admission to the engineering school if the required academic and disciplinary standards are met. Hiram College has agreements with Case Western Reserve University in Cleveland (They require students to have a 3.0 GPA overall and a 3.0 GPA in their required science and math courses while at Hiram.) and Washington University in St. Louis (They require students to have a 3.25 GPA overall and a 3.25 GPA in their required science and math courses while at Hiram. Courses with less than a C- will not be accepted for transfer).

Students who participate in the dual degree program graduate after five years (three at Hiram, two at the engineering school) with a Bachelor of Arts degree from Hiram College and a Bachelor of Science degree from the engineering school. Washington University also has a 3+3 option in which students can spend a third year at the engineering school to obtain both a bachelor’s and master’s degree in engineering.

Students are still eligible for financial aid their fourth and fifth years though they have to apply for that at the engineering school. Hiram College financial aid packages do not carry over for the last two years. As a student is then enrolled at a different institution, all financial aid packages are in conjunction with and at the discretion of the engineering university.

The choice of academic major depends on what type of engineering the student wishes to pursue. Consult our web page for further information about types of engineering and the related majors as well as typical schedules for the various types of engineering: http://www.hiram.edu/academics/majors-minors/engineering/.

- Physics Major (Engineering 3+2) (p. 257)

**Faculty**

Mark Taylor, (2001) Associate Professor of Physics; Liaison, Dual Degree Engineering Program
B.S., Massachusetts Institute of Technology;  
Ph.D., Brandeis University  
taylormp@hiram.edu
Course Descriptions

PHYS 11300: PRINCIPLES PHYSICS I-W/LAB:SM: 4 Hour(s)
PRINCIPLES OF PHYSICS I-W/LAB:SM~ An introduction to the basic concepts of physics including mechanics, wave motion, temperature, heat, and thermodynamics. The course is designed for the person with no physics background; however, the ability to use algebra and trigonometry is assumed. Students who have had a rigorous high-school physics course and have met the calculus prerequisite should take Physics 213 or 21300. Student must register for a PHYS 00100 lab. This course fulfills the Experimental Scientific Methods requirement. Offered every Fall 12 week. Prerequisite: high-school algebra and trigonometry. The breakdown between lecture and lab hours is for administrative use only. This course may only be taken as 4 credit hours.
Core: Experimental Scientific Method

PHYS 11400: PRINCIPLES PHYSICS II-W/LAB:SM: 4 Hour(s)
PRINCIPLES OF PHYSICS II-W/LAB:SM~ A continuation of Physics 113 or 11300. Topics included are electrical, magnetic, and optical phenomena with emphasis on their use in modern technology followed by a qualitative and quantitative coverage of unique developments in the 20th century. These developments include Einstein's special theory of relativity, quantum mechanics, atomic and nuclear behavior and structure, and elementary particle theory. Laboratory work includes study of simple electrical circuits, measurement of electron charge and mass, and investigation of radioactivity. Offered every Spring 12 week. Student must register for a PHYS 00100 lab. This course fulfills the Experimental Scientific Methods requirement. Prerequisite: Physics (113 or 11300) or (213 or 21300).
Prerequisite: (PHYS 113 or PHYS 11300) or (PHYS 213 or PHYS 21300)
Core: Experimental Scientific Method

PHYS 15000: USE OF TEST&MEASUREMENT EQUIP: 1 Hour(s)
USE OF TEST AND MEASUREMENT EQUIPMENT~ An introduction to a range of equipment used for performing tests and measurements. In this course, students will learn the capability of, and gain experience using, such instruments as a data-logging digital multimeter, a digital oscilloscope, a function generator, a counter-timer, a frequency standard, and a pulse generator. They will also be introduced to the use of transducers (devices which turn real-world conditions such as force, pressure, temperature, position, etc. into electrical signals) and how these devices can be interfaced with a computer. The course will include the building of some very simple circuits and cover basic soldering techniques, cable making and testing, and computer interfacing protocol. Usually offered Spring 12 week. This course is offered pass/no credit only.

PHYS 18000: WKSP: 1 Hour(s)
WORKSHOP~ This workshop will provide the opportunity for students to examine a special topic in Physics. Through readings, discussions and written assignments there will be opportunities to evaluate the topic at issue. Workshops may be taken Pass/No Credit only. Students may take no more than nine workshops for credit toward graduation. Workshops can be used as elective credit only.

PHYS 20200: INTRO TO ASTRONOMY-W/LAB:SM: 4 Hour(s)
INTRODUCTION TO ASTRONOMY:SM~ An introduction to modern astronomy. A survey of the universe as we understand it today, including how we know, provides the framework to explain the workings of science and the nature of scientific law. Students must also register for a PHYS 20200 lab This course fulfills the Experimental Scientific Methods requirement. The breakdown between lecture and lab hours is for administrative use only. This course may only be taken as 4 credit hours.
Core: Experimental Scientific Method

PHYS 21300: FUNMNTLS OF PHYSICS-W/LAB I:SM: 4 Hour(s)
FUNDAMENTALS OF PHYSICS I-W/LAB:SM~ Fundamental concepts of physics with emphasis on acquiring analytical skill in the solution of problems. Fundamental principles and experimental laws of mechanics, wave motion, sound, heat, and thermodynamics will be covered. This course is for students, concentrating in science, who desire a thorough understanding of the fundamentals of physics. Students must register for a PHYS 00100 lab. This course fulfills the Experimental Scientific Methods requirement. Offered every Fall 12 week. Prerequisite: MATH (198 or 19800) and may be taken concurrently.
Prerequisite: (MATH 198 (may be taken concurrently) or MATH 19800 (may be taken concurrently))
Core: Experimental Scientific Method

PHYS 21400: FUNMNTL OF PHYSICS-W/LAB II:SM: 4 Hour(s)
FUNDAMENTALS OF PHYSICS II-W/LAB:SM~ A continuation of Physics 213 or 21300. Fundamental principles and experimental laws of electricity, magnetism, and optics will be covered. Students must also register for PHYS 00100 lab. This course fulfills the Experimental Scientific Methods requirement. Offered every Spring 12 week.
Prerequisites: Physics (213 or 21300) and Mathematics (199 or 19900).
(Mathematics 199 or 19900 may be taken concurrently.)
Prerequisite: (PHYS 213 or PHYS 21300) and (MATH 199 or MATH 19900 (may be taken concurrently))
Core: Experimental Scientific Method

PHYS 22500: INTRO ELECTRONICS-W/LAB: 4 Hour(s)
INTRODUCTORY ELECTRONICS-W/LAB~ An introduction to the principles of electronics and the uses of electronic components. The laboratory will investigate the fundamentals of linear and digital circuits while using basic laboratory instruments such as oscilloscopes, waveform generators, and digital multimeters. Topics will include basic circuit theory, passive devices, junction and field effect transistors, operational amplifiers, digital logic, integrated circuit chips and optical solid-state devices. This course is designed for physics and chemistry majors and entails a considerable amount of problem solving. While not required, a familiarity with calculus would be helpful. Student must also register for a PHYS 22500 lab. The breakdown between lecture and lab hours is for administrative office use only. This course may only be taken as 4 credit hours.
Prerequisites: Physics (114 or 11400) or Physics (214 or 21400). Also listed as CHEM 22500.
Prerequisite: (PHYS 114 or PHYS 11400) or (PHYS 214 or PHYS 21400)

PHYS 28000: SEM::: 1-4 Hour(s)
SEMINAR~

PHYS 28100: INDEPENDENT STUDY: 1-4 Hour(s)
INDEPENDENT STUDY~

PHYS 29800: FIELD EXPERIENCE: 1-4 Hour(s)
FIELD EXPERIENCE~
PHYSICS 44000: PHYSICS ADVANCED LABORATORY: 3 Hour(s)
PHYSICS ADVANCED LABORATORY~ In this course students carry out a series of in-depth experiments in the areas of atomic physics, optics, solid state physics, and nuclear physics. Specific experiments include nuclear magnetic resonance, optical interferometry, X-ray scattering, and gamma-ray spectroscopy. A complete understanding of each experiment requires a synthesis of knowledge from several different fields of physics. The course stresses basic experimental techniques and data and uncertainty analysis along with oral and written presentation of experimental results. (Offered Spring 3-week, alternate years). Prerequisites: Physics (320 or 32000) and one other upper level physics course.
Prerequisite: (PHYS 320 or PHYS 32000)

PHYSICS 48100: SENIOR SEMINAR: 1 Hour(s)
SENIOR SEMINAR~ Students determine a research topic in which they are interested and have it approved by the physics faculty early in their senior year. The senior seminar may be based on research done during a summer research experience or on work done at Hiram. Although original research is preferred, a library research project using primary sources is acceptable. Successful fulfillment of this requirement will include a 30-minute public presentation and a one- to two-page abstract, including a bibliography.

PHYSICS 48100: INDEPENDENT RESEARCH: 1-4 Hour(s)
INDEPENDENT RESEARCH~

PHYSICS 49800: INTERNSHIP: 4 Hour(s)
INTERNSHIP~

Academic Offerings
• Physics Major (Engineering 3+2) (p. 257)

Physics Major (Engineering 3+2)

Degree Requirements

All students are required to complete overall degree requirements in addition to their major. Please see Degree Completion Requirements (p. 42) for full details for students entering in the 2019-2020 catalog year.

For those students who started at Hiram prior to the 2019-2020 academic year, you will follow the Degree Requirements which are outlined in your catalog of record.

Major Requirements

For an engineering student who would like to major in physics, a typical 3 year schedule would be:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 21300</td>
<td>FUNMNTLS OF PHYSICS-W/LAB I:SM</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>MATH 19800</td>
<td>CALCULUS I:MM</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>FYEN 10101 or INTD 19901</td>
<td>FIRST-YEAR ENDURING QUESTIONS or INTERDISCIPLINARY FOUNDATIONS</td>
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</table>
### Fall 3 Week

**Distribution Requirement**

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>PHYS 21400 FUNMNTL OF PHYSICS-W/LAB II:SM</td>
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<tr>
<td>PHYS 15000 USE OF TEST&amp;MEASUREMENT EQUIP</td>
<td>1</td>
</tr>
<tr>
<td>MATH 19900 CALCULUS II:MM</td>
<td>4</td>
</tr>
<tr>
<td>FYUR 10201 or INTD 19901 FIRST-YEAR URGENT QUESTIONS or INTERDISCIPLINARY FOUNDATIONS</td>
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**Hours**

13

### Spring 2 Week

**Elective**

<table>
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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>PHYS 22500 INTRO ELECTRONICS-W/LAB</td>
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**Hours**

4

### Sophomore

**Fall 12 Week**

**Distribution Requirement**

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<td>PHYS 32000 FUNMNTLS OF MRDN PHYSICS-W/LAB</td>
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<tr>
<td>MATH 20000 CALCULUS III:MM</td>
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**Distribution Requirement**

3-4

**Hours**

11-12

### Fall 3 Week

<table>
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<tr>
<th>Course</th>
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<tr>
<td>PHYS 33000 MECHANICS</td>
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**Hours**

3

### Spring 2 Week

**Upper-level physics**

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<th>Course</th>
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<tbody>
<tr>
<td>MATH 21800 LINEAR ALGEBRA:MM</td>
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**Distribution Requirement**

3-4

**Hours**

6-8

### Spring 3 Week

**Elective**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 24300 DIFFERENTIAL EQUATIONS:MM</td>
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**Hours**

3

### Junior

**Fall 12 Week**

**Distribution Requirement**

<table>
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<th>Course</th>
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</thead>
<tbody>
<tr>
<td>CHEM 12000 GEN I:STRUCTURE/BOND-W/LAB:SM</td>
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</tbody>
</table>

**Distribution Requirement**

3-4

**Hours**

10-12

### Fall 3 Week

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 24300 DIFFERENTIAL EQUATIONS:MM</td>
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</tbody>
</table>

**Hours**

3

### Spring 2 Week

**Upper-level physics**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPSC 17000 JAVA SUPPLEMENT</td>
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</tr>
<tr>
<td>CPSC 17200 INTRO TO PROGRAMMING-W/LAB:MM</td>
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</tr>
<tr>
<td>CHEM 12100 GEN II:INTR CHEM ANLS-W/LAB:SM</td>
<td>4</td>
</tr>
</tbody>
</table>

**Hours**

9

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Note that in order to meet Hiram College's graduation requirements, it may be necessary to structure a Student Initiated Colloquium so that each of the three courses may also be counted toward the Distribution Requirement. It is very important that this be done the freshman year so that other courses can be adjusted accordingly. See Dr. Taylor to discuss the possibilities. Note also that this schedule may vary, as some of the courses are offered on a rotating basis. A student is required a minimum of 120 credits to graduate.

**Program Website:** http://www.hiram.edu/mathematics/

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### Introduction

Math minors have an undeniable love for solving complex numeric problems and finding real-world uses for their efforts. The mission of the Department of Mathematics is to provide a challenging and rigorous undergraduate education in mathematics to include a demanding set of course requirements and extensive mentoring by faculty on academic topics, careers and graduate education.

The mathematics program is designed to prepare students for positions in business and industry, for graduate work in mathematics, statistics, and operations research, for professional programs, and for teaching mathematics.

- Mathematics Minor (p. 261)

### Faculty

**Virginia M Buchanan, (1987) Professor of Mathematics**
B.S., Delta State University;  
M.S., Ph.D., University of Mississippi  
buchananvm@hiram.edu

**Catherine Erbes, (2014) Assistant Professor of Mathematics**
B.A., Carleton College;  
M.A., Indiana University;  
Ph.D., University of Colorado, Denver  
erbescc@hiram.edu

### Course Descriptions

**MATH 10100: BASIC MATHEMATICS I:** 3 Hour(s)  
BASIC MATHEMATICS I-- Development of basic mathematical skills necessary for other mathematics courses. The number system and its operations, use of percent, problem solving. (For PGS students only. Not for students with prior credit for college-level mathematics.)

**MATH 10200: BASIC MATHEMATICS II:** 3 Hour(s)  
BASIC MATHEMATICS II-- A continuation of 101/10100. Solving equations, problem solving, geometric and graphical properties of functions, systems of equations with applications. (For PGS students only.) Prerequisite: MATH 10100 or placement  
Prerequisite: (MATH 101 (may be taken concurrently) or MATH 10100 (may be taken concurrently))
MATH 10300: FUNDAMENTALS OF MATHEMATICS I: 4 Hour(s)
FUNDAMENTALS OF MATHEMATICS I~ A study of elementary school mathematics topics to promote a deep understanding in the areas of problem solving; number (whole numbers, integers, rational and irrational numbers) and operations (addition, subtraction, multiplication, division); and algebra and functions. Students will learn to apply manipulatives and the technology of calculators and other software. Students will become familiar with the National Council of Teachers of Mathematics (NCTM) resource Principles and Standards for School Mathematics and the Common Core State Standards. For early childhood and middle childhood education majors only.

MATH 10400: FUNDAMENTALS MATHEMATICS II:MM: 4 Hour(s)
FUNDAMENTALS OF MATHEMATICS II:MM ~ A continuation of 103/10300. Topics include geometry (planar and 3 dimensional figures; transformation, symmetries, and tilings; and congruence and similarity), measurement (length, area, perimeter, volume, surface area), and statistics, probability and data analysis. Students will learn to apply manipulatives, and the technology of both calculators and geometry and statistical software. Students will continue to become familiar with the National Council of Teachers of Mathematics (NCTM) resource Principles and Standards for School Mathematics and the Common Core State Standards. This course satisfies the Modeling Methods core requirement. For early childhood and middle childhood education majors only.

Core: Modeling Methods

MATH 10800: STATISTICS:MM: 4 Hour(s)
STATISTICS:MM~ An introduction to the art and science of obtaining meaningful data. The emphasis is on conceptual understanding and evaluating statistical thinking, rather than on mere calculation and procedures. Topics include experiments and observational studies, data displays and data summaries, correlation and linear regression, randomization, the normal model, sampling distributions, confidence intervals, and testing hypotheses. Technology is used as an aid in developing concepts and analyzing data. Some sections of this course may be considered service learning (SL).
Prerequisite: Math Placement Test-Algebra with a score of 09
Core: Modeling Methods

MATH 11000: COMPUTATIONS FOR NURSING: 2 Hour(s)
COMPUTATIONS FOR NURSING~ This course provides the students with essential knowledge for the preparation and administration of medications in the clinical setting, including introduction to drug measures, syringe calibrations and dosage calculations as well as intravenous therapy calculations. Also addressed are calculations for pediatrics and older adults. This is a required course for students in the BSN program. For nursing majors only. Prerequisite: NURS (210 or 21000).
Prerequisite: (NURS 210 or NURS 21000)

MATH 13200: METHODS OF DECISION MAKING:MM: 3 Hour(s)
METHODS OF DECISION MAKING:MM~ An introduction to the field of decision theory. Contemporary mathematical thinking is used to model problems in modern society. Topics may include applications of graph theory, scheduling, voting and apportionment, game theory, and linear programming. This course fulfills the Modeling Methods requirement.
Prerequisite: Mathematics Placement Test
Prerequisite: Math Placement Test-Algebra with a score of 09
Core: Modeling Methods

MATH 15200: MATH MODELING IN LIB ARTS:MM: 4 Hour(s)
MATHMATICAL MODELING IN THE LIBERAL ARTS:MM~ Motivated by naturally occurring phenomena in areas such as medicine, economics, business, and ecology, students will use data together with linear, quadratic, polynomial, exponential, and logarithmic functions to model relationships within these and other disciplines. Numerical, graphical, verbal, and symbolic modeling methods will all be examined. This course fulfills the Modeling Methods requirement. Prerequisite: placement Core: Modeling Methods

MATH 18000: WKSP: 1 Hour(s)
WORKSHOP~ This workshop provides the opportunity for students to examine a special topic in mathematics. Through readings, discussions and written assignments there will be opportunities to evaluate the topic at issue. Workshops may be taken Pass/No Credit only. Students may take no more than nine workshops for credit toward graduation. Workshops can be used as elective credit only. Pass/No Credit only. (For PGS students only.)

MATH 19700: PRECALCULUS: 4 Hour(s)
PRECALCULUS~ Exponential and logarithmic functions, the trigonometric functions, analytic trigonometry, and topics in analytic geometry. For students who plan to study calculus but need to supplement their prior mathematics courses. Prerequisite: Mathematics Placement Test
Prerequisite: Math Placement Test-Algebra with a score of 16

MATH 19800: CALCULUS I:MM~ The differential calculus. Topics include limits, continuity, differentiation of algebraic and transcendental functions, maxima/minima and other applications of the derivative. This course fulfills the Modeling Methods requirement. Prerequisite: Mathematics (197 or 19700) or Mathematics Placement Test
Prerequisite: (MATH 197 or MATH 19700) or (Math Placement Test-Algebra with a score of 16 and Math Placement-Trig/Function with a score of 09 and Math Placement-Calc Readiness with a score of 13)
Core: Modeling Methods

MATH 19900: CALCULUS II:MM: 4 Hour(s)
CALCULUS II:MM~ A continuation of 198/19800. The integral calculus. Topics include antidifferentiation, the Riemann integral, the Fundamental Theorem of Calculus, applications of the definite integral, techniques of integration, sequences, and infinite series. This course fulfills the Modeling Methods requirement. Prerequisite: MATH (198 or 19800) or permission.
Core: Modeling Methods

MATH 20000: CALCULUS III:MM: 4 Hour(s)
CALCULUS III:MM~ A continuation of 199/19900. Infinite series, multivariable and vector calculus. Topics include parametrizations, polar coordinates, partial derivatives, directional derivatives, multiple integrals. A computer algebra system is used throughout the course. This course fulfills the Modeling Methods requirement. Prerequisite: MATH (199 or 19900).
Prerequisite: (MATH 199 or MATH 19900)
Core: Modeling Methods

MATH 21000: PROBLEM SOLVING IN MATHEMATICS: 1 Hour(s)
PROBLEM SOLVING IN MATHEMATICS~ Methods, strategies and skills to solve a large variety of mathematical problems will be studied. Topics such as mathematical induction, indirect reasoning, and symmetry will be developed as needed. Pass/No Credit Only.
MATH 21700: DISCRETE MATHEMATICS: 3 Hour(s)
DISCRETE MATHEMATICS~ An introduction to proofs and mathematical reasoning in the context of discrete mathematical structures. Topics include proof techniques, mathematical logic, elementary number theory, set theory, relations, and elementary function theory. Prerequisite: Mathematics Placement Test
Prerequisite: Math Placement Test-Algebra with a score of 21

MATH 21800: LINEAR ALGEBRA:MM: 3 Hour(s)
LINEAR ALGEBRA:MM~ Systems of linear equations, matrix algebra and determinants, vector spaces, eigenvalues, eigenvectors, and linear transformations are studied. This course fulfills the Modeling Methods requirement. Prerequisite: Mathematics Placement Test
Prerequisite: Math Placement Test-Algebra with a score of 21
Core: Modeling Methods

MATH 24300: DIFFERENTIAL EQUATIONS:MM: 3 Hour(s)
DIFFERENTIAL EQUATIONS:MM~ A study of the theory, solution, and application of ordinary differential equations. Existence and uniqueness theorems. Solutions of several types of first-order equations. Solution of homogeneous and non-homogeneous higher-order linear equations; Laplace transform methods. Applications for first and second order equations. Prerequisite: MATH (200 or 20000). This course fulfills the Modeling Methods requirement.
Prerequisite: (MATH 200 or MATH 20000) (may be taken concurrently))
Core: Modeling Methods

MATH 28000: SEM:~ 1-4 Hour(s)
SEMINAR~

MATH 28100: INDEPENDENT STUDY: 1-4 Hour(s)
INDEPENDENT STUDY~

MATH 29800: FIELD EXPERIENCE: 1-4 Hour(s)
FIELD EXPERIENCE~

MATH 30100: MODERN GEOMETRIES: 4 Hour(s)
MODERN GEOMETRIES~ This course surveys selected topics in Euclidean, non-Euclidean, finite, and projective geometries, together with the historical development of these geometries. Prerequisite: MATH (217 or 21700).
Prerequisite: (MATH 217 or MATH 21700)

MATH 30200: ADVANCED EUCLIDEAN GEOMETRY: 4 Hour(s)
ADVANCED EUCLIDEAN GEOMETRY~ This course presents an advanced study of Euclidean geometry, with a focus on developments since the eighteenth century. Topics include Ceva’s Theorem, Menelaus’ Theorem, the Euler line, the Nine-Point Circle, Morley’s Theorem, and the Simson line. Dynamic geometry software is used throughout the course.
Prerequisite: MATH (217 or 21700).
Prerequisite: (MATH 217 or MATH 21700)

MATH 30800: MATHEMATICAL STATISTICS I: 4 Hour(s)
MATHEMATICAL STATISTICS I~ A calculus-based, mathematical approach to the study of probability. Includes basic discrete and continuous probability models, moment-generating functions, multivariate distributions, distributions of random variables and functions of random variables, limiting distributions, the Central Limit Theorem, and approximations for discrete distributions. Prerequisite: MATH (200 or 20000).
Prerequisite: (MATH 200 or MATH 20000)

MATH 30900: MATHEMATICAL STATISTICS II: 3 Hour(s)
MATHEMATICAL STATISTICS II~ A continuation of 308/30800 focusing on inferential statistics. Topics include interval and point estimation, tests of statistical hypotheses, and regression analysis. Prerequisite: MATH (308 or 30800).
Prerequisite: (MATH 308 or MATH 30800 (may be taken concurrently))

MATH 33000: HISTORY OF MATHEMATICS:EW: 4 Hour(s)
HISTORY OF MATHEMATICS:EW~ This course examines the historical development of major mathematical concepts, focusing on the period through the invention of the calculus in the late seventeenth century. Both European and non-European mathematical developments are explored. This course fulfills the EW requirement. Prerequisite: MATH (199 or 19900) or MATH (217 or 21700).
Prerequisite: (MATH 199 or MATH 19900) or (MATH 217 or MATH 21700)
Core: Experiencing the World

MATH 37100: ANALYSIS I: 4 Hour(s)
ANALYSIS I~ Real analysis, often called the theory of calculus, is a core course in the mathematics curriculum. Most of the topics will be familiar from the study of elementary calculus; however, theory and deeper understanding will be stressed. Topics include sequences, limits, continuity, and differentiation. Prerequisites: MATH (200 or 20000) and MATH (217 or 21700).
Prerequisite: (MATH 200 or MATH 20000) and (MATH 217 or MATH 21700)

MATH 37200: ANALYSIS II: 3 Hour(s)
ANALYSIS II~ A continuation of MATH 371/37100. Topics include integration, sequences of functions, and series. Prerequisite: MATH (371 or 37100).
Prerequisite: (MATH 371 or MATH 37100 (may be taken concurrently))

MATH 38000: SEMINAR:~ 1-4 Hour(s)
Seminar~

MATH 38100: TPC:~ 1-4 Hour(s)
TOPICS IN MATHEMATICS~ Various advanced topics, such as topology, graph theory, complex variables, combinatorics, and number theory, are offered when need or sufficient interest is demonstrated. Credit hours and prerequisites are established for each offering. May be taken more than once for credit.

MATH 38500: JUNIOR SEMINAR: 1 Hour(s)
JUNIOR SEMINAR~ The student will read and evaluate mathematics literature on topics not included in the standard undergraduate curriculum. By the end of the course, the student will have selected a topic for the Senior Seminar capstone project and will have begun research on that topic. (Formerly offered as MATH 38000)

MATH 46100: ABSTRACT ALGEBRA I: 4 Hour(s)
ABSTRACT ALGEBRA I~ Abstract algebra is a core course in the mathematics curriculum because of its focus on the basic underlying structures that occur in many mathematical systems. The basic structures of study in this course are groups and rings. Prerequisites: Mathematics (217 or 21700).
Prerequisite: (MATH 217 or MATH 21700)

MATH 46200: ABSTRACT ALGEBRA II: 3 Hour(s)
ABSTRACT ALGEBRA II~ A continuation of 461/46100. The basic structures of study in this course are rings and fields. Prerequisite: MATH (461 or 46100).
Prerequisite: (MATH 461 or MATH 46100 (may be taken concurrently))
MATH 48000: SENIOR SEMINAR: 3 Hour(s)
SENIOR SEMINAR~ The mathematics capstone. In this course a student works independently on a substantial mathematics project that involves techniques and concepts beyond the typical content of a single course. The project culminates in a paper and a public oral presentation.
Prerequisite: MATH (385 or 38500).
Prerequisite: (MATH 385 or MATH 38500)
MATH 48100: INDEPENDENT RESEARCH: 1-4 Hour(s)
INDEPENDENT RESEARCH~
MATH 49800: INTERNSHIP: 4 Hour(s)
INTERNSHIP~

Mathematics Minor

Minor Requirements
A student minoring in mathematics must complete the following courses:

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<td>MATH 19800</td>
<td>CALCULUS I:MM</td>
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<tr>
<td>MATH 19900</td>
<td>CALCULUS II:MM</td>
<td>4</td>
</tr>
<tr>
<td>Two mathematics courses numbered 20000 or above</td>
<td>6-8</td>
<td></td>
</tr>
<tr>
<td>Three additional mathematics courses numbered 30000 or above</td>
<td>9-12</td>
<td></td>
</tr>
<tr>
<td>Total Hours</td>
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<td>23-28</td>
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</table>

Natural History

Program Website: http://www.hiram.edu/academics/majors-and-minors/natural-history-minor

Introduction
The study of natural history is the foundation of the biological sciences and fundamental to place-based studies, nature interpretation, and environmental education. A minor in natural history provides students with a concentration of knowledge and skills through experiential, field-based coursework, internship opportunities and a unique capstone experience. Skills and knowledge developed through this minor can be applied to a diversity of professions. Students in the natural history minor are expected to develop inquiry skills such as observation, problem formulation, data collection and critical analysis. Students in this program will develop the ability to apply field skills and integrated theory of organismal biology and ecological systems to the assessment of real-world problems. The minor requires 28-29 credit hours for completion.

Academic Offerings
- Natural History Minor (p. 261)

Faculty
Sarah Mabey, (2007) Associate Professor of Environmental Studies;
Natural History Program Coordinator
B.A., Bryn Mawr College;
M.S., University of Maryland, College Park;
Ph.D., University of Southern Mississippi
mabeyse@hiram.edu

Natural History Minor

Minor Requirements

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<tr>
<td>BIOR 15100</td>
<td>INTRO BIOR I W/LAB: SM</td>
<td>4</td>
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<tr>
<td>BIOR/EVST 27800</td>
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<tr>
<td>Capstone</td>
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Elective Courses
Select three field courses with at least one from each of the following categories:

Field-based Organismal Courses
- EVST 30500 & EVST 30600 AVIAN BIOLOGY and FIELD ORNITHOLOGY
- BIOR 30500 & BIOR 30600 AVIAN BIOLOGY and FIELD ORNITHOLOGY
- BIOR 38000 SEM: (Herpetology)
- BIOR 21300 SYS OF NON-VASC PLANTS-W/LAB
- BIOR 28000 SEM: (Entomology)

Field-based Systems Courses
- BIOR 25000 INTRO WILDLIFE MGMT-W/LAB:SM
- BIOR 34200 MARINE ECOLOGY-W/LAB
- BIOR 34600 & INTD 30320 ANCIENT FORESTS & GREAT TREES and TAKING TO THE TREES
- BIOR 38000 SEM: (Aquatic Biology)
- BIOR 30000 FIELD BIOLOGY-W/LAB
- EVST 35500 WETLANDS, RIVERS & COAST AREAS

Context Courses
Select one of the following: 3-4
- EVST 33800 ENVIRONMENTAL ACTIVISM &POLICY
- BIOR 34300 CONSERVATION BIOLOGY-W/LAB
- ART 25900 ENVIRONMENTAL ART:CM
- WRIT 21400 WRITING ABOUT NATURE:CM
- INTD 22800 CLIMATE CHANGE
- INTD 22500 HUMANS & THE ENVIRONMENT:ES

Total Hours: 28-29

Neuroscience

Program Website: http://www.hiram.edu/neuroscience

Introduction
Have you ever wondered how a fly avoids a flyswatter, how a fish navigates the currents, or how caffeine affects your brain? All of these questions fall within the broad domain of neuroscience: the study of the intersection between mind, brain, body, and behavior.

Neuroscience spans many disciplines, including biology, psychology, chemistry, physics, computer science, mathematics, and philosophy. The neuroscience program at Hiram College provides students with a strong and comprehensive major that encompasses the study of brains, behavior, and evolution at multiple levels, from the cellular and molecular through the cognitive and behavioral. Students who wish to major in neuroscience can expect a rigorous and intensive course load
emphasizing contributions from many academic programs and research opportunities on campus.

**Faculty**

Amber M Chenoweth, (2010) Associate Professor of Psychology; Associate Dean of Center for Adult Studies  
B.A., Albion College;  
M.A., Ph.D., Kent State University  
chenowetham@hiram.edu

Cara Constance, (2008) Associate Professor of Biology  
B.A., Hiram College;  
Ph.D., University of Virginia  
constancecm@hiram.edu

Nicolas Hirsch, (2008) Director of the School of Science & Technology; Associate Professor of Biology  
B.A., University of Chicago;  
Ph.D., University of California, San Diego  
hirschn@hiram.edu

Thomas Koehnle, (2007) Associate Professor of Biology; Neuroscience Program Coordinator  
B.S., Ohio University;  
Ph.D., University of California, San Diego  
koehnletj@hiram.edu

Michelle Nario-Redmond, (2007) Professor of Psychology  
B.A., University of Tulsa;  
M.A., Ph.D., University of Kansas  
nariomr@hiram.edu

Louis T Oliphant, (2009) Associate Professor of Computer Science  
B.A., Brigham Young University;  
M.S., Ph.D., University of Wisconsin, Madison  
oliphatlt@hiram.edu

Ellen L Walker, (1996) Professor of Computer Science  
Sc.B., Brown University;  
M.S., Ph.D., Carnegie Mellon University  
walkerel@hiram.edu

**Course Descriptions**

NEUR 18000: WKSP: 1 Hour(s)  
WORKSHOP~ Workshops may be taken Pass/No Credit only. Students may take no more than nine workshops for credit toward graduation. Workshops can be used as elective credit only.

NEUR 22700: INTRO TO NEUROSCIENCE: 4 Hour(s)  
INTRODUCTION TO NEUROSCIENCE~ Introduction to neuroscience is a laboratory-based course designed to orient students to the many approaches to neuroscience. In addition to covering the development, evolution, anatomy, and physiology of the nervous system, students will learn about cell and molecular, cognitive and behavioral, computational, and philosophical approaches to the study of the brain. The lecture component of the course emphasizes finding, using, and criticizing primary sources in each domain of neuroscience. The lab component comprises two major original research projects designed, carried out, summarized, and presented by students based on topics that interest them in the lecture component. Students must register for a NEUR 22700 lab. Prerequisite: CHEM (120 or 12000) and PSYC (101 or 10100). CHEM 120 or 12000 is not mandatory, you may ask instructor for permission. PSYC 101 or 10100 is mandatory.  
Prerequisite: (CHEM 120 or CHEM 12000) or (PSYC 101 or PSYC 10100)

NEUR 28000: SEM:: 1-4 Hour(s)  
SEMINAR~

NEUR 28100: INDEPENDENT STUDY: 1-4 Hour(s)  
INDEPENDENT STUDY~

NEUR 29800: FIELD EXPERIENCE: 1-4 Hour(s)  
FIELD EXPERIENCE~

NEUR 33000: CELLULAR & MOLECULAR NEUROBIO: 4 Hour(s)  
CELLULAR AND MOLECULAR NEUROBIOLOGY~ This course is a study of the microscopic parts of the nervous system: the molecular, cellular and developmental aspects of what is arguably the most complex biological system ever studied. We will cover the basic plan of the nervous system, the cellular components of the nervous system (neurons and glia), the electrical properties of neurons, neurotransmitters and synaptic transmission. We will also study the embryonic development of the nervous system, including neurogenesis, axonal pathfinding, neuronal cell death and synapse elimination. In addition, we will discuss primary scientific papers describing fundamental breakthroughs in cellular and molecular neuroscience. Also listed as BIOL (330 or 33000).  
Prerequisites: BIOL (230 or 23000) or NEUR (227 or 22700).  
Prerequisite: (BIOL 230 or BIOL 23000) or (NEUR 227 or NEUR 22700)

NEUR 38000: SEM:: 4 Hour(s)  
SEMINAR~

NEUR 38100: SPC TPC:: 1-4 Hour(s)  
SPECIAL TOPICS~

NEUR 48000: NEUROSCIENCE CAPSTONE: 1-4 Hour(s)  
NEUROSCIENCE CAPSTONE~ Students in this course will design and execute original research related to the discipline of neuroscience. The student must submit a project proposal to his or her neuroscience faculty advisor outlining the research problem, the methods to be used and anticipated results prior to beginning the project. The student will submit a final report to the sponsoring faculty member and a public presentation.  
Prerequisites: Senior standing and permission.

NEUR 48100: INDEPENDENT RESEARCH: 1-4 Hour(s)  
INDEPENDENT RESEARCH~

NEUR 49800: INTERNSHIP: 4 Hour(s)  
INTERNSHIP~

**Academic Offerings**

- Neuroscience Major (p. 262)

**Neuroscience Major**
Degree Requirements

All students are required to complete overall degree requirements in addition to their major. Please see Degree Completion Requirements (p. 42) for full details for students entering in the 2019-2020 catalog year.

For those students who started at Hiram prior to the 2019-2020 academic year, you will follow the Degree Requirements which are outlined in your catalog of record.

Major Requirements

To major in neuroscience, a student shall complete at least 43 hours of coursework in the program, and maintain a cumulative grade-point average of 2.0 or higher. Students must complete coursework in several key areas:

- Four core courses,
- Two correlative courses in chemistry,
- Three courses to gain breadth across multiple disciplines in neuroscience, and
- Three courses from one of the five areas of concentration

All students must complete a senior capstone project, and must present their results to the general public. To receive honors in the program, students must complete an independent experimental research project as part of their capstone.

Core Courses

The four core requirements will introduce students to the breadth of subjects studied in neuroscience and will equip them for advanced courses in the curriculum. Every student must pass each of the core courses (16 credit hours) with a grade of C or better.

Correlative Courses

In addition to mastering the basics of neuroscience, it is necessary for all students to gain a basic understanding of general chemistry. Therefore, neuroscience majors must also complete the correlative courses (8 credit hours) with a grade of C or better.

Breadth Requirements

Neuroscience as a discipline spans many different research areas, including the cellular and molecular; the cognitive and behavioral; the computational, developmental and evolutionary; and the philosophical and ethical domains. To gain a full understanding of how each of these areas contributes to the discipline of neuroscience, all students in the program must take one course from each of three areas of concentration (9-12 credit hours).

Areas of Concentration

Students majoring in neuroscience must declare their area of concentration within one of the many domains outlined above by the end of their sophomore year, and must complete a minimum of three courses (9-12 credit hours) within that concentration.

Senior Capstone

Before graduation, each student must complete an approved senior capstone project (course number: NEUR 48000 NEUROSCIENCE CAPSTONE). Each student must present a project proposal to a member of the neuroscience faculty and receive approval by the end of their junior year to receive credit towards the major for their capstone project.

Students must have approval before they can carry out their project. Students must present their project at a public seminar. Capstone seminars run in both the fall and spring semesters.

All questions about majoring in neuroscience should be directed to your academic advisor, or Dr. Tom Koehnle, Neuroscience Program Coordinator. Dr. Koehnle can be reached ext. 5316 or koehnleTJ@hiram.edu.

<table>
<thead>
<tr>
<th>Code</th>
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<th>Hours</th>
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<tbody>
<tr>
<td>PSYC 10100</td>
<td>GENERAL PSYCHOLOGY</td>
<td>4</td>
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<tr>
<td>NEUR 22700</td>
<td>INTRO TO NEUROSCIENCE</td>
<td>4</td>
</tr>
<tr>
<td>PSYC/BIOL 21000</td>
<td>RESEARCH DESIGN &amp; ANALYSIS:SM (Methods Course)</td>
<td>4</td>
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<tr>
<td>or CPSC 17200</td>
<td>INTRO TO PROGRAMMING-W/LAB:MM</td>
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<tr>
<td>BIOL 32600</td>
<td>ANIMAL PHYSIOLOGY-W/LAB</td>
<td>4</td>
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</table>

Correlative Courses

In addition to mastering the basics of neuroscience, it is necessary for all students to gain a basic understanding of general chemistry. Therefore, neuroscience majors must also complete the correlative courses (8 credit hours) with a grade of C or better.

Breadth Requirements

Select one course from each of three areas of concentration: 9-12

Cellular and Molecular Concentration

- BIOL 26500 HUMAN GENETICS-W/LAB:SM 3,6
- BIOL/BIOL 28000 SEM: (Topical Courses) 3,6
- BIOL/PSYC 38000 SEM: (Topical Courses) 3,6

Cognitive and Behavioral Concentration

- PSYC 25500 ABNORMAL PSYCHOLOGY 3
- PSYC 21800 PERSONALITY 4
- PSYC 24000 ANIMAL COGNITION 3
- BIOL/PSYC 28000 SEM: (Topical Courses) 3,6
- BIOL/PSYC 38000 SEM: (Topical Courses) 3,6

Philosophy and Ethics Concentration

Please consult with the neuroscience program coordinator about elective classes available for filling breadth requirements in the philosophy and ethics area of concentration.

Computational Concentration

- PHIL 12100 ELEMENTARY LOGIC:MM

Developmental and Evolutionary Concentration

Please consult with the neuroscience program coordinator about elective classes available for filling breadth requirements in the developmental and evolutionary areas of concentration.

Area of Concentration

Select a minimum of three courses: 9-12

Cellular and Molecular Concentration

- BIOL 23000 MOLECULAR&CELLULAR BIOL-W/LAB 3,7
- BIOL 36500 GENETICS-W/LAB 3,7
- BCHM 36600 BASIC BIOCHEMISTRY-W/LAB 3,7

Cognitive and Behavioral Concentration

- PSYC 21800 PERSONALITY 4
- PSYC 25500 ABNORMAL PSYCHOLOGY 3
- PSYC 31600 LEARNING THEORY METHOD/APP 4
- PSYC 34400 SOCIAL PSYCHOLOGY 4
### Philosophy and Ethics Concentration

Please consult with the neuroscience program coordinator about elective classes available for filling requirements in the philosophy and ethics area of concentration.

### Computational Concentration

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<th>Title</th>
<th>Hours</th>
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<td>ELEMENTARY LOGIC:MM</td>
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<tr>
<td>PHYS 22500</td>
<td>INTRO ELECTRONICS-W/LAB</td>
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<td>CPSC 32000</td>
<td>COMPUTER VISION 5, 7</td>
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<tr>
<td>CPSC 36100</td>
<td>COMPUTER SIMULATION:SM 5, 7</td>
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<tr>
<td>CPSC 38600</td>
<td>ARTIFICIAL INTELLIGENCE 5, 7</td>
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</table>

### Developmental and Evolutionary Concentration

Please consult with the neuroscience program coordinator about elective classes available for filling requirements in the developmental and evolutionary area of concentration.

### Senior Capstone

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<th>Course</th>
<th>Title</th>
<th>Hours</th>
<th>Term</th>
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<tbody>
<tr>
<td>NEUR 48000</td>
<td>NEUROSCIENCE CAPSTONE</td>
<td>1-4</td>
<td></td>
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</table>

Total Hours: 43-52

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1. Must be passed with a C or better.
2. The courses have few prerequisites and are recommended to all students to fill the breadth requirement. Other courses from the areas of concentration may also be taken in fulfillment of these requirements, but may carry additional prerequisites.
3. Runs annually
4. Runs every other year
5. Runs approximately every three years
6. Requires permission of the neuroscience program coordinator
7. Has additional prerequisites

### Pathway

<table>
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<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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#### First Year

**Fall 12 Week**

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<td>PSYC 10100</td>
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**Fall 3 Week**

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**Spring 12 Week**

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**Spring 3 Week**

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#### Second Year

**Fall 12 Week**

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**Fall 3 Week**

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#### Third Year

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Hours: 3-4
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Choose one breadth elective from three of the five concentration areas

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**Physics**

**Program Website:** [http://www.hiram.edu/physics](http://www.hiram.edu/physics)

**Introduction**

The physics major is intended for students who are interested in the connection between basic physics principles and how the universe works. It provides them with a solid foundation for careers in business and education and for research and development positions in industry and government. It also prepares them for graduate work in physics or engineering, as well as being an unusual and attractive preparation for medical school or law school.

The courses taken toward the major in physics have a strong component in basic physics; in addition, the upper-level courses explore various core areas and specialties within physics. Emphasis in the department is placed on learning physics and its applications through critical thinking, problem solving, and laboratory experience. Students are encouraged to do independent study and research in areas of their interest. Sometimes advanced courses may be offered, depending on faculty and student interests and student needs. These courses may include topics such as mathematical and computational methods of physics, nuclear physics, astrophysics, and solid state physics. Students interested in majoring in physics should consult with a member of the physics program as early as possible to ensure the proper sequence of courses. Check out our web page at: [http://www.hiram.edu/physics](http://www.hiram.edu/physics).

Another opportunity within the physics program (as well as chemistry and computer science) is for a dual degree in engineering to go along with the degree from Hiram. A student can attend Hiram College for three years, then if the requirements are met, transfer to Case Western Reserve University in Cleveland, OH or Washington University in St. Louis for two more years. At the end of the five years, that student would then graduate with a bachelor’s degree in physics from Hiram College and a bachelor’s degree in engineering from CWRU or Washington University. Please check out the engineering catalog page for further information or go to the web site at: [http://www.hiram.edu/academics/majors-minors/engineering/](http://www.hiram.edu/academics/majors-minors/engineering/).

**Requirements for Honors**

Honors in physics are awarded on the basis of Hiram College’s program honors requirements (overall GPA of at least 2.8, program GPA of 3.6, and the sum of these being at least 6.8) plus submission of an exemplary written thesis based on the senior seminar project.

**Special Opportunities**

Physics faculty have research interests in statistical mechanics, condensed matter physics, nuclear astrophysics and physics education and welcome student involvement. The physics program has research-quality equipment and facilities available for student projects and research including: lasers, oscilloscopes, and multi-channel analyzers; radiation-detection equipment of all types; a neutron flux tank; low temperature Dewars; an ultra-high vacuum chamber; X-ray facilities; and a holography lab and darkroom. In addition, a complete machine shop and electronic facilities make it possible to modify and construct equipment. Computers are available for equipment interfacing and data acquisition. The program also has a computational physics laboratory that includes several high-end Unix workstations and a Beowulf cluster for numerically intensive computing.

**Faculty**

Daniel Gavazzi, (2019) Instructor of Physics  
B.A., Hiram College;  
M.A., Kent State University  
gavazzid@hiram.edu

Mark Taylor, (2001) Associate Professor of Physics; Liaison, Dual Degree Engineering Program  
B.S., Massachusetts Institute of Technology;  
Ph.D., Brandeis University  
taylormp@hiram.edu

Laura VanWormer Andy, (1993) Professor of Physics; Director of Institutional Research  
B.S., University of Toledo;  
M.S., Ph.D., University of Notre Dame  
vanwormerla@hiram.edu

**Course Descriptions**

**PHYS 11300: PRINCIPLES PHYSICS I-W/LAB:SM:** 4 Hour(s)  
PRINCIPLES OF PHYSICS I-W/LAB:SM—An introduction to the basic concepts of physics including mechanics, wave motion, temperature, heat, and thermodynamics. The course is designed for the person with no physics background; however, the ability to use algebra and trigonometry is assumed. Students who have had a rigorous high-school physics course and have met the calculus prerequisite should take Physics 213 or 21300. Student must register for a PHYS 00100 lab. This course fulfills the Experimental Scientific Methods requirement. Offered every Fall 12 week. Prerequisite: high-school algebra and trigonometry. The breakdown between lecture and lab hours is for administrative office use only. This course may only be taken as 4 credit hours.  
Core: Experimental Scientific Method

**PHYS 11400: PRINCIPLES PHYSICS II-W/LAB:SM:** 4 Hour(s)  
PRINCIPLES OF PHYSICS II-W/LAB:SM—A continuation of Physics 113 or 11300. Topics included are electrical, magnetic, and optical phenomena with emphasis on their use in modern technology followed by a qualitative and quantitative coverage of unique developments in the 20th century. These developments include Einstein’s special theory of relativity, quantum mechanics, atomic and nuclear behavior and structure, and elementary particle theory. Laboratory work includes study of simple electrical circuits, measurement of electron charge and mass, and investigation of radioactivity. Offered every Spring 12 week. Student must register for a PHYS 00100 lab. This course fulfills the Experimental Scientific Methods requirement. Prerequisite: Physics (113 or 11300) or (213 or 21300).  
Prerequisite: (PHYS 113 or PHYS 11300) or (PHYS 213 or PHYS 21300)  
Core: Experimental Scientific Method
PHYS 15000: USE OF TEST & MEASUREMENT EQUIP: 1 Hour(s)
USE OF TEST AND MEASUREMENT EQUIPMENT~ An introduction to
a range of equipment used for performing tests and measurements. In
this course, students will learn the capability of, and gain experience
using, such instruments as a data-logging digital multimeter, a digital
oscilloscope, a function generator, a counter-timer, a frequency standard,
and a pulse generator. They will also be introduced to the use of
transducers (devices which turn real-world conditions such as force,
pressure, temperature, position, etc. into electrical signals) and how
these devices can be interfaced with a computer. The course will include
the building of some very simple circuits and cover basic soldering

techniques, cable making and testing, and computer interfacing protocol.
Usually offered Spring 12 week. This course is offered pass/no credit
only.

PHYS 18000: WKSP: 1 Hour(s)
WORKSHOP~ This workshop will provide the opportunity for students to
examine a special topic in Physics. Through readings, discussions and
written assignments there will be opportunities to evaluate the topic at
issue. Workshops may be taken Pass/No Credit only. Students may take
no more than nine workshops for credit toward graduation. Workshops
may be used as elective credit only.

PHYS 20200: INTRO TO ASTRONOMY-W/LAB:SM: 4 Hour(s)
INTRODUCTION TO ASTRONOMY:SM~ An introduction to modern
astronomy. A survey of the universe as we understand it today, including
how we know, provides the framework to explain the workings of
science and the nature of scientific law. Students must also register
for a PHYS 20200 lab This course fulfills the Experimental Scientific
Methods requirement. The breakdown between lecture and lab hours is
for administrative office use only. This course may only be taken as 4
credit hours.
Core: Experimental Scientific Method

PHYS 21300: FUNDNMTLS OF PHYSICS-W/LAB I:SM: 4 Hour(s)
FUNDAMENTALS OF PHYSICS I-W/LAB:SM~ Fundamental concepts
of physics with emphasis on acquiring analytical skill in the solution of
problems. Fundamental principles and experimental laws of mechanics,
wave motion, sound, heat, and thermodynamics will be covered. This
course is for students, concentrating in science, who desire a thorough
understanding of the fundamentals of physics. Students must register
for a PHYS 00100 lab. This course fulfills the Experimental Scientific
Methods requirement. Offered every Fall 12 week. Prerequisite: MATH
(198 or 19800) and may be taken concurrently.
Prerequisite: (MATH 198 (may be taken concurrently) or MATH 19800
(may be taken concurrently)) Core: Experimental Scientific Method

PHYS 21400: FUNDNMTL OF PHYSICS-W/LAB II:SM: 4 Hour(s)
FUNDAMENTALS OF PHYSICS II-W/LAB:SM~ A continuation of
Physics 213 or 21300. Fundamental principles and experimental laws
of electricity, magnetism, and optics will be covered. Students must
also register for PHYS 00100 lab. This course fulfills the Experimental
Scientific Methods requirement. Offered every Spring 12 week.
Prerequisites: Physics (213 or 21300) and Mathematics (199 or 19900).
(Mathematics 199 or 19900 may be taken concurrently.)
Prerequisite: (PHYS 213 or PHYS 21300) and (MATH 199 or MATH 19900
(may be taken concurrently)) Core: Experimental Scientific Method

PHYS 22500: INTRO ELECTRONICS-W/LAB: 4 Hour(s)
INTRODUCTORY ELECTRONICS-W/LAB~ An introduction to the principles
of electronics and the uses of electronic components. The laboratory
will investigate the fundamentals of linear and digital circuits while
using basic laboratory instruments such as oscilloscopes, waveform
generators, and digital multimeters. Topics will include basic circuit
theory, passive devices, junction and field effect transistors, operational
amplifiers, digital logic, integrated circuit chips and optical solid-state
devices. This course is designed for physics and chemistry majors and
entails a considerable amount of problem solving. While not required, a
familiarity with calculus would be helpful. Student must also register for
a PHYS 22500 lab. The breakdown between lecture and lab hours is for
administrative office use only. This course may only be taken as 4 credit
hours. Prerequisites: Physics (114 or 11400) or Physics (214 or 21400).
Also listed as CHEM 22500.
Prerequisite: (PHYS 114 or PHYS 11400) or (PHYS 214 or PHYS 21400)

PHYS 28000: SEM: 1-4 Hour(s)
SEMINAR~

PHYS 28100: INDEPENDENT STUDY: 1-4 Hour(s)
INDEPENDENT STUDY~

PHYS 29800: FIELD EXPERIENCE: 1-4 Hour(s)
FIELD EXPERIENCE~

PHYS 32000: FUNDNMTLS OF MRDN PHYSICS-W/LAB: 4 Hour(s)
FUNDAMENTALS OF MODERN PHYSICS-W/LAB~ An experimental and
theoretical development of fundamental concepts of modern physics,
including the special theory of relativity, quantum mechanics, atomic
and nuclear structure, and elementary particles. Offered every Fall 12 week.
Student must also register for a PHYS 32000 lab. Prerequisites: Physics
(214 or 21400) and Mathematics (200 or 20000). (Mathematics 200 or
20000 may be taken concurrently.)
Prerequisite: (PHYS 214 or PHYS 21400) and (MATH 200 or MATH 20000
(may be taken concurrently))

PHYS 33000: MECHANICS: 3 Hour(s)
MECHANICS~ A course intended to develop an understanding of the
principles of mechanics introduced in Physics 21300-21400 and to treat
specific problems important in physics and engineering. The topics to be
covered will include particle motion in one, two, and three dimensions;
the motion of systems of particles; the motion of rigid bodies; rotation,
gravitation, statistics, and moving frames of reference. Offered Fall 3
week, alternate years. Prerequisite: PHYS (320 or 32000)
Prerequisite: (PHYS 320 or PHYS 32000)

PHYS 33500: THERMAL PHYSICS: 4 Hour(s)
THERMAL PHYSICS~ Thermal or statistical physics provides the
link between the microscopic world of atoms and molecules and the
macroscopic world of everyday objects. A central goal is understanding
the emergence of simple thermodynamic behavior in systems comprised
of a large number of particles governed by an underlying chaotic
dynamic. This course will cover the fundamentals of thermodynamics,
ensemble theory, classical and quantum gases, transport processes,
interacting systems, and phase transitions. Students will do a
computational project using Monte Carlo simulation techniques to study
a magnetic, liquid, polymer, or other many-body system. Offered Spring 12
week, alternate years. Prerequisite: Physics 320 or 32000.
Prerequisite: (PHYS 320 or PHYS 32000)
### Academic Offerings

- Physics Major (p. 267)
- Physics Minor (p. 269)

### Physics Major

#### Degree Requirements

All students are required to complete overall degree requirements in addition to their major. Please see Degree Completion Requirements (p. 42) for full details for students entering in the 2019-2020 catalog year.

For those students who started at Hiram prior to the 2019-2020 academic year, you will follow the Degree Requirements which are outlined in your catalog of record.

#### Major Requirements

A typical schedule for a physics major with strong math skills might be shown in 'Physics Pathway A'. Another possible schedule is shown in 'Physics Pathway B' that lets students solidify their math skills before tackling the math-intensive science courses.

Speak with your advisor to determine which pathway is most appropriate for you.

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<tr>
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<td>&amp; PHYS 21400</td>
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<tr>
<td>PHYS 44000</td>
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Select four of the following:

- **Capstone**
  - PHYS 48000 SENIOR SEMINAR

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<td>PHYS 36000</td>
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<td>CHEM 35000</td>
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**Required Courses**

- MATH 19800 CALCULUS I: MM
- MATH 19900 CALCULUS II: MM
- MATH 20000 CALCULUS III: MM
- MATH 21800 LINEAR ALGEBRA: MM
- MATH 24300 DIFFERENTIAL EQUATIONS: MM
- CPSC 17000 JAVA SUPPLEMENT
- or CPSC 17100 INTRO TO COMPUTER SCI-W/LAB: MM
- CPSC 17200 INTRO TO PROGRAMMING-W/LAB: MM

**Total Hours**

59-63

1. Includes a 30-minute public presentation and a written thesis on the student's senior research project.

### Pathways

#### Physics Pathway A

This pathway is for students who have demonstrated strength in math and physics.
<table>
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<td>INTRO ELECTRONICS-W/LAB</td>
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<tr>
<td>INTD XXXXX</td>
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<tr>
<td>Hiram Core Requirement</td>
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<td>4</td>
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<tr>
<td><strong>Fall 3 Week</strong></td>
<td></td>
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<tr>
<td>Hiram Core Requirement</td>
<td></td>
<td>3-4</td>
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</table>

**Spring 12 Week**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
<th>Term</th>
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<tbody>
<tr>
<td>PHYS 35000</td>
<td>QUANTUM PHYSICS</td>
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<tr>
<td>Elective, Second Major, Minor Course</td>
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</tr>
<tr>
<td>Hours</td>
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**Spring 3 Week**

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>PHYS 44000</td>
<td>PHYSICS ADVANCED LABORATORY</td>
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<tr>
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**Fourth Year**

**Fall 12 Week**

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<th>Course</th>
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<tbody>
<tr>
<td>CPSC 170100</td>
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<td></td>
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<tr>
<td>Elective, Second Major, Minor Course</td>
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<tr>
<td>Hours</td>
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**Fall 3 Week**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
<th>Term</th>
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</thead>
<tbody>
<tr>
<td>INTD XXXXX</td>
<td>Interdisciplinary Requirement</td>
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</tr>
<tr>
<td>Hours</td>
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<td>3-4</td>
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**Spring 12 Week**

<table>
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<th>Course</th>
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<th>Hours</th>
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<td>CPSC 17200</td>
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<tr>
<td>PHYS 36000</td>
<td>ELECTROMAGNETIC THEORY</td>
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<td>Hours</td>
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**Spring 3 Week**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elective, Second Major, Minor Course</td>
<td></td>
<td>3-4</td>
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</tr>
<tr>
<td>Hours</td>
<td></td>
<td>3-4</td>
<td></td>
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</tbody>
</table>

**Total Hours**

1. 'Critical' to timely degree progression.
2. Every other偶年
3. Every other even year
4. Or can take 1 credit CPSC 17000 JAVA SUPPLEMENT in spring
5. Take if CPSC 17100 INTRO TO COMPUTER SCI-W/LAB:MM not taken in Fall

**Physics Pathway B**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
<th>Term</th>
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<tbody>
<tr>
<td><strong>First Year</strong></td>
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<tr>
<td><strong>Fall 12 Week</strong></td>
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<tr>
<td>FYEN 10101</td>
<td>FIRST-YEAR ENDURING QUESTIONS</td>
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<td>MATH 19800</td>
<td>CALCULUS I:MM</td>
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**Fall 3 Week**

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<td>FYUR 10201</td>
<td>FIRST-YEAR URGENT QUESTIONS</td>
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<td>Hours</td>
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<td>MATH 20000</td>
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<td>PHYS 21300</td>
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<td>PHYS 21400</td>
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<td>Hours</td>
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<td>PHYS 32000</td>
<td>FUNMNTLS OF MRDN PHYSICS-W/LAB</td>
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<td>LINEAR ALGEBRA:MM</td>
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<td>PHYS 35000</td>
<td>QUANTUM PHYSICS</td>
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<td></td>
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<td>Hours</td>
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<tr>
<td>Spring 3 Week</td>
<td>PHYS 44000</td>
<td>PHYSICS ADVANCED LABORATORY</td>
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<td>CPSC 17100</td>
<td>INTRO TO COMPUTER SCI-W/LAB:MM (or Elective, Second Major, Minor Course)</td>
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<td></td>
<td>Elective</td>
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<td></td>
<td></td>
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<td>12</td>
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<tr>
<td>Fall 3 Week</td>
<td>PHYS 33000</td>
<td>MECHANICS</td>
<td>3</td>
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<td></td>
<td></td>
<td>Hours</td>
<td>3</td>
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<tr>
<td>Spring 12 Week</td>
<td>CPSC 17000</td>
<td>JAVA SUPPLEMENT</td>
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<td>CPSC 17200</td>
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<td>PHYS 33500</td>
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<td>PHYS 36000</td>
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<tr>
<td>Spring 3 Week</td>
<td>MATH 24300</td>
<td>DIFFERENTIAL EQUATIONS:MM</td>
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<tr>
<td></td>
<td></td>
<td>Hours</td>
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| Total Hours | 121-126 |

1. "Critical" to timely degree progression.
2. PHYS 21300 FUNMNTLS OF PHYSICS-W/LAB I:SM may be taken in year 1 if the student is very strong in math and physics.
3. Every other odd year
4. Every other even year
5. Or can take 1 credit CPSC 17000 JAVA SUPPLEMENT in spring
6. Take if CPSC 17100 INTRO TO COMPUTER SCI-W/LAB:MM not taken in Fall

### Physics Minor

#### Minor Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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<tr>
<td>PHYS 21300</td>
<td>FUNMNTLS OF PHYSICS-W/LAB I:SM and FUNMNTL OF PHYSICS-W/LAB II:SM</td>
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<tr>
<td>PHYS 32000</td>
<td>FUNMNTLS OF MRDN PHYSICS-W/LAB</td>
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<tr>
<td></td>
<td>Select three courses from the other physics major courses</td>
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</tr>
<tr>
<td>MATH 19800</td>
<td>CALCULUS I:MM (required)</td>
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<tr>
<td>MATH 19900</td>
<td>CALCULUS II:MM (required)</td>
<td>4</td>
</tr>
<tr>
<td>MATH 20000</td>
<td>CALCULUS III:MM (required)</td>
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</tr>
<tr>
<td>MATH 21800</td>
<td>LINEAR ALGEBRA:MM</td>
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<tr>
<td>MATH 24300</td>
<td>DIFFERENTIAL EQUATIONS:MM</td>
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<td>Total Hours</td>
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</table>

1. It is strongly recommended that MATH 21800 LINEAR ALGEBRA:MM and MATH 24300 DIFFERENTIAL EQUATIONS:MM be taken as a correlative to the minor.
Graduate Program Leadership and Location

Staff
Amber Chenoweth, Associate Dean of Academic Affairs
Christopher Byrne, Academic Advisor
Karyne “Missie” Mallinak, Academic Support Coordinator

Mission
The Center of Adult Studies (CAS) has been serving the needs of adult learners for over 35 years. We are committed to providing exceptional service and quality instruction through our undergraduate and graduate academic programs. CAS is dedicated to helping students be successful by fostering and promoting lifelong learning, community involvement, exploring diversity, and by cultivating socially and ethical responsible learners.

This bulletin offers a description of the program, the curriculum and the procedures governing the Center for Adult Studies’ operation. Since a publication can never be comprehensive enough to answer every question, students are urged to direct all inquiries to:

The Center for Adult Studies
Hiram College
Hinsdale Hall, Room 205
P. O. Box 67
Hiram, Ohio 44234

Telephone: (330) 569-5161
Fax: (330) 569-5003

e-mail: mais@hiram.edu
web site: www.hiram.edu/academics/graduate-studies

Academic Programs

MAIS Program Leadership and Location

Staff
Amber Chenoweth, Associate Dean of Academic Affairs
Christopher Byrne, Academic Advisor
Karyne “Missie” Mallinak, Academic Support Coordinator

MAIS Oversight Council (MOC)
The MAIS Oversight Council (MOC) consists of the Associate Dean of Academic affairs and Hiram College faculty members from a variety of academic disciplines. The MOC meets regularly to approve MAIS capstone proposals, approve new MAIS and other graduate-level courses, recommend and approve program changes, make significant decisions regarding the MAIS program, assess the MAIS program, and to hear appeals from students.

The Center for Adult Studies
Hinsdale Hall suite 205

330-569-5161
MAIS@hiram.edu
https://www.hiram.edu/academics/graduate-studies/

Program Overview
The MAIS Program prepares students to answer big questions and solve complex problems by integrating insights and approaches from multiple disciplines. Students learn to explain the nature of interdisciplinary inquiry and integration. They examine the ways in which scholars inquire in several disciplines. They choose a specific research question, and they integrate the approaches and insights of scholars from two chosen disciplines to answer the research question. The final product is a professional capstone paper in which students answer their chosen question through research in the two disciplines and the integration of scholarship from the two disciplines. Students are guided through the capstone proposal and capstone writing process by two advisors, one from each chosen discipline, and by the capstone proposal development and capstone course instructor.

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• Master of Arts in Interdisciplinary Studies (MAIS) (p. 270)

Master of Arts in Interdisciplinary Studies (MAIS)

• Program Overview and Degree Requirements (p. 270)
• The Curriculum (p. 272)
• Enrollment in the Program (p. 273)

Program Overview and Degree Requirements
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# Degree Requirements

To complete the Master of Arts degree, students are required to complete a total of 30 graduate credit hours and to fulfill the specific course and writing requirements for the program. Required courses include a sequence of two courses worth three credit hours each that address the nature of interdisciplinary research and the nature of disciplinary inquiry. In addition to these two courses, students must complete no fewer than five courses in specific disciplines, with each course worth three credit hours. Students must then complete a capstone proposal development course worth three credit hours and a capstone course worth six credit hours. In the capstone proposal development course, students write the proposal for the capstone project under the guidance of two advisors and the course instructor. Students submit the capstone proposal for approval by the MOC. Students are admitted to the capstone course only after the capstone proposal has been approved by the MOC. In the capstone course, students research and write the final capstone under the guidance of two advisors and the course instructor. The final capstone is evaluated by the two advisors and by an outside reader. Once the capstone is approved, the student is required to present the capstone orally to the Hiram College community and the public.

A student may replace a disciplinary course with an independent study with the approval of the program directors. Students may do a maximum of two independent studies. Generally, students may transfer no more than three graduate credit hours into the program with the approval of transfer credits by the Associate Dean of Academic Affairs. Students who wish to transfer credits into the program must provide a syllabus for each course that the student wishes to transfer into the program for credit.

## Required Courses

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<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>MAIS 52800</td>
<td>SEM: (This course in development will replace MAIS 57100 and MAIS 57200)</td>
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<tr>
<td>MAIS 57100</td>
<td>INTERDISCIPLINARY INQUIRY</td>
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<tr>
<td>MAIS 57200</td>
<td>INTERDISCIPLINARY RESEARCH</td>
<td>3</td>
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<tr>
<td>MAIS 57300</td>
<td>METHODS+APPROACHES DISCIPLINES</td>
<td>3</td>
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</table>

## Additional Coursework

Select five Disciplinary Inquiry Courses (various disciplines) 15

- MAIS 55790: PROPOSAL DEVELOPMENT 3
- MAIS 55800: CAPSTONE II 3

Total Hours 30

### Student Objectives:

#### Required 2-course Introductory Sequence (6 credit hours)

**MAIS 52800: Interdisciplinary Inquiry, Theory, and Practice (3 credit hours)**

This course (in development) will combine and replace the following two courses previously offered in the MAIS introductory course sequence: MAIS 57100 and MAIS 57200.

**MAIS 57100: Interdisciplinary Inquiry (3 credit hours)**

Students in this course will explore the nature and process of interdisciplinary inquiry. Students will consider the value and uses of interdisciplinary inquiry in answering significant questions. Students will explore the approaches of scholars in different disciplines and will examine the ways in which scholarship from different disciplines can be integrated to answer significant questions and yield new knowledge.

#### Student Objectives:

- Explain the meaning and significance of interdisciplinary inquiry.
- Describe the process of interdisciplinary inquiry.
- Evaluate examples of interdisciplinary scholarship.
- Explain how scholars have integrated insights from two or more disciplines to answer a research question.
- Develop a tentative capstone topic idea.

**MAIS 57200: Interdisciplinary Research (3 credit hours)**

Students in this course will plan and complete a research project that requires the analysis of scholarship in two disciplines and the integration of insights from these two disciplines to answer a significant question. Pre-requisite: MAIS 57100 Interdisciplinary inquiry.

#### Student Objectives:

- Develop an appropriate interdisciplinary research question of significance.
- Do a literature search in two disciplines on the research question.
- Write a critical literature review of sources in the two disciplines on the research question.
- Write a paper answering the research question that integrates supporting scholarly evidence from two disciplines.
- Further refine the tentative capstone project idea.

**MAIS 57300: Methods and Approaches of Disciplines (3 credit hours)**

This course will expose students a particular discipline or related disciplines and explore the particular disciplinary perspective and insights that the disciplinary perspective tends to produce. Students will examine the various assumptions and theories of the discipline, phenomena the discipline generally engages, and methods for producing and evaluating discipline related insights.

#### Student Objectives:

- Discern the assumptions of scholars in different disciplines.
- Describe the methodologies used by scholars in different disciplines.
- Compare and contrast the methodologies used by scholars in different disciplines.
- Do a literature search in two disciplines on a question or topic of significance.
- Prepare an annotated bibliography of sources in two disciplines on the question or topic chosen.
- Prepare a critical literature review of sources in two disciplines on the question or topic chosen.

### Additional Coursework (15 credit hours)

In addition to the required 2-course sequence, students must take five disciplinary inquiry courses in various disciplines.

**MAIS 5xxxx: Disciplinary Inquiry Courses (various disciplines; 3 credit hours each)**

These courses require students to describe, explain, and evaluate the assumptions, approaches, and research methods of scholars in various disciplines.

#### Student Objectives:

- Explain the assumptions of scholars in the particular discipline under study.
• Describe the methodologies of scholars in the disciplinary family under study, e.g. social sciences or humanities.
• Explore a specific topic through the lens of a particular discipline.
• Write a critical essay on an aspect of the course topic under study.

Capstone Coursework (9 credit hours)

Students who are ready to work on the capstone must take the capstone proposal development course followed by the capstone course.

MAIS 55790: Capstone Proposal Development (3 credit hours)

In their penultimate term, students who have at least a 3.0 cumulative grade point average will register for the proposal development course. In this course, the student will work with individual faculty advisors and with the course instructor to plan, research, and write the capstone proposal. The course instructor and fellow students will provide support, feedback and guidance to each student during the writing process. The capstone proposal must be submitted to and approved by the MAIS Oversight Council before the student will be allowed to register for the capstone course. The capstone proposal development course is taken on a Pass/No Credit basis. Students must have approval from the Associate Dean of Academic Affairs prior to enrolling in the capstone proposal development course. For further details, see the Capstone Guidelines.

Student Objectives:
• Choose and refine the proposed capstone research question.
• Choose the two disciplines whose insights the student will use to answer the proposed research question.
• Prepare an annotated bibliography of relevant sources in the two chosen disciplines.
• Prepare a critical preliminary literature review of relevant sources in the two chosen disciplines.
• Write the capstone proposal to present to the MAIS Oversight Council.

MAIS 55800 and 55820: Capstone I and II (3 credit hours each)

Students whose capstone proposals have been approved by the MOC will register for the capstone course. In this course, the student will continue to work with individual faculty advisors and with the course instructor to research and write the capstone. The course instructor and fellow students will provide support, feedback and guidance to each student during the writing process. Students will also reflect on and assess their experiences with interdisciplinary inquiry and research. This course is taken pass/no credit. For further details, see the Capstone Guidelines.

Student Objectives:
• Use research and interdisciplinary integration in writing the complete capstone paper.
• Reflect on the cognitive and affective experience of doing interdisciplinary work.
• Interpret individual experience in the MAIS Program holistically and as it relates to individual goals.
• Prepare the oral presentation of the capstone to the community.

The Curriculum

MAIS courses are eight weeks in length for three credits each. Courses are offered sequentially, with two 8-week courses offered each semester. The capstone course is worth six credits and spans two 8-week terms. A student can complete the MAIS program in two years or five semesters by starting the program in the fall and taking two courses per semester, including the summers.

A course sequence for a new student in the MAIS program may look like this:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAIS 57100</td>
<td>INTERDISCIPLINARY INQUIRY</td>
<td>3</td>
<td>______</td>
</tr>
<tr>
<td>MAIS 57200</td>
<td>INTERDISCIPLINARY RESEARCH</td>
<td>3</td>
<td>______</td>
</tr>
<tr>
<td></td>
<td>Hours</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAIS 57300</td>
<td>METHODS+APPROACHES DISCIPLINES</td>
<td>3</td>
<td>______</td>
</tr>
<tr>
<td>MAIS 5XXXX</td>
<td>Disciplinary Course</td>
<td>3</td>
<td>______</td>
</tr>
<tr>
<td></td>
<td>Hours</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Summer</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAIS 5XXXX</td>
<td>Disciplinary Course</td>
<td>3</td>
<td>______</td>
</tr>
<tr>
<td>MAIS 5XXXX</td>
<td>Disciplinary Course</td>
<td>3</td>
<td>______</td>
</tr>
<tr>
<td></td>
<td>Hours</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Second Year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAIS 55790</td>
<td>PROPOSAL DEVELOPMENT</td>
<td>3</td>
<td>______</td>
</tr>
<tr>
<td>MAIS 5XXXX</td>
<td>Disciplinary Course</td>
<td>3</td>
<td>______</td>
</tr>
<tr>
<td></td>
<td>Hours</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAIS 55800</td>
<td>CAPSTONE</td>
<td>3</td>
<td>______</td>
</tr>
<tr>
<td>MAIS 55820</td>
<td>CAPSTONE II</td>
<td>3</td>
<td>______</td>
</tr>
<tr>
<td></td>
<td>Hours</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

Students may choose not to complete the program in five or six semesters. Students should be aware that the capstone proposal development course is offered in the fall semester only. The capstone course sequence is offered in the spring only.

Students who do not have approval of the capstone proposal at the end of the semester when they take the capstone proposal development course may continue in the next semester to work on the capstone proposal. They must register and pay for one credit hour of continuing research to pay for the college resources and advising. Students who do not complete the capstone at the end of the semester when they take the capstone course may continue in the next semester to work on the capstone. They must register and pay for one credit hour of continuing research to pay for the college resources and advising. Students have a maximum time of five years total in which to complete the MAIS program from the time of enrollment in the program until completion of the capstone. Students who do not finish within the 5-year limit may apply for an extension. No extensions will be given beyond seven years. Students who continue to work on capstone proposals or on capstones must register for one credit hour of continuing research in each semester in which they use college resources and advising. Students may stop out of the program by informing the program directors before the start of a semester, and they will not be charged for the semester. Students may not use advising or other college resources during the period when they are not enrolled. Students may not graduate in a semester in which they are not enrolled.
Assignment of Capstone Advisors

The Associate Dean of Academic Affairs for Professional and Graduate Studies assigns capstone advisors to each student at the beginning of the capstone proposal course. The semester prior to taking capstone proposal, students are required to schedule a meeting with the Associate Dean to discuss potential capstone projects so that advisors can be selected. Every effort is made to match the student with faculty members whose expertise and research interests are the best fit for the proposed capstone project.

Students who have a capstone topic and have been assigned capstone advisors may choose to change the topic and/or capstone advisors during the capstone process. They must consult with the Associate Dean in order to do so. The requirements for changing topics and advisors depend on how far the student has gotten in the capstone process.

A student who is currently enrolled in the capstone proposal development course may change the capstone topic and capstone advisors without paying an extra fee. A student who has completed the capstone proposal development course or has had a capstone proposal approved may change the capstone topic and advisors by paying a fee equivalent to one credit hour of graduate tuition to cover the cost of new advising. In addition, the student must register for the 1-credit continuing research course needed for the next semester of work on the new capstone proposal. A student whose advisor or advisors become unavailable through no fault of the student’s is not required to pay an extra fee for a new advisor or advisors.

A student who changes capstone topics and advisors after having received approval for the original capstone proposal must write and receive approval from the advisors and from the MOC for a new capstone proposal. A student who changes topics and advisors may retake the capstone proposal development course or the capstone course for no credit, if they have previously taken it at no charge to the student.

Biology Concentration

To enable biology teachers to earn a master’s degree through the MAIS program by doing a biology concentration in our program, students will take the 3-course introductory MAIS sequence, 12 of the 18 credit hours in biology required for credentialing to teach at their high school, and the capstone proposal development and capstone course sequence. They must write an MAIS capstone. The total credit hours for the program with a biology concentration will remain at 30 credit hours. Teachers seeking the 18 hours required by the state may take those over and above the MAIS program as non-degree seeking students once they have finished the MAIS program or as additional hours not counted for MAIS program completion.

The Center for Adult Studies remains responsible for these teachers and their progress towards the 18 credit hours. They also remain responsible for determining if these candidates enter the program with the appropriate prerequisite biology knowledge to take the graduate level courses. It may be possible for a non-CAP student to take a biology course as long as they can demonstrate appropriate prerequisite knowledge using previous transcripts.

Enrollment in the Program

During the admission process the MAIS Oversight Council will explore the potential student’s professional and personal objectives and desire for personal growth. Interviews and writing samples, along with more quantitative measures, will insure that admitted MAIS students will benefit from the program and be likely to succeed.

Applicants for admission must submit the following for consideration:

- Completed application form.
- Official undergraduate transcripts from all schools attended previously. Generally, the student should have attained a 3.0 or better grade point average (on a 4.0 scale) for the last two years or 60 credits of undergraduate work.
- Personal essay in which the student discusses his or her personal and professional goals and the objectives for wanting to enroll in the MAIS program. This essay is used to assess the student’s writing ability and education objectives, and to determine whether those objectives can be achieved through the MAIS program. The personal essay should address the following questions:
  - Why did you choose the MAIS program at Hiram College?
  - What are your personal motivations, interests, and goals for study?
  - How has your background prepared you for this program?
  - What skills do you bring to the MAIS program?
  - How will this program enable you to fulfill your life goals?
- Writing Sample. Strong writing skills are critical to success in the MAIS program. The applicant should submit a paper that he or she has written previously.
  - The paper must have been written in the last 5 years.
  - Choose something where you have been asked to analyze something, draw conclusions, support an opinion or otherwise generate an argument. We are looking for a critical analysis of a concept or issue. We are looking to see how you support that analysis in writing.
  - The writing sample could be a paper from a college level course or writing that was generated for a professional audience.
  - Business plans do not provide the narrative required of this sample.
  - Avoid items such as newsletter or other informational pieces.
  - The suggested length of the writing sample is 3-5 pages, typed, double spaced, 12 point font.
  - Two letters of recommendation describing the student’s motivation, intellectual ability, and accomplishments.

The application process requires a personal interview with representatives of the MOC. An offer of admission expires after one calendar year at which time the applicant must reapply.

Readmission

Students who stop out of the MAIS program must complete a readmission application and discuss re-enrollment with a representative from the Center for Adult Studies. All academic and financial obligations must be met for a student to re-enroll in the program.

Tuition and Fees

Each year financial resources are assessed to determine the level of funding necessary to provide a quality education for those students attending Hiram College. The tuition and fees for the MAIS program are set in the fall semester for each academic year (including summer). Information about MAIS tuition and fees can be obtained by contacting
the Office of Professional and Graduate Studies (330) 569-5161 or the Office of Student Accounts (330) 569-5114.

Financial Assistance

Statements are sent directly to students, and include any charges, financial aid awards, and payments received each semester. Payments not made when due are subject to a late fee at the end of each month. Lack of payment will jeopardize enrollment for future terms. Payment must be arranged by one of the following methods before classes begin each semester:

1. Payment in full (or arrangements for financial aid completed)
2. Enrollment in a formal payment plan
3. Payment of the service fee if eligible for the tuition deferment plan

Installment Plan

Hiram College offers students the opportunity to participate in a four-month payment plan. To be eligible for this plan, students must complete a payment plan enrollment form and return it, along with their payment of the first installment and the plan fee, to the Office of Student Accounts no later than the first weekend of the semester. The plan fee is currently $37.50.

Deferment Plan

Some companies offer some type of tuition assistance to employees who continue their education. Hiram College will permit students who receive reimbursement of education expenses from their employers to defer payment of their tuition until forty (40) days after the posting of semester grades. After this forty (40) day grace period, a late fee may be assessed. In addition, students must complete a deferment form and submit it with the required service fee to the Office of Student Accounts no later than the first weekend of the semester. Students must apply every semester they wish to participate in the Deferment plan. The service fee is currently $50.00.

Financial Aid

Students may need to supplement their financial resources with student loans. Students who are enrolled for at least four hours, who are U.S. citizens or permanent residents, and who meet the federal criteria for need, are eligible for Stafford Loans under the Federal Family Education Loan Program. Consideration for eligibility is based on the completion of the Free Application for Federal Student Aid (FAFSA), available at www.fafsa.ed.gov (https://studentaid.ed.gov/sa/fafsa/) (Hiram’s Code is: 003049), and a Professional and Graduate Studies Financial Aid application.

Registration Policies

Registration Deadlines

The registration period begins around the 5th weekend of each semester and ends prior to the start of a class. Registration for a class will not be accepted after the class has begun. Registration forms are available in the Office of Professional and Graduate Studies. As courses may fill quickly, students are encouraged to register early. If enrollment in a course is low, the course may be cancelled. This decision will be made as early as possible in order to give students an opportunity to choose another course or make other arrangements.

Auditing Courses

A limited number of spaces in selected courses may be available to auditors, and students taking the course for credit have priority in registration. Students are expected to fulfill regular attendance expectations and perform any additional tasks stipulated by the instructor. If these conditions are satisfactorily met, the audited course will be recorded on the student’s official transcript with the mark of AU (Audit). If these conditions are not met, the student will receive a mark of ANC (Audit No Credit). Once the designation of audit has been selected it may never be changed to a grade or be applied toward a degree in the future. Students may not register to audit courses after the first meeting of the class. Students who wish to change their registration status from credit to audit must do so before the first class meeting.

Registration for Additional Courses and Course Changes

MAIS courses are designed to generate intense participation by all students. Courses are academically rigorous and demand the student’s full participation beginning with the first class, which may require advance reading. Every class meeting constitutes a substantial and crucial part of the course, and students are expected to attend every class. Therefore, students must register for courses or add courses to their schedules before the class has begun.

Any student who needs to withdraw from a course or courses must contact their Academic Advisor in the Center for Adult Studies before a course withdrawal can occur. Students can contact the CAS office at (330) 569-5161 for additional information pertaining to course withdrawals.

Ceasing to attend a class, never attending, or simply notifying an instructor does not constitute an official withdrawal from a course. Notification of withdrawal from a course or courses must be made to the Center for Adult Studies in writing. Emailed requests for withdrawal must come from your Hiram email account. Any tuition refunds for course(s) will be subject to the CAS course withdrawal refund schedule. Any and all tuition refunds are based upon the date that a student “officially” notifies the CAS office. It is the student’s responsibility to ensure the course has been withdrawn and that any outstanding financial obligations are met with the College.

A student required to leave the College for disciplinary or academic reasons is not entitled to any refund. Refunds of financial aid from the federal and state programs are governed by the respective regulations.

Online/Blended Classes:

- Prior to the date of the first class, students will receive a full refund of tuition charges.
- For seven days, beginning the date of the first class, students will receive a 75% refund of tuition charges and no notation will appear on their transcript.
- For seven days, beginning the eighth day following the first class, students will receive a 50% refund of tuition charges and a grade of ‘W’ will appear on their transcript.
- From the date of the second class, (15th day for Online campus) through the end of the term, students will not receive any refund of tuition charges and a grade of ‘W’ will appear on their transcript.
- Students who drop their course after the start of the last week of the class session will receive an ‘F’ on their transcripts.
Online Classes:
Because online classes typically start on the Monday prior to CAS on ground classes, dates for withdrawals and refunds differ from ground-based classes. Weeks run Monday through Sunday.

- Prior to the opening of the online class, students will receive a full refund of tuition charges.
- From the date of the first class through the first week, students will receive a 75% refund of tuition charges and no notation will appear on their transcript.
- After the first week of the class and before the second week of class ends, students will receive a 50% refund of tuition charges and a grade of ‘W’ will appear on their transcript.

Registering for Undergraduate Courses
Upon occasion, graduate students may find it useful to enroll in an undergraduate course at Hiram College either as an audit or for undergraduate credit. This may be done to acquire needed background for a graduate-level course or for a particular research interest. Graduate students may register for undergraduate courses after approval by Associate Dean of Academic Affairs. Tuition and fees will be based on the per-credit-hour rate established for the Weekend College (undergraduate) program.

Non-Degree Seeking Students
Students interested in taking graduate courses who are not enrolled in the MAIS program must complete a Non-Degree Seeking Student Application which may be obtained in the Center for Adult Studies. Hiram College will also require non-degree seeking students to submit their undergraduate transcripts with degree posted. Applications may be submitted on a continuing basis for the Fall and Spring Semesters. Applications will be reviewed by the Associate Dean of Academic Affairs. The MOC may also be consulted. Enrollment will be based on permission and space availability.

Graduate Course Availability for Undergraduate Students
In recognition of the academic capabilities of selected undergraduate students, graduate level elective courses may be taken with permission of the MOC.

Academic Policies
Credits
Credits are expressed in semester hours; 30 hours of academic credit are required to receive the Master of Arts degree in Interdisciplinary Studies. Generally, courses carry three semester hours and meet four sessions face-to-face and with additional course time online in a blended format. To obtain part-time status students must be registered for at least three credit hours of coursework per semester.

Grades
A student’s academic performance in individual courses taken at Hiram College will be graded with a letter grade or by the designations Pass (P) or No Credit (NC). If a student withdraws from a class up to the second meeting, no notation will appear on the transcript. If the student withdraws after the second meeting and prior to the last meeting, a ‘W’ will appear on the transcript.

The academic standards are expressed in terms of grades that are worth points. Each semester hour of credit for each letter grade carries the number of quality points indicated:

<table>
<thead>
<tr>
<th>Letter Grades</th>
<th>Grade Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.000</td>
<td>Exceeds requirements</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
<td>Meets requirements</td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
<td>Below minimum requirements</td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>1.67</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>0</td>
<td>Does not meet requirements</td>
</tr>
</tbody>
</table>

No more than two courses with a grade of ‘C’ or below will be applied to the MAIS degree.

P/NC – The ‘Pass/No Credit’ designation is used only for the proposal development and the capstone courses.

Grades are posted in a timely manner at the close of each semester. Academic records are maintained in the Office of the Registrar in accordance with the provisions of the Federal Educational Rights and Privacy Act of 1974. These records are made available upon request for review by the student to whom they pertain.

Academic Dishonesty
There are many forms of academic dishonesty, including plagiarism, the giving or receiving of help in any form on an examination, the sale or purchase of papers and test materials, the abuse of computer privileges and regulations, the misuse or abuse of online or library resources, and any other action which debases the soundness of the educational process. Any student who violates the integrity of the academic process will be subject to punishment, including possible dismissal from the College.

Hiram College believes that the development of intellectual honesty is at the heart of a college education. The process of education is severely compromised if we cannot depend on the academic integrity of each member of the community. Moreover, the principles of academic honesty are aligned closely with the principles of good scholarship and research, principles of critical thinking and reasoning, and the standards of professional ethics. Thus, students who fail to practice academic honesty not only risk losing the trust of the academic community, they also fail to develop the most essential skills and abilities that characterize a college graduate.

Faculty members, librarians and staff are expected to report all instances of academic dishonesty to the Associate Dean of Academic Affairs, who will provide advice on an appropriate action.

Transfer Credit
Degree seeking candidates may request to have an evaluation for credit of graduate level course work taken at other colleges/universities. Such courses must make a logical contribution to the student’s program. Generally a maximum of three transfer credit hours may be applied toward an MAIS degree.
In order to be considered for transfer of credit the courses must be from a fully accredited college or university and the grade awarded for a course must be a minimum of "B-".

Mmatriculating students wishing to take a course at another institution for transfer credit must have prior approval of the MAIS Oversight Council.

**Time to Complete Degree**

Students are expected to complete all degree requirements (including the final capstone project and presentation) within five academic years of beginning MAIS coursework. The timeline for completion is important to ensure students remain current in the coursework and knowledge of the MAIS curriculum. If a student has not completed all degree requirements at the end of his or her fifth academic year, students may complete an Application for Extension of Time Limits form and submit to the Associate Dean of Academic Affairs. Students may be granted up to two additional years to complete the MAIS degree. No extensions are given beyond seven years.

**Class Attendance**

Attendance and active participation are important in all classes. Students are required to read extensively, think critically about the readings, complete assignments on time, and fully engage in the activities of the course. Every effort should be made to notify the instructor and the Center for Adult Studies prior to an unavoidable absence.

**Completion of Work in a Course**

Students are expected to complete all assigned coursework according to the deadlines set by the instructor. In the uncommon case of extreme medical, family, or personal emergency, a grade of “incomplete” may be assigned to a student who has performed adequately in the class but who is unable to complete course requirements. In order to be eligible for an incomplete the student must have completed at least 75% of the coursework. An Incomplete Grade Request Form must be submitted by the final grade deadline for that semester. The form must document the unfinished work to be completed and the arrangement for turning in the work. Students who take an incomplete in a course must have the approval of the Associate Dean of Academic Affairs before they register for another course.

**Extension of Time for a Capstone Project**

Normally, the capstone project is completed during the student’s final semester enrolled in the capstone course. If there are extenuating circumstances, and upon approval of the Associate Dean of Academic Affairs, a student may complete the project over a longer period of time. In such cases, the student would register for “continuing research” during each semester required.

**Official Transcripts**

Official transcripts are issued by the Registrar’s Office. Students should contact the Registrar’s Office (330) 569-5210 for information about how to order transcripts as well as costs associated with ordering transcripts. No transcript will be issued if a student owes Hiram College any part of tuition or fee account, library fine, or other obligation.

**Appeals of Grades and Capstone Decisions**

A student who wishes to appeal grading or capstone decisions may request that representatives from the MOC review the decision. The Associate Dean of Academic Affairs will consider student appeals of the MOC’s decisions. The Vice President and Dean of the College will act as the final appeals arbiter. All requests for appeals and the responses must be in writing. The requests must come within one month of first notification and the responses will be sent within two weeks excluding holidays.

**Graduation**

The MAIS program is deemed complete when all required work has been successfully approved. Only those students who have satisfactorily completed all requirements before commencement are permitted to participate in the commencement ceremony each year in May. Student accounts must be paid in full for the student to receive his or her diploma.

All students must petition to graduate. MAIS students must file a formal petition for graduation with the Center for Adult Studies during the semester prior to the one in which the student expects to graduate.

**Hiram College Resources**

Specific details about all student resources are available online through Hiram College’s website: www.hiram.edu (http://www.hiram.edu)

**Housing**

Dormitory housing is provided as an optional service for MAIS students. Room reservations for evenings for which classes meet are made in advance for the entire semester. Requests are made in the Center for Adult Studies.

If a student decides to withdraw from housing, the Center for Adult Studies must be notified. No credit or refund will be issued for unused housing unless the student cancels his/her room for the remainder of the term and returns his/her keys to the Center for Adult Studies.

**Writing Assistance**

Writing assistance is available for graduate students and may be arranged through the Center for Adult Studies and in consultation with the Associate Dean of Academic Affairs.

**Library**

The Hiram College Library is open seven days a week during the academic year. It offers a variety of study spaces including group study rooms, individual carrels and comfortable lounge seating for students looking for a quiet and pleasant place to study. The Center for Educational Technology, on the lower level, houses a collection of curriculum materials, videos, musical scores, CDs and audio-visual equipment. Electronic resources from around the world, available through the Internet, augment the general collection, numbering 170,000-plus items. The library subscribes to approximately 800 periodicals and is also a U.S. Government Depository, receiving approximately 7,000 federal documents annually. A staff of professional librarians is available to assist all students with anything from a simple informational question to scholarly research projects.

Hiram College is a member of OhioLINK, which makes the resources of more than 85 libraries throughout Ohio available to graduate students.

All books and documents must be checked out from and returned to the Circulation Desk on the main floor. Videos, CDs, and other materials housed in the Center for Educational Technology must be checked out...
from and returned to the Center. Please note that not all items may be checked out, most notably periodicals, newspapers, and reference books.

A valid Hiram College ID card is required to check out materials. You will need to bring your ID to the library to ensure that the barcode on the back of the ID is linked to your record in the library's database. This is also necessary to borrow items through OhioLINK or to use certain online resources from off campus.

For more information about general circulation policies, fines, blocked library accounts, reserves, OhioLINK usage and policies, and/or interlibrary loans contact the Circulation Desk at 330.569.5359 or visit the library's website: http://library.hiram.edu.

Bookstore
The Bookstore, located in the Kennedy Center, carries course materials as well as office and school supplies, software, clothing, gifts, general books, compact discs, cards, candy, and health and beauty aids. Students can also order textbooks on line at the bookstore's website: https://www.hiram.edu/bookstore (https://www.hiram.edu/bookstore/) or www.hiramcollegebookstore.com (https://www.hiramcollegebookstore.com). A tutorial for how to order textbooks is available at https://www.hiramcollegebookstore.com/how-order-textbooks/.

The Office of Career and Academic Development
The Career Center, located in Hinsdale 101, is available to all students. A number of resources are available, including a career library and personal counseling. Using the computers in the Resource Rooms, students may conduct Internet career research, prepare for job interviews, and check job opportunities on-line. Most of these resources are also available to students at all times from the Career and Academic Development website: http://www.hiram.edu/career (http://www.hiram.edu/career/).

Dining Services
Hiram College Dining Services provides a variety of food service operations for the campus.

Information Technology Services
Every entering student is assigned an institutional identification number and provided with an account on the administrative software and College e-mail system. The College's Computer Center will provide students with a guide to campus technology resources available to them. Violations of the College's acceptable use policy may result in suspension of privileges. Students are responsible for monitoring their accounts and reporting any problems to the Office of Professional and Graduate Studies.

Emergency Closing Information
1. Please go to www.hiram.edu (https://www.hiram.edu) for the most current information about any closings or delays. Information is also available on Hiram’s official Twitter and Facebook accounts.
2. The College has the ability to send you a text message. In order for you to receive Emergency Closing Information via a text message, we need to maintain your current cell phone number at all times. Please stop by the Registrar’s Office in Teachout Price Hall, call them at 330.569.5210, or email them at registrar@hiram.edu, if you need to update your cell phone number.
3. When possible, an email will be sent to your Hiram account. However, you should always use the website and/or the Information Line as your primary source of information.

These sources will be our only methods of communicating with you in the event of an emergency, and you should not expect to receive a phone call from our office. Trying to call each student individually causes a delay in getting the information out and is not a practical way to reach a large number of students quickly.

As always, we urge you to use your own judgment regarding whether or not it is safe to travel. Because people come from all over, it is impossible for us to know driving conditions for each of you. If you do not feel you can get here safely, please email your instructor at his or her Hiram email and copy our office (mais@hiram.edu). We will contact you as soon as possible to confirm that we received the message.
CENTER FOR ADULT STUDIES

Staff
Christopher Byrne, Academic Advisor
Amber Chenoweth, Associate Dean of Academic Affairs
Karyne "Missie" Mallinak, Academic Support Coordinator
Brittany Taylor, Academic Advisor
Evangeline “Liisa” Varonis, Instructional Designer
Samantha Voss, Enrollment and Partnership Coordinator

CAS Office
Hinsdale Hall suite 205
330-569-5161
HWC@hiram.edu
http://www.hiram.edu/admission/adult-undergraduate (http://www.hiram.edu/admission/adult-undergraduate/)

The Center for Adult Studies (CAS), located in Hinsdale Hall, offers a variety of programs for adult undergraduate and graduate students. We engage students through small class sizes, relevant coursework, and professional educators. Our nationally respected, liberal arts curriculum is designed to be convenient and flexible to fit the specific needs and lifestyle of adult learners. The CAS Office manages the academic programs and courses within the Weekend College, Community College Partnerships, online programs, off-campus programs (e.g. Northwoods), graduate studies, including summer graduate courses for professional educators, and Hiram’s undergraduate summer school offerings.

The History of the Weekend College
Hiram College has long been a pioneer in curricular reform. In September 1977, the College instituted Ohio’s first Weekend College, an innovative program to offer Hiram’s traditional undergraduate courses to adults. Hiram is also distinguished by its long-standing commitment of off-campus and international education.

It was clear from the outset that a program designed for adults had to be serious and rigorous, while at the same time it had to be responsive to the specific needs of the adult learners. The structure of the Weekend College has proven to be an attractive alternative to evening programs as it has responded directly to both the demands and capabilities of adults for concentrated learning.

Classes meet on alternate weekends in a blended format with 50% of coursework on ground and 50% online. Face-to-face meetings take place between Thursday evening and Saturday afternoon. This format is possible because adult learners are highly motivated and capable of assuming a significant amount of independent study.

Admission
Hiram College admits students based on a holistic review of record. We look for students who have the ability to succeed at the College and who are likely to make a contribution to the Hiram community. Because Hiram offers a broad range of programs and opportunities, students present a variety of credentials and interests and come from many different social, geographical, economic, religious, and racial backgrounds. This diversity contributes to Hiram’s vitality and encourages students to learn from each other; however, decisions on admission are made without regard to race, religion, gender, or national origin.

In addition to academic information, the motivation, initiative, and accomplishments of the individual are factors taken into consideration when evaluating an application for admission to programs within the Center for Adult Studies. Qualities such as seriousness of purpose, emotional maturity, and breadth and depth of interests may affect the admission decision.

The admissions procedure consists of the following steps:

Degree-Seeking Students
1. Complete a Center for Adult Studies admission application.
2. Submit official transcripts from high school or any college/university previously attended or where you have work in progress. Official transcript(s) should be sent directly to the Center for Adult Studies at Hiram College.
3. Schedule an on-campus or phone interview to discuss the Center for Adult Studies program and your educational objectives.

Hiram College is eager to grant recognition for the accomplishments of its students outside of the classroom and for work that has been successfully completed at other accredited colleges or universities. It must be emphasized, however, that the awarding of advanced credit cannot be allowed to detract from the College’s commitment to the highest standards of academic performance.

See Transfer Credit for information/policy on transfer of credit for Hiram College.

Non-Degree Seeking or Transient Students
Individuals who want to take coursework for personal satisfaction may enroll under a non-degree seeking status. Students who have been regularly enrolled at another college or university may enroll as transient (unclassified) students and take a limited amount of coursework at Hiram College without becoming candidates for a Hiram degree.

1. Complete a non-degree, special student application for each non-consecutive semester enrolled.
2. Schedule an on-campus or phone appointment to register for class.

Additional Hiram College Bachelor’s Degree
Hiram graduates who have already received either the B.A. or the B.S.N degree may wish to obtain the other bachelor’s degree. Students interested in pursuing this must adhere to the following graduation requirements:

- Students who have completed a Hiram College bachelor’s degree and thus all general education requirements within the last five years may be exempt from completing general education requirements for their second Hiram bachelor’s degree. All requirements for the major of the second bachelor’s degree must be completed as well as maintaining a major and cumulative grade point average of 2.00. Major requirements are set by each academic program. Therefore, students should consult with a program counselor in PGS on requirements for the major.
- Students returning to Hiram for their second bachelor’s degree and who have been away from the College for five or more years may be required to follow the College’s Core Curriculum general education
requirements. Questions regarding status of general education requirements should be directed to the Registrar’s Office.

• Students pursuing both a Hiram B.A. and B.S.N. simultaneously must complete all requirements for each major, earn a 2.00 cumulative grade point average as well as a 2.00 grade point average in each major, and fulfill all general education requirements.

Additional Hiram College Major After Hiram College Graduation

Hiram graduates who wish to return to Hiram to complete an additional major or minor may do so by contacting the Office of Professional and Graduate Studies. In most cases, students returning to complete an additional major/minor will not be eligible for financial aid. Questions regarding financial aid should be directed to the Financial Aid Office.

Transfer of Credits

Students transferring to programs within the Center for Adult Studies at Hiram College may be eligible to receive transfer of credits. Courses in which students have earned grades of ‘C’ or better, and which correspond to those offered at Hiram, are generally accepted for transfer of credit. Transfer credit hours are not included in the student’s Hiram grade-point average.

A student may transfer in unlimited hours of transfer credit; however, in order to receive a Hiram College degree, a student must complete a minimum of 45 semester hours at Hiram College. Therefore, students transferring to Hiram should expect to spend at least three semesters to receive their degree. The work of the senior year (the final 30 hours) must be completed at Hiram College or in a Hiram College approved program. Students in the community college partnership programs taking designated courses in their program are exempt from this rule. Any exception requires approval of the Associate Academic Dean of the College.

Applicability of any accepted transfer credits to a major or a departmental requirement is expressly approved by the individual major departments. For the complete transfer policy, visit the registrar’s page of the Hiram College website at http://www.hiram.edu/academic-support-services/registrar/transfer-credit-guide-and-policy (http://www.hiram.edu/academic-support-services/registrar/transfer-credit-guide-and-policy/)

Awarding of Transfer Credit

Summary of Transfer Credit Policy

Hiram College follows an established policy in the awarding of transfer credit to ensure degree integrity. At the discretion of the Registrar’s Office, transfer credits are initially accepted to fulfill core curriculum credit or elective credit. Applicability of any accepted transfer credits to a major or a departmental requirement is expressly approved by the individual major departments. A student may transfer in unlimited hours of transfer credit; however, in order to receive a Hiram College degree, the student must complete a minimum of 45 semester hours at Hiram College. Therefore, students transferring to Hiram should expect to spend at least three semesters to receive their degree. The work of the senior year (the final 30 hours) must be completed at Hiram College or in a Hiram College approved program. Any exception requires approval of the Associate Academic Dean of the College.

Credit hour values transfer; grades do not. The credit hours from the awarding institution are applied to the student’s degree, not the credit hours of the Hiram College equivalent course, if applicable. Hiram College operates on a semester hour system. Generally, semester hours transfer in equally as awarded by the issuing institution. Please see additional credit hour criteria below for more information. In the case of quarter hours, a quarter hour to semester equation is applied. Quarter hours are divided by 1.5 to provide the equivalent semester hours. For example, a course worth 4 quarter hours converts to 2.66 semester hours. If fractions remain in the total number of hours transferred in, that number is rounded down to the next whole number. For example, if a student transfers in 52 quarter credit hours, 34.66 semester hours remain after the conversion process. The 34 semester hours would be applied to the student’s academic record, and the student must successfully earn 86 semester hours in order to graduate.

Progressing towards graduation, transfer students may take a maximum of one-sixth of their Hiram course work under the Pass/No Credit option. For additional Pass/No Credit information, please refer to the ‘Pass/No Credit Regulations’ and the ‘Graduation with Honors’ sections of the catalog.

Statement of Criteria Established by Hiram College Regarding Transfer of Credit Earned at Another Institution

When determining transferability of credits, Hiram College follows the guidelines of the American Association of Collegiate Registrars and Admissions Officers, the American Council on Education, and the Council for Higher Education Accreditation’s, Inter-Institutional Transfer and Award of Credit guidelines. Therefore, the following three criteria are employed when evaluating transfer courses:

1. The educational quality of the learning experience being evaluated for transfer;
2. The comparability of the level, nature, and content of the learning experience to that offered by the receiving institution;
   • Transfer institution must be fully accredited by a Hiram-approved regional, national, international, or professional accrediting body.
   • Transfer courses must reflect a similar level of rigor to courses listed in the Hiram College catalog.
   • Transfer courses with no corresponding Hiram College course are evaluated based on the general standard of academic content.
3. The appropriateness and applicability of the learning experience to the programs offered by Hiram College, in light of the student’s educational goals;
   • Hiram College reserves the right to deny or award partial transfer credit for courses that do not meet these standards.
   • Only applicable courses, in which the student received a grade of ‘C’ or better, are considered for transfer. This demonstrates that the coursework was completed at a satisfactory level.
   • Courses graded as ‘P’ (Pass) or ‘S’ (Satisfactory) are not accepted unless officially designated as equivalent to a grade of ‘C’ or better by the institution which issued the grade.
   • A maximum of 75 hours of transfer credit may be applied toward the minimum 120 hours that are required to earn a Hiram College degree.
   • Certain programs with outside accrediting agencies or other departmental restrictions may not accept transfer courses older than 7 years.
• Previously transcripted experience credits by a regionally accredited institution will be accepted by Hiram College; those students bringing experience directly to the College for consideration of credit must be reviewed and approved by individual academic departments and will be limited to 30 credit hours. For further information, please see Additional Methods of Gaining Transfer Credit.
• An official transfer credit evaluation requires that an official transcript be received in a sealed envelope (unopened by the student) by the College Registrar’s Office, Admissions Office, or Professional and Graduate Studies. For information regarding international transcripts, please see the Origination of Coursework section below.
• Upon receipt of an official transfer credit evaluation, students who wish to appeal a decision may request that the Registrar’s Office complete a re-evaluation. If, upon completion of the re-evaluation, the student has further concerns, the Dean of the College or the Associate Dean of the College may be asked to make the final determination.

Accreditation Criteria
Determination of the institutional source and quality of coursework, as reflected by the accreditation held by the originating institution, is the overarching criterion used to assess the eligibility of a course for evaluation and the awarding of Hiram College transfer credit.

Accreditation affords reason for confidence in an institution’s or a program’s purposes, in the appropriateness of its resources and plans for carrying out these purposes, and in its effectiveness in accomplishing its goals, insofar as these things can be judged. Accreditation speaks to the probability, but does not guarantee, that students have met acceptable standards of educational accomplishment. While coursework from both collegiate and non-collegiate originating institutions may be considered in this process, each institution must be accredited by a regional, national, international, or professional accrediting body that is recognized by Hiram College. Coursework from institutions that do not have accredited status are not eligible for evaluation and awarding of Hiram College credit.

1. University Level Institutions
   • Consistent with established educational practices, Hiram College evaluates and awards credit for courses at accredited post-secondary institutions (e.g., colleges, universities, community and junior colleges, technical colleges and institutes).

2. Non-University Level Institutions
   • On a case-by-case basis, seminars, workshops, training programs and other formal learning experiences provided by non-collegiate agencies and organizations (e.g., Armed Forces, General Motors, licensure through national registries, recognition by foreign ministries of education, etc) may be eligible for consideration in the evaluation process. While some courses may be denied Hiram College credit, other courses may be deferred to the appropriate major department for further assessment and a Pass/No Credit determination. For further information, please see Additional Methods of Gaining Transfer Credit.

3. Other Institutions
   • Credits earned at institutions such as proprietary business schools, vocational/technical schools, or other single purpose institutions are not transferable without individual assessment.

Origination of Coursework
Courses originating from accredited domestic, international, and inter-institutional affiliated institutions may be considered for transfer credit at Hiram College.

1. Domestic Institutions
   • The evaluation and awarding of Hiram College transfer credit for coursework originating at U.S. institutions is based on official transcripts. To be eligible for evaluation, coursework must appear on an official transcript from the institution that offered the coursework and initially conferred the credit. Students may be asked to provide additional documentation such as course descriptions, syllabi, etc, for clear determination of applicability.

2. International Institutions
   • The evaluation and awarding of Hiram College transfer credit for coursework originating at non-U.S. institutions is also based on official transcripts from the institution that offered the coursework and initially conferred the credit. Students may be asked to provide additional documentation such as course descriptions, syllabi, and certified true copies of translations if the original documents are not in English.

3. Inter-institutional Affiliations
   • Coursework originating at a branch or regional campus of an institution will, for the purposes of evaluation and award of Hiram College transfer credit, be treated in a manner similar to coursework originating at the institution’s main campus. This principle shall not apply unless the branch or regional campus is specifically and separately accredited.
   • Further, it is recognized that some free-standing institutions have established close contractual relationships that, in terms of interdependent course offerings and academic record keeping, resemble a main-regional campus configuration. In those cases where such a relationship can be documented, the coursework is evaluated based on the accreditation criteria in this policy. For example, a student, while enrolled at Home University, a domestic, regionally accredited institution, takes courses at an affiliated foreign institution. The coursework is recorded on the Home University transcript in a manner similar to courses taken on the main campus of said university. In this case, the coursework is evaluated in the same way as courses taken on the main campus of Home University.

Level and Nature of Coursework Criteria
The following levels of coursework are eligible for evaluation by Hiram College.

1. Post-Secondary Level
   • Undergraduate and graduate level coursework is considered for the evaluation and awarding of transfer credit at Hiram College, regardless of whether the coursework is completed prior to or after high school graduation. Coursework that is clearly secondary is not awarded credit.

2. Undergraduate Level
   • Lower division coursework typically taken during the first half of a degree, as well as upper division courses usually associated with the last half of a degree program, are determined to be undergraduate level coursework.

3. Graduate Level
Hiram College grants up to six semester hours of applicable graduate level transfer credit, at the discretion of the Office of Graduate Studies.

4. Non-University Level
   - Courses determined to be at a developmental level are not awarded Hiram College credit. This category includes but may not be limited to study skills, career skills, or employment focused courses.
   - Hiram College does not award credit for host-based orientation courses, music lessons, or most physical education courses.
   - Technical or skills-based courses are evaluated on an individual basis.

Additional Methods of Gaining Transfer Credit

Hiram College awards credit based on minimum score requirements for select college level examinations. Examples include, Advanced Placement Level (AP), College Level Examination Program (CLEP), International Baccalaureate Examinations (IB), and Cambridge International Examinations (CIE). Guidelines for awarding these types of credit can be found on the Registrar's Office website:

Hiram College also recognizes that students may have acquired knowledge through life and work experience. Such learning may have come from outside seminars through one's employer, volunteer work, community service, travel, military service, or extensive reading. It must be emphasized, however, that the awarding of advanced credit cannot be allowed to detract from the College's commitment to the highest standards of academic performance. Hiram College does not award credit for the actual experience, but rather for the learning that has resulted from the experience. For example, a student would not receive credit for having lived in a foreign country, but must demonstrate that he/she acquired and possesses college-level knowledge as a result of the experience in that country. The quantity and quality are the basis for awarding credit. It is important to keep this in mind when considering whether or not to apply for experiential learning or outside seminar credit. For further information on additional ways of gaining transfer credit, please contact the Registrar's Office or Professional and Graduate Studies.

Awarding of Credit to Fulfill First-Year Colloquium Requirements

All Hiram College traditional students are required to complete both a First-Year Colloquium (FRCL) and a First-Year Seminar (FSEM). The Colloquia are a series of seminars on special topics across the liberal arts and sciences, designed to introduce students to college-level writing and oral communication. The First-Year Seminars continue the students' introduction to the examination of substantial intellectual issues, while seeking to improve the students' college-level writing and analytical abilities by emphasizing research across disciplines. Professional and Graduate Studies students are required to complete both Writing in the Liberal Arts and Foundations of the Liberal Arts (FDLA), which have similar learning outcome goals as the First-Year Colloquium and First-Year Seminar. For additional information on the goals of Core Curriculum, please see Hiram's Core Curriculum section below.

The Registrar's Office determines if transferred courses, after meeting the requirements within the above Statement of Criteria, align with the learning outcomes of our FRCL and WRLA, respectively, and therefore, fulfill such requirements. Decisions are made based upon course descriptions, syllabi, and, when needed, student writing samples from the course. Those students, for whom the First Year Colloquium or Writing in the Liberal Arts is waived, are required to take FDLA, which is considered to be essential for a student's future success at Hiram College. In addition to honing research writing skills, the course strengthens oral communication, critical thinking and analytical skills. It is a top centered, discussion based course which provides a solid introduction to the liberal arts.

The Curriculum

While the Center for Adult Studies has incorporated a number of features designed to meet the needs of adult learners, the program should not be viewed as distinct from Hiram College itself. We believe each Hiram student, upon completion of the graduation requirements, will have an education in the depth, breadth, and interrelatedness of knowledge that is the liberal arts tradition.

The Center of Adult Studies maintains Hiram's commitment to the principles that education makes an important difference in an individual's life. Many courses in the curriculum offer practical skills that are immediately relevant to a professional career. As a liberal arts institution, however, Hiram has steadfastly believed that the most useful education requires even more.

Our majors offer courses that help develop specialized skills to improve job capabilities; at the same time, they provide opportunities for personal and cultural enrichment. Since education must entail depth in a special field of study, students are encouraged to focus their studies in particular disciplines.

Students have an important role in developing their own programs of study. An academic advisor is assigned for each student to help plan a course of study, consider educational objectives, and generally provide advice and counseling. Adults who have taken college courses years ago, or who have never attended college, often feel uncomfortable about the
Graduation Requirements

The requirements for graduation from Hiram College are the embodiment of the liberal arts tradition in our curriculum. We believe a Hiram College graduate must be able to write and speak effectively, be knowledgeable about our intellectual heritage, and be aware of the inter-relatedness of knowledge. We seek to accomplish this through our core courses, required of all students.

All undergraduate students in the Center for Adult Studies are candidates for the Bachelor of Arts degree. This degree is conferred upon completion of 120 hours of credit with an overall grade-point average of at least 2.00 as well as a 2.00 grade-point average in the student’s designated major and minor. Transfer students must complete the minimum number of semester hours of credit at Hiram College as indicated in Transfer of Credits (see College Catalog). These requirements apply to all graduates.

The College’s graduation requirements constitute the general education component of a student’s liberal arts education at Hiram, known as the Core Curriculum. Each student explores the breadth and diversity of the liberal arts through engaging in a series of eight discipline-based courses distributed throughout the college. They will learn about the interrelatedness of knowledge through their interdisciplinary requirement. All students will enroll in two interdisciplinary experiences, which focus on both contemporary and timeless questions of intellectual relevance to humankind. Effective for all student who are audited for graduation on or after August 21, 2017, if a course is approved for two cores, it may be used to fulfill both requirements for a single student. Departmental breadth is ensured by requiring students to take 3-4 credit hour courses in at least six different academic disciplines across all courses taken with the exception of INTD, FRCL/FSEM/WRLA/FDLA, FYEN/FYUR. Having been counted as fulfilling an interdisciplinary requirement does not preclude a course from being counted as fulfilling core requirements. Refer to the Hiram College Catalog - Undergraduate for full details on the general education requirements and guidelines.

The Core Curriculum comprises approximately one-third of a student’s course work at Hiram. Through the process of completing the Core Curriculum, students acquire a foundation of experience to guide their decision about a major. Students will usually declare a major after exploring the opportunities available and discussions with their program counselor and faculty. The student’s decision about a major is most often influenced by a genuine enjoyment of the department’s faculty and course work. Hiram’s small classes foster a mentoring relationship between professor and student which is strengthened by the depth of study in a student’s major.

Requirements for students entering in the Fall 2019 semester and forward are linked below.

Core Curriculum Requirement

Ways of Knowing

Hiram College is committed to a rigorous, creative, and demanding intellectual environment that focuses on methods for acquiring and analyzing knowledge. One course that satisfies each of the relevant sets of goals is required.

Creative Methods (CM)

The expression of human creativity involves the development of practical and evaluative skills. Courses satisfy this requirement by helping students to understand the creative process and by teaching them the intellectual skills necessary for reflection and evaluation of artistic products.

- Goal: Acquire the vocabulary necessary to talk intelligently about one’s own creative art as well as the creative art of others, and to clearly articulate the aesthetic experience.
- Goal: Develop the hands-on skills that are necessary for aesthetic expression and reflection, and practical knowledge essential to the implementation of creative techniques and concepts.

Interpretive Methods (IM)

The human experience of meaning involves the application of interpretation to a broad variety of human endeavors, including art, music, literature, and philosophical and religious texts. Courses satisfy the goals for this requirement by teaching the skills necessary to interpret one or more forms of human expression.
• Goal: Interpret the human experience of meaning as expressed in artistic and intellectual products.
• Goal: Apply the knowledge and perspective gained from interpretive analysis to a broader understanding of the world or to one’s own life.

Modeling Methods (MM)
Modeling involves the construction of abstractions that capture and simplify physical, social, biological, and other complex phenomena. The models are then analyzed using deduction and logic, statistics, and/or mathematics in order to better understand and interpret the original. Courses satisfy the goals for this requirement by teaching modeling and methods for analyzing models.
• Goal: Understand the role of models in explaining the world and universe, including techniques for testing the accuracy and limitations of models.
• Goal: Use this understanding to solve problems: learn to apply models to understand a variety of real world situations.

Experimental Scientific Methods (SM)
The application of reason to the natural world requires the use of the hypothetical-experimental method. Courses satisfy the goals for this requirement by teaching, in a hands-on laboratory environment, the empirical method in practical data-gathering learning experiences, and reflection on the nature and limits of this methodology.
• Goal: Develop hands-on skill acquiring reproducible data and interpreting them within a theoretical framework.
• Goal: Understand the application and limitation of experimental data and theoretical frameworks to the natural world.

Social and Cultural Analysis Methods (CA)
Human behavior is organized by complex systems which differ widely across societies and over time. Human knowledge cannot be understood without considering historical, social, and cultural contexts. Courses satisfy this goal by teaching students the conceptual and analytic tools necessary to make sense of these essential dimensions of our existence.
• Goal: Examine social life as displayed in history, culture, power structures, norms, or customs.
• Goal: Acquire the analytical skills and critical sensibilities to understand human society and culture.

Ways of Developing Responsible Citizenship
Hiram College is committed to the goal of developing socially responsible, ethical citizens. One course that satisfies each of the relevant sets of goals is required for each student.

Experiencing the World (EW)
Hiram students must prepare to live as citizens of the world. Courses help students to do this by helping them develop capacities for understanding international issues, other peoples and other cultures, and the nature of responsible, engaged global citizenship.
• Goal: Demonstrate an informed understanding of the values and attitudes of people in another culture, and the ways in which these influence the contemporary world.
• Goal: Evaluate critically, and on the basis of explicit criteria, the culture of a foreign society.

Understanding Diversity in the United States (UD)
The United States is richly diverse. Encountering and learning the necessary skills for interaction with this diversity is essential to a liberal arts education at Hiram College. Courses satisfy these goals by introducing students to the diversity of our own country and equipping them with the intellectual skills necessary for conversing in this complex environment.
• Goal: Demonstrate an understanding of the diversity of U.S. society and the ways in which different groups have experienced and confronted issues of diversity.
• Goal: Demonstrate as well an informed awareness and understanding of U.S. commonality – those principles and values that are most central to the experience of the United States.
• Goal: Address matters of diversity in a variety of contexts, including ethical, social, and personal.

Meaning, Ethics, and Social Responsibility (ES)
The ability to formulate and evaluate claims about meaning and value is essential to the tasks of forming identity and being responsible citizens. Courses satisfy this goal by teaching both conceptual tools and practical skills that permit students to reflectively evaluate their own lives and interact responsibly in the lives of others.
• Goal: Understand the ways in which claims about values are discovered, articulated, and justified.
• Goal: Apply this understanding, in conjunction with practical skills, to reflective evaluation about one’s own beliefs and those of others and/or engagement with contemporary social, political, and ethical problems.

“Leapfrogging” Core Curriculum Categories
If a student places out of an introductory-level course and then proceeds to take an advanced level class in the same discipline, he or she might be eligible to receive General Education credit attached to the introductory class upon completion of the advanced-level course. This advanced course must be a logical sequel to the introductory-level class: it should apply and build upon the methodology and content learned in the introductory level class. The student should apply to the associate dean for this consideration. He or she should expect to fill out the appropriate Core Curriculum form to document his or her engagement with the learning outcome goals associated with the relevant Core category.

Hiram Connect Requirement
Hiram Connect will be a graduation requirement for all CAS students entering in fall 2017 and beyond. Hiram Connect requires students to integrate and apply classroom learning with high-impact, out-of-classroom experiences, strengthening intentional career exploration, and personal development through reflection.

Hiram Connect for CAS will consist of three stages:
1. STDV 10600 CONNECTING TO/THRU HIRAM – required 1 credit hour in the first year of coursework at Hiram College.
2. Completion of clock hours of approved Connect experience time
3. Connect reflection in Capstone/senior seminar course.

There are five key questions at the center of the Hiram Connect program:
1. Curriculum: What should I learn? What should I learn to do?
2. Career: To what work can I devote myself? How can I support myself?
3. Calling: How will I make my life meaningful?
4. Character: Who am I and who should I become?
5. Community: Where do I belong? And how will I serve my community?

Referred to as the “5 Cs” students will grapple with these questions throughout their educational experience at Hiram College. They will be introduced to these questions in the STDV 10600 CONNECTING TO/THRU HIRAM course and in that course they will be required to create and submit a plan to accomplish 120 clock hours of out-of-classroom experiences that, added to coursework, will provide opportunities to explore and reflect on the 5 Cs. With the help of advisors and instructors, students will develop an understanding of what Connect is about and the steps they will be expected to complete in order to fulfill the Connect requirement.

- The Connect Plan will be submitted and approved prior to the completion of STDV 10600 CONNECTING TO/THRU HIRAM. The plan must account for the completion of 120 clock hours of experience.
- The plan must demonstrate an understanding of the 5 Cs as they relate to the student's own experiences.
- The plan must articulate the steps the student intends to take to ensure that their involvement in their workplace, community, or other life experiences connects to their coursework and to the world at large.
- The plan must demonstrate the ways in which it is possible to take your education into the real world and engage in new experiences or current experiences in new ways.

The goal is to communicate specific ways the student plans to grapple with the 5 Cs in critical and reflective ways and add experience, previous skills, and knowledge into a new and more nuanced context.

**Hiram Connect: Policy for Transfer Students to Receive Credit for Prior Experiential Learning**

Students transferring into Hiram College with junior-level status (i.e., students entering Hiram College with at least 56 transfer credits accepted) can earn up to 60 Connect "clock hours" of experiential learning credit through reflection on experiential learning completed prior to matriculating with Hiram College. Examples of prior experiential learning could include, but are not limited to, work experience, professional development training, internship, and research.

In this written reflection, students would be expected to indicate how the prior experiential learning contributed to their growth in skills or leadership, and should demonstrate how the learning exemplifies at least two of the 5 Cs: career, calling, curriculum, community, and character. Students must be specific in their learning outcomes and articulate the importance of this prior experience as it connects to their goals as a Hiram College student.

This reflection will be reviewed and approved by criteria set by the Connect Board.

**Experiential Learning Guidelines**

We recognize that CAS students have full lives that include work, school, family, and community. To assist working adults to complete appropriate experiences without having to schedule or plan separate internships or travel experiences, the following guidelines have been established:

1. Experiences can begin as soon as the students’ Connect Plan has been approved.
2. The student must engage in and document/prove their connect hours of work, community, or life experience as it relates to their education and the 5 Cs.
3. The hours can be a combination of experiences, but must be documented through supervisor signature/verification of time spent, vigilant journaling, or careful recording of experiences (i.e. blogs, photos, videos, portfolios, etc.)
4. The student must submit documentation of these experiences along with a reflective essay, highlighting the Connect experience as it related to the 5 Cs.
5. The experience and the reflection must be intentional: students must consider the value in these experiences: How have you learned? What have you learned? Why does it matter? How have you progressed?
   - Hiram encourages students to step outside of their comfort zone and experience the world in new ways.
   - Must be a new experience, cannot be retrospective.
   - Emphasis on purposefulness of this endeavor.
6. The documentation of experience and the essay must demonstrate active engagement in the Connect experience: did the student ask questions, solve problems, make decisions, investigate, and examine?
7. The hours of Connect experience as well as the reflection process and the essay connecting this experience to the 5 Cs must be completed before the student begins their capstone work. This experience will be recorded on your academic transcript as CNXT 34000 HIRAM CONNECT EXPERIENCE CAS.

**Writing and Interdisciplinary Requirements**

**Writing Requirement**

All students must successfully complete a two-course writing sequence, WRIT 15100 COMPOSITION IN THE LIB ARTS I and INTD 19901 INTERDISCIPLINARY FOUNDATIONS, or their equivalents. These courses were previously fulfilled with: WRLA 10101 WRITING IN THE LIBERAL ARTS and FDLA 20101 FOUNDATIONS LIBERAL ARTS, or its equivalent as approved.

WRIT 15100 COMPOSITION IN THE LIB ARTS I and INTD 19901 INTERDISCIPLINARY FOUNDATIONS should be completed during the student's first year at Hiram.

**Interdisciplinary Requirement**

All students must successfully complete a team-taught interdisciplinary course. An interdisciplinary course is one in which the perspectives of different disciplines are brought to bear on a single topic or on a series of related questions. The questions and issues may be historical, scientific, ethical, aesthetic, philosophical, or literary; abstract or concrete; local, national, or global. INTD 19901 does not fulfill this requirement.

**Major Areas of Study**

Students must successfully complete a major to graduate from Hiram College. The majors offered through Center for Adult Studies include:
• Accounting and Financial Management (CAS) (p. 285)
• Communication Major (CAS) (p. 285)
• Entrepreneurship (CAS) (p. 286)
• Healthcare Services Management (CAS) (p. 286)
• Integrated Environmental Studies (CAS) (p. 287)
• Integrative Exercise Science (CAS) (p. 287)
• Management Major (CAS) (p. 288)
• Marketing (CAS) (p. 289)
• Social Sciences (CAS) (p. 289)

Accounting and Financial Management (CAS)

The Accounting and Financial Management Major is available via the Traditional College program as well as through Weekend College, Online, and partnership programs at Lorain County Community College, Lakeland Community College and Cuyahoga Community College.

The Accounting and Financial Management program at Hiram College develops the student’s ability to evaluate, analyze, and critique business strategies and transactions based on a complex body of accounting, tax, auditing, and cost management principles. The Accounting and Financial Management program further enables students to recognize the financial and economic impact of such business strategies, use and develop financial models to assist in the analysis of business strategies, and effectively communicate the results of such analysis.

Major Requirements

Major available through Weekend College, Online, Lorain County Community College, and Cuyahoga Community College.

The Accounting and Financial Management program at Hiram College develops the student’s ability to evaluate, analyze, and critique business strategies and transactions based on a complex body of accounting, tax, auditing, and cost management principles. The Accounting and Financial Management program further enables students to recognize the financial and economic impact of such business strategies, use and develop financial models to assist in the analysis of business strategies, and effectively communicate the results of such analysis.

To satisfy the requirements for an accounting and financial management major, a student must complete all the required accounting courses, complete the required correlative courses, and complete at least two advanced courses, chosen in consultation with their academic advisor. Transfer students will be required to complete at least 30 hours of the major (including at least one of the accounting and financial management advanced courses) through coursework at Hiram College.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 22500</td>
<td>FINANCIAL ACCOUNTING:CA ^1</td>
<td>4</td>
</tr>
<tr>
<td>ACCT 22600</td>
<td>MANAGERIAL ACCOUNTING ^1</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 35100</td>
<td>INTERMEDIATE ACCOUNTING I ^1</td>
<td>4</td>
</tr>
<tr>
<td>ACCT 35200</td>
<td>INTERMEDIATE ACCOUNTING II ^1</td>
<td>4</td>
</tr>
<tr>
<td>ACCT 24000</td>
<td>PROF RESPONSIBILITIES:ES ^1</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 30900</td>
<td>FEDERAL TAXATION ACCOUNTING ^1</td>
<td>4</td>
</tr>
<tr>
<td>ACCT 31910</td>
<td>AUDITING</td>
<td>4</td>
</tr>
<tr>
<td>ACCT 34000</td>
<td>ACCOUNTING INFORMATION SYSTEMS ^1</td>
<td>3</td>
</tr>
</tbody>
</table>

Advanced Courses

Select at least two of the following in consultation with a departmental advisor:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 32500</td>
<td>COST MANAGEMENT</td>
<td></td>
</tr>
<tr>
<td>ACCT 33000</td>
<td>FIN STATEMENT ANALYSIS/VALUATN</td>
<td></td>
</tr>
<tr>
<td>ACCT 33500</td>
<td>FINANCIAL DECISION MAKING</td>
<td></td>
</tr>
<tr>
<td>MGMT 32100</td>
<td>BUSINESS LAW I</td>
<td></td>
</tr>
</tbody>
</table>

Total Hours: 60-61

^1 Students must earn a C- or better in this list of courses.

Communication Major (CAS)

Major Requirements

This major is not available for students entering in the 19-20 academic year and beyond. Current majors will be able to complete their program of study.

The communication major is designed to aid students in developing the skills and theoretical understanding necessary for a successful communicator. It assumes the practical application of knowledge about human communication and application of communication skills to every human situation or context. The major is helpful not only to communicators for media but also to managers who must convey instruction and ideas successfully and to individuals whose work requires skillful public contact.

To satisfy the requirements for a communication major, a student must take all the required communication and writing courses and a minimum of six communication courses (at least 20 hours) within one of the two tracks.

Transfer students will be required to complete at least half of the coursework in their Communication major at Hiram College.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 10100</td>
<td>FOUNDATIONS OF PUBLIC COMMUN</td>
<td>4</td>
</tr>
<tr>
<td>COMM 30000</td>
<td>HUMAN COMMUNICATION THEORY</td>
<td>4</td>
</tr>
<tr>
<td>COMM 40100</td>
<td>RESEARCH DEVELOPMENT</td>
<td>1</td>
</tr>
<tr>
<td>COMM 48000</td>
<td>SENIOR SEMINAR</td>
<td>4</td>
</tr>
</tbody>
</table>

Required Track Coursework

Select a minimum of six communication courses (at least 20 hours) within one of the following tracks:

Organizational Communication

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 22000</td>
<td>INTERPERSONAL COMMUNICATION:CA</td>
<td></td>
</tr>
<tr>
<td>COMM 22100</td>
<td>GROUP INTERACTION PROCESSES</td>
<td></td>
</tr>
</tbody>
</table>
Entrepreneurship (CAS)

Major Requirements

This major is not available for students entering in the 19-20 academic year and beyond. Current majors will be able to complete their program of study.

The mission of Integrated Entrepreneurship is to foster an expansive sense of the possible, an exploration of personal passion, an ownership of one's ideas and actions, and a commitment to add value to one's self and community.

At Hiram College, entrepreneurship is more than organizing and starting a business. It is a way of thinking. The skills and character fostered by the liberal arts are an excellent foundation for successful entrepreneurs, who use their passion to create valued products, services, and programs. The synergy of the liberal arts and entrepreneurship helps students develop the knowledge, skills, and mindset necessary to enhance their own lives, and those of their communities and society, no matter their areas of study or chosen career paths.

Required Major Coursework

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 22500</td>
<td>FINANCIAL ACCOUNTING:CA</td>
<td>4</td>
</tr>
<tr>
<td>ECON 20100</td>
<td>PRINCIPLES OF MACROECONOMICS:MM</td>
<td>4</td>
</tr>
<tr>
<td>ENTR 20510</td>
<td>ENTER MIND/CREAT&amp;INNOVATION:CM</td>
<td>4</td>
</tr>
<tr>
<td>ENTR 30600</td>
<td>THE ENTREPRENEURIAL PROCESS</td>
<td>4</td>
</tr>
<tr>
<td>ENTR 38000</td>
<td>SEM: (Entrepreneurial Financing)</td>
<td>1-4</td>
</tr>
<tr>
<td>ENTR 30100</td>
<td>ENTREPRENEURIAL MARKETING</td>
<td>4</td>
</tr>
<tr>
<td>ENTR 32100</td>
<td>INTEGRATIVE ENTREPRENEURSHIP</td>
<td>3</td>
</tr>
<tr>
<td>ENTR 48000</td>
<td>BUSINESS PLAN PRACTICUM (Capstone)</td>
<td>1-4</td>
</tr>
<tr>
<td>MGMT 11800</td>
<td>ORGANIZATIONAL BEHAVIOR:CA</td>
<td>4</td>
</tr>
<tr>
<td>MKTG 15500</td>
<td>PRINCIPLES OF MARKETING:CA</td>
<td>4</td>
</tr>
<tr>
<td>MGMT 32100</td>
<td>BUSINESS LAW I</td>
<td>4</td>
</tr>
<tr>
<td>MGMT 32600</td>
<td>PERSUASION &amp; ATTITUDE CHANGE</td>
<td>4</td>
</tr>
<tr>
<td>MGMT 32700</td>
<td>HUMAN RESOURCE MANAGEMENT</td>
<td>3</td>
</tr>
</tbody>
</table>

MGMT 38000 | SEM: (Project Management) | 1-4 |
MATH 10800 | STATISTICS:MM | 4 |

Total Hours 49-58

Healthcare Services Management (CAS)

Major Requirements

This major is not available for students entering in the 19-20 academic year and beyond. Current majors will be able to complete their program of study.

Hiram College's strong liberal arts curriculum provides an excellent context for the healthcare services management major. As today's technologies of medical science become more complex and demanding, so do the larger ethical, humanistic issues that pervade the day-to-day practice of healthcare professionals. Developments in healthcare services have generated a need for managers who are able to facilitate the integration of the various parts of the healthcare delivery system. The demand for individuals who not only understand the clinical aspects but also have effective management and communication abilities has increased.

The Healthcare Services Management major is designed for certified/registered professionals in allied health fields who are graduates of a two-year accredited program and have passed a national registry exam. Examples of such professionals include: Registered Nurses, Cardiac Perfusionists, Dental Hygienists, Nuclear Medicine Technologists, Ophthalmology Medical Technicians, Physician Assistants, Respiratory Therapists, and Radiation Technologists.

Professionals who are certified/registered in an eligible area will receive 45 semester hours of credit at Hiram College toward a Healthcare Services Management major. This credit will constitute the allied health segment of the student’s major. If a certified/registered professional chooses to major in an area other than Healthcare Services Management, he/she is not eligible to receive the 45 hours of credit at Hiram College. The major draws upon Hiram College's Biomedical Humanities Program, which emphasizes the ethical, religious, social, economic, and other non-technological issues in healthcare and helps student develop the skills to address the complexity of solving healthcare problems. It has an interdisciplinary focus, with core courses required of all students and correlative courses that permit the students to pursue their individual personal and professional interests.

The core courses stress the communication skills, diversity sensitivity, and ethical development required of all healthcare professions. These courses include a laboratory science course, statistics, communication and philosophy courses, and organizational behavior. Two Interdisciplinary courses are selected from Hiram College’s Center for Literature and Medicine program, a consortium established with the Northeast Ohio Medical University (NEOMED).

To satisfy the requirements for the healthcare services major, a student must take all of the required courses and a minimum of four courses (at least 12 semester hours of credit) with at least two courses at the 300/400 level in the area of concentration. Transfer students must complete at least twenty-four semester hours of coursework for the major at Hiram College.
### Integrated Environmental Studies (CAS)

#### Major Requirements

This major is not available for students entering in the 19-20 academic year and beyond. Current majors will be able to complete their program of study.

The Integrated Environmental Studies program encourages students to become informed and responsible citizens of the world by gaining enough breadth and expertise to critically evaluate issues that concern local and global human impacts on our natural environment, and subsequently on ourselves. More specifically, the program gives students many opportunities to develop interdisciplinary perspectives and emphasizes problem-solving approaches to understanding the dynamic and complex balance between human activities and the integrity of our environment. The course of study is strongly interdisciplinary in its nature and requires students to assimilate sometimes opposing perspectives and information from widely different domains of human endeavor, and to integrate these into an attitude of constructive environmental advocacy and problem-solving collaboration. Graduates are able to enter a wide range of careers, which include agricultural economics, public health, environmental assessment and planning, community development, environmental education, public lands management, public policy, and others.

To satisfy the requirements for the integrated environmental studies major, a student must take all the required interdisciplinary, environmental science, economics, mathematics, natural science, communication, writing, and humanities courses, and the area of concentration. Transfer students must complete a minimum of 35 hours in the major at Hiram College.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Communication</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COMM 10100</td>
<td>FOUNDATIONS OF PUBLIC COMMUN</td>
<td>4</td>
</tr>
<tr>
<td><strong>Interdisciplinary</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>XXX00: Must come from the Biomedical Humanities area</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>XXX00: Must come from the Biomedical Humanities area</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Laboratory Science</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>XXX00</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATH 10800</td>
<td>STATISTICS:MM</td>
<td>4</td>
</tr>
<tr>
<td><strong>Management</strong></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>MGMT 11800</td>
<td>ORGANIZATIONAL BEHAVIOR:CA</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 21900</td>
<td>CONTEMPORARY MORAL PROBLEMS:ES</td>
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</tr>
<tr>
<td><strong>Required Track Coursework</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select a minimum of four courses with at least two courses at the 300/400 level in one of the two areas of concentration</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Total Hours</td>
<td></td>
<td>39</td>
</tr>
<tr>
<td>1 These courses may also satisfy the general graduation INTD requirement.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Courses that fulfill a core requirement may not be double-counted in the track.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Environmental Studies

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EVST 18000</td>
<td>WKSP: (Career Explorations in IEST)</td>
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<tr>
<td>EVST 24100</td>
<td>PRINCIPLES OF ECOLOGY-W/LAB:SM</td>
<td>4</td>
</tr>
<tr>
<td>EVST 33800</td>
<td>ENVIRONMENTAL ACTIVISM &amp;POLICY</td>
<td>4</td>
</tr>
<tr>
<td>EVST 48000</td>
<td>SENIOR SEMINAR</td>
<td>4</td>
</tr>
<tr>
<td><strong>Humanities</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select one of the following:</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>ENGL 28000</td>
<td>SEM: (Survey of Environmental Literature)</td>
<td></td>
</tr>
<tr>
<td>HIST 24000</td>
<td>AMERICAN ENVRONMNTAL HIST:CA,UD</td>
<td></td>
</tr>
<tr>
<td>PHIL 27000</td>
<td>ENVIRONMENTAL ETHICS:ES</td>
<td></td>
</tr>
<tr>
<td><strong>Interdisciplinary</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>INTD 22500</td>
<td>HUMANS &amp; THE ENVIRONMENTETES</td>
<td>4</td>
</tr>
<tr>
<td>INTD 28000</td>
<td>SEM: (Contemporary Environmental Issues)</td>
<td>1-4</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATH 10800</td>
<td>STATISTICS:MM</td>
<td>4</td>
</tr>
<tr>
<td><strong>Natural Science</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select any SM designated course</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select one of the following:</td>
<td></td>
<td>3-4</td>
</tr>
<tr>
<td>WRIT 21500</td>
<td>WRITING ABOUT:CM</td>
<td></td>
</tr>
<tr>
<td>WRIT 31100</td>
<td>WRITING FOR BUSINESS</td>
<td></td>
</tr>
<tr>
<td><strong>Required Area of Concentration</strong></td>
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<td></td>
</tr>
<tr>
<td>Select four of the following:</td>
<td></td>
<td>12-13</td>
</tr>
<tr>
<td>ECON 21000</td>
<td>SUSTAINABLE ECON DEVELOPMENT</td>
<td></td>
</tr>
<tr>
<td>EVST 28000</td>
<td>SEM: (Energy and Sustainability)</td>
<td></td>
</tr>
<tr>
<td>INTD 22700</td>
<td>LAND USE POLICY</td>
<td></td>
</tr>
<tr>
<td>EVST 31000</td>
<td>INTRO TO GIS-W/LAB:MM</td>
<td></td>
</tr>
<tr>
<td>Total Hours</td>
<td></td>
<td>48-54</td>
</tr>
</tbody>
</table>

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### Integrative Exercise Science (CAS)

#### Major Requirements

Major available through Cuyahoga Community College.

The Integrative Exercise Science Department emphasizes a combination of a strong science education, hands on experiential learning in laboratory and clinical settings, and a foundation in biomedical humanities designed to develop ethically grounded, humanistic healthcare, fitness and wellness providers.

Students majoring in Integrative Exercise Science complete a strong core of exercise science coursework integrated with biology and biomedical humanities courses. An internship or research project as a culminating experience provides the opportunity for the student to apply
the theoretical knowledge of coursework and laboratory experiences into a practical or research environment.

**Major Requirements**

Students must pass all required IES courses with a C or better and maintain a major GPA of 2.0. Students are also required either a minor or Sports Health Concentration along with the IES major.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 13100 &amp; BIOL 13300</td>
<td>ANATOMY/PHYSIOLOGY I:W/LAB and ANATOMY &amp; PHYSIOLOGY II-W/LAB</td>
<td>8</td>
</tr>
<tr>
<td>IES 10100</td>
<td>FOUNDATIONS EXERCISE SCIENCE</td>
<td>3</td>
</tr>
<tr>
<td>IES 10500</td>
<td>MEDICAL TERMINOLOGY HEALTH PRO</td>
<td>2</td>
</tr>
<tr>
<td>IES 21000</td>
<td>FITNESS &amp; HEALTH PROMO/ MGM T</td>
<td>3</td>
</tr>
<tr>
<td>IES 29700</td>
<td>FITNESS ADMIN/ORGANIZATION</td>
<td>3</td>
</tr>
<tr>
<td>IES 31100</td>
<td>NUTRITION AND FITNESS</td>
<td>3</td>
</tr>
<tr>
<td>IES 31200</td>
<td>PHYSIOLOGY: MUSC ACT &amp; EXER (Lab experience)</td>
<td>4</td>
</tr>
<tr>
<td>IES 32000</td>
<td>KINESIOLOGY &amp; APP BIO-MECHANICS (Lab experience)</td>
<td>4</td>
</tr>
<tr>
<td>IES 34600</td>
<td>STRENGTH TRNG AND CONDITIONING (Lab experience)</td>
<td>4</td>
</tr>
<tr>
<td>IES 40000</td>
<td>EXERCISE TEST/ PRESCRIPTION (Lab experience)</td>
<td>4</td>
</tr>
<tr>
<td>IES 40100</td>
<td>EXERCISE TEST/PRESCRIP/SPECIAL</td>
<td>4</td>
</tr>
</tbody>
</table>

**Electives**

Select at least one of the following: 3-7

- IES 24400 ATHLETIC TRAINING
- BIOL/PSYC 21000 RESEARCH DESIGN & ANALYSIS:SM
- IES 30900 SPORTS PSYCHOLOGY
- IES 31000 CARDIAC REHABILITATION (Lab experience)
- IES 31300 PHYSIOLOGY OF AGING (Lab experience)

**Capstone Experience**

- IES 48000 SENIOR SEMINAR/CAPSTONE
- IES 48100 INDEPENDENT RESEARCH
- or IES 49800 INTERNSHIP

Total Hours: 49-53 and a correlative minor or concentration (16-30 hours)

**Management Major (CAS)**

The management major is offered in the context of the liberal arts tradition. Managers are essentially decision makers who must possess the ability to reason clearly and to express themselves effectively.

To satisfy the requirements for the management major, a student must take all of the required economics/management courses and a minimum of 15 semester hours of electives. Transfer students will be required to complete at least 30 hours of the management major at Hiram College.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 22500</td>
<td>FINANCIAL ACCOUNTING:CA</td>
<td>4</td>
</tr>
<tr>
<td>ECON 20100</td>
<td>PRIN OF MICROECONOMICS:MM</td>
<td>4</td>
</tr>
<tr>
<td>ECON 20200</td>
<td>PRINCIPLES OF MACROECONOMICS</td>
<td>4</td>
</tr>
<tr>
<td>MGMT 11800</td>
<td>ORGANIZATIONAL BEHAVIOR:CA</td>
<td>4</td>
</tr>
<tr>
<td>MGMT 15500</td>
<td>PRINCIPLES OF MANAGEMENT</td>
<td>4</td>
</tr>
<tr>
<td>MGMT 40100</td>
<td>RESEARCH DEVELOPMENT</td>
<td>1</td>
</tr>
<tr>
<td>MGMT 48000</td>
<td>MANAGEMENT SENIOR SEMINAR</td>
<td>4</td>
</tr>
<tr>
<td>MATH 10800</td>
<td>STATISTICS:MM</td>
<td>4</td>
</tr>
<tr>
<td>MATH 13200</td>
<td>METHODS OF DECISION MAKING:MM</td>
<td>3</td>
</tr>
</tbody>
</table>

**Required Track Coursework**

Select a minimum of 15 semester hours of the following: 15

- COMM 24900 PRINCIPLES OF ADVERTISING
- MKTG 30100 MARKETING MANAGEMENT
- MKTG 31800 CONSUMER BEHAVIOR
- MGMT 32600 PERSUASION & ATTITUDE CHANGE
- MKTG 35500 MARKETING RESEARCH
- MKTG 36100 MULTINATIONAL MARKETING:EW
- ACCT 32500 COST MANAGEMENT
- MGMT 22100 GROUP INTERACTION PROCESSES
- MGMT 22200 ORGANIZATIONAL COMMUNICATION
Marketing (CAS)

Major Requirements

Major available through Weekend College, Lorain County Community College, and Lakeland Community College.

The American Marketing Association defines marketing as "... the activity, set of institutions, and processes for creating, communicating, delivering, and exchanging offerings that have value for customers, clients, partners, and society at large." The marketing major at Hiram College develops students with the knowledge and skills to be successful in a wide variety of careers in marketing. An emphasis on a strong knowledge base, skill development, practical experience, ethics, and excellent writing and speaking skills uniquely prepares students to be agile in the diverse, rapidly changing, global marketing arena.

Code Title Hours
Required Major Coursework
ACCT 22500 FINANCIAL ACCOUNTING:CA 4
COMM 24900 PRINCIPLES OF ADVERTISING 3
ECON 20100 PRINCIPLES OF MICROECONOMICS:MM 4
MGMT 11800 ORGANIZATIONAL BEHAVIOR:CA 4
MGMT 15500 PRINCIPLES OF MARKETING:CA 4
MGMT 31800 CONSUMER BEHAVIOR 3
MGMT 35500 MARKETING RESEARCH 3
MGMT 36000 SERVICES MARKETING (or MKTG 28000 - Social Media Marketing) 4
ENTR 32100 INTEGRATIVE ENTREPRENEURSHIP 3
ENTR 38000 SEM: (Entrepreneurial Marketing) 1-4
MGMT 48000 MANAGEMENT SENIOR SEMINAR (Capstone) 4
MATH 10800 STATISTICS:MM 4
Required Elective Coursework
COMM 24500 PUBLIC RELATIONS 4
MGMT 32600 PERSUASION & ATTITUDE CHANGE 4
MGMT 38000 SEM: (Business Ethics) 1-4
MGMT 39000 MARKETING MANAGEMENT 4
MGMT 36100 MULTINATIONAL MARKETING:EW 4
ENTR 20510 ENTR MIND/CREAT&INNOVATION:CM 4
Total Hours 62-68

Social Sciences (CAS)

Major Requirements

Major available through Weekend College.

Bureaucracy, technology, urbanization, and industrialization have radically transformed the way people live and what they believe. The disciplines of communication, economics, management, history, political science, psychology, and sociology provide the technique and knowledge to investigate the workings and development of modern society. A grasp of the complexity of human behavior and of the dynamics of societal change will enable students to come to terms with the bewildering prospects of living peacefully and comfortably in the modern world.

To satisfy the requirements for the social sciences major, a student must complete a minimum of 60 semester hours of coursework to include a Primary and Secondary Area of Concentration selected from the disciplines below and SOSC 48000: Social Sciences Capstone. Transfer students must complete a minimum of 35 hours of major coursework at Hiram College.

Social Science Disciplines

- Communication
- Economics
- Education
- History
- Management (excluding accounting & finance courses)
- Political Science
- Psychology
- Sociology

Required Core Coursework:

- SOSC 1xxxx Survey of the Social Sciences
- SOSC 2xxxx Research Methods in the Social Sciences:SM
- SOSC 48000 Social Sciences Capstone

Primary Area of Concentration:

Five courses (at least 15 semester hours) must be chosen from one discipline. At least two of these courses must be chosen from the 3/40000 level*. Transfer students must complete at least two of these five courses at Hiram College.

Secondary Area of Concentration:

Three courses (at least 9 semester hours) must be chosen from a second discipline. At least one of these courses must be chosen from the 3/40000 level*. Transfer students must complete at least one of these three courses at Hiram College.

Electives:

Additional courses must be chosen from the disciplines listed above to bring the total to at least 40 semester hours. These courses may be distributed across the related departments and disciplines as the student chooses.

*Note that some disciplines (e.g., History) do not offer coursework at the 3/40000 level. Coursework at the 20000 level will be accepted for those areas of concentration.

Dual Majors and Minor Policy

Dual Majors

The curriculum of the Center for Adult Studies includes nine majors that may be completed in our weekend or online format at Hiram College and/or our community college partnership locations:
• Accounting and Financial Management (CAS) (p. 285)
• Communication Major (CAS) (p. 285)
• Entrepreneurship (CAS) (p. 286)
• Healthcare Services Management (CAS) (p. 286)
• Integrated Environmental Studies (CAS) (p. 287)
• Integrative Exercise Science (CAS) (p. 287)
• Management Major (CAS) (p. 288)
• Marketing (CAS) (p. 289)
• Social Sciences (CAS) (p. 289)

Students may elect to double major while at Hiram College. However, the following dual major combinations are not allowed without written permission from the School Director of the associate school(s):

• Accounting and Financial Management and Management
• Accounting and Financial Management and Marketing
• Management and Social Sciences
• Management and Marketing
• Communication and Social Sciences
• Healthcare Services Management and Social Sciences

Minor Policy

Although minors are not required for graduation, many students choose one. A minor area of study consists of courses specified by each department. Typically, minors consist of five or six courses, over half of which must be taken at Hiram College. Minors available through the Center for Adult Studies are accounting, communication, entrepreneurship, environmental studies, and management. Requirements for each of these minors are available in the office of the Center for Adult Studies.

Minors cannot be taken in the same academic area as the major. Courses cannot be applied toward both a major and a minor without the approval of the relevant departments and the Associate Dean of Academic Affairs. The following major/minor combinations are NOT allowed:

• Students may not major in Accounting and Financial Management and minor in Management or Marketing.
• Students may not major in Management and minor in Accounting or Marketing.
• Students may not major in Social Sciences and minor in Communication or Management.

Only three (3) courses can be used to satisfy requirements for both the double major or major and minor. All other minor course requirements must be separate from the major course requirements. Any student interested in a minor offered by Hiram College, but not through the Center for Adult Studies, should consult his or her academic advisor and the Associate Dean of Academic Affairs.

Academic Procedures

Academic Procedures

Registration

New students may register for classes only after they have completed all admission procedures and been admitted to the College. Academic advisors in the Center for Adult Studies will assist new students with their first semester of course registration. Subsequent registrations will be completed in conjunction with scheduled registration and advising sessions. Full payment of all charges is due before the classes begin.

All students must register for classes during the scheduled registration period each semester. Prior to this official registration, students must meet with their academic advisor during the scheduled advising times to plan their academic work for the coming term. Registration for students already enrolled in the weekend program occurs during the preceding semester. Course spaces are filled on a first come, first serve basis.

Generally, once a course has met, no student will be permitted to add the course to his/her schedule. To add a course after a course has met, a student must complete a course add slip and obtain written permission from the instructor of the course as well as the Associate Dean of Academic Affairs.

Classification of Students

Designations are made each semester in accordance with the following table:

<table>
<thead>
<tr>
<th>Class Earned</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>0-23</td>
</tr>
<tr>
<td>Sophomore</td>
<td>24-55</td>
</tr>
<tr>
<td>Junior</td>
<td>56-89</td>
</tr>
<tr>
<td>Senior</td>
<td>90 and above</td>
</tr>
</tbody>
</table>

Traditional Students Registering for Professional and Graduate Studies Courses

During the 12-week session, traditional students with junior or senior standing and a minimum 2.0 GPA may take one CAS course on a space available basis and with permission of the Associate Dean of Academic Affairs. Students who wish to take a CAS courses must go to the Associate Dean’s office (Hinsdale 3rd floor) and complete a course add form. If the CAS hours place a student over 20 hours for the semester, they must receive permission from the Dean of the College. When registration for CAS students is complete, traditional students will be notified if they have been accepted in the course they requested.

Students who are accepted into a CAS course should be aware that, due to the condensed format for class meetings, attendance at all sessions is required. Excessive missed classes may result in failure of the course. Students should also be aware that course calendars between traditional and CAS can vary. Students are advised to check the meeting dates for all classes carefully.

Please note that CAS online session 1 is handled the same as a 12-week course. CAS online session 2 is handled the same as a 3-week course. It is College policy that traditional students may not take a three-week course through CAS except in very unusual circumstances and must receive permission not only from CAS’s Associate Dean of Academic Affairs but also the Associate Dean of the College. In addition, students must receive special permission from the Associate Dean of Students in Residential Education to remain on-campus during a 3-week term when they are taking only a CAS or online class. International students with F-1 visas will have additional restrictions and must be approved by the Director of International Services prior to enrolling in any online course.

During the summer term, traditional students may register online for CAS courses without restriction and take as many courses as they would like.
For more information contact The Center for Adult Studies, Hiram College, 330.569.5161, or www.hiram.edu/pgs (http://www.hiram.edu/pgs/).

Grade Reports

Final course grades are recorded by the Registrar's Office at the end of each semester and are posted electronically. Students required to submit a hard copy of their grades for reimbursement purposes must contact the Registrar's Office at (330) 569-5210 each semester to request an official grade letter.

Credits

Credits are expressed in semester hours; 120 hours of academic credit are required for graduation.

Courses carry either three hours of semester credit or four hours of semester credit. Within the blended format, courses normally meet for four hours face-to-face on four alternate weekends with additional course content and engagement such as participating in discussions, taking tests or quizzes, or other course activities taking place online in-between face-to-face meetings. Fully online courses are eight weeks in length. Registration for online courses occurs during the scheduled advising and registration sessions. Online courses follow a different withdrawal policy. See the Withdrawal and Refund section in this bulletin for more detailed information on withdrawing from an online course.

To obtain full-time status for financial aid purposes, undergraduate students must be enrolled in a minimum of twelve (12) hours of coursework per semester; three-quarter time status requires nine (9) to eleven (11) hours of coursework per semester; and half-time requires six (6) to eight (8) hours of coursework per semester.

Special Methods of Gaining Credit

The development of new criteria for granting college credit is an important indication of the Center for Adult Studies' concern for the special circumstance of the adult learner.

It is recognized that many adults have acquired college-level knowledge through life and work experiences. So, in addition to granting credit for courses taken at other accredited colleges or universities and for professional courses taken at accredited institutions, credit will be awarded for demonstrated learning from personal experiences. Such learning may have come from work experience, volunteer work, community service, travel, military service, or extensive reading.

Hiram College will not, however, award credit for the actual experience. For example, a student would not receive credit for having lived in a foreign country or for working in a specific field for a long time. The student would have to demonstrate that he/she acquired and possess college-level knowledge as a result of the experience.

Students seeking experiential learning credit must analyze their learning, document their experiences, match their previous learning to an actual Hiram College course, and finally compile a portfolio. The portfolio will be evaluated by faculty members who determine if the student's demonstrated learning matches what is covered in the scope and the quality of the learning presented in the portfolio.

Hiram College accepts credit for satisfactory scores on the College Level Examination program (CLEP) subject examinations. The credit received for performance on CLEP exams is decided upon by Hiram College, since each college or university establishes its own policy. Students who have taken the CLEP exams and wish to be granted credit, as well as those who want more information on the exams, should direct inquiries to the Center for Adult Studies.

A maximum of 75 hours of credit from previous college work, experiential learning, and/or CLEP will be applied toward a Hiram College degree.

Withdrawals and Refunds

Any student who needs to withdraw from a course or courses must contact their Academic advisor in the Center for Adult Studies before a course withdrawal can occur. Students can contact the CAS office at (330) 569-5161 for additional information pertaining to course withdrawals.

Ceasing to attend a class, never attending, or simply notifying an instructor does not constitute an official withdrawal from a course. Notification of withdrawal from a course or courses must be made to the Center for Adult Studies in writing. Emailed requests for withdrawal must come from your Hiram email account. Any tuition refunds for course(s) will be subject to the CAS course withdrawal refund schedule. Any and all tuition refunds are based upon the date that a student "officially" notifies the Office of CAS. It is the student's responsibility to ensure the course has been withdrawn and that any outstanding financial obligations are met with the College.

A student required to leave the College for disciplinary or academic reasons is not entitled to any refund. Refunds of financial aid from the federal and state programs are governed by the respective regulations.

Online/Blended Classes:

• Prior to the date of the first class, students will receive a full refund of tuition charges.
• For seven days, beginning the date of the first class, students will receive a 75% refund of tuition charges and no notation will appear on their transcript.
• For seven days, beginning the eighth day following the first class, students will receive a 50% refund of tuition charges and a grade of 'W' will appear on their transcript.
• From the date of the second class, (15th day for Online campus) through the end of the term, students will not receive any refund of tuition charges and a grade of 'W' will appear on their transcript.
• Students who drop their course after the start of the last week of the class session will receive an 'F' on their transcripts.

Online Classes:

Because online classes typically start on the Monday prior to CAS on-ground classes, dates for withdrawals and refunds differ from ground-based classes. Weeks run Monday through Sunday.

• Prior to the opening of the online class, students will receive a full refund of tuition charges.
• From the date of the first class through the first week, students will receive a 75% refund of tuition charges and no notation will appear on their transcript.
• After the first week of the class and before the second week of class ends, students will receive a 50% refund of tuition charges and a grade of 'W' will appear on their transcript.
One-day Workshops:
You must notify your academic advisor via Hiram e-mail no less than 24 hours prior to the start of the workshop to be eligible for a withdrawal and refund. Failure to do so will result in a grade of NC and no refund issued.

Pass/No Credit Regulations
Courses taken to fulfill requirements for graduation within a student’s major, minor, or core curriculum requirements cannot be taken Pass/No Credit. Pass/No Credit (P/NC) credit may be earned in two ways:

1. Some courses are only offered on a pass/no credit basis. For a course to be offered P/NC, a faculty member’s request must be approved by the faculty, and the course must be so designated on the course schedule;
2. Students may elect, at the time of registration, to take a regularly graded course on a Pass/No Credit basis. Students must complete an add slip and a pass/no credit registration form in the Registrar’s Office. Students may change the grade mode of a course from a letter grade to P/NC, or vice-versa, only during the first two weeks of the eight-week session. Absolutely no changes from a Pass/No Credit to a letter grade or vice-versa will be permitted after the deadline.

If the course is taken P/NC, the faculty submits a P or NC; the grade of P is recorded if the student receives a C- or better in the course, and the student is awarded credit hours which will be counted in the hours earned towards graduation. However, there will be no effect on a student’s grade-point average. If a student receives a grade of NC for a course, no hours will be awarded.

If available, letter grades are revealed only to other colleges and universities in the event they should require them for the transfer of credit or admission, or to prospective employers, and then only at the request of the student. Students are permitted to know the letter grade for courses taken P/NC and should contact the faculty member of the course for this information. Students preparing to attend professional or graduate schools are reminded that excessive use of the P/NC option may endanger admission or the granting of graduate fellowships.

A student may take a maximum of twenty (20) semester hours under the elective pass/no credit option. Transfer students may take a maximum of one-sixth of their Hiram course work pass/no credit. A grade of C- or better is required to receive credit for courses taken under this option. Graduation requirements and courses in a major/minor may not be taken pass/no credit. A student may elect to take only one pass/no credit course per semester, not to exceed 20 semester hours. Transfer students may take no more than 1/6 of their total Hiram hours as P/NC. Summa Cum Laude will be awarded only on the basis of an academic record with no more than three pass/no credit courses, for a total of 12 semester hours, elected by the student. Summa cum laude will be awarded to transfer students only on the basis of no more than two pass/no credit courses elected by the student under the pass/no credit option.

Formal Auditing of Courses
Hiram College courses may be audited with the permission of the instructor and are subject to class size or space restrictions. Students must formally register for the course either on-line or with an add slip, and complete an audit registration form in the Registrar’s Office. It is important to note that audited courses do not provide credits toward graduation. An audit fee is charged per credit hour; the student is subject to all the general college policies on withdrawal and refunds.

Students may change the grade mode of a course from a letter grade to an audit, or vice-versa, only during the first week of the eight week session. Absolutely no changes from an audit to a letter grade or vice-versa will be permitted after these deadlines. Students are expected to fulfill regular attendance expectations and perform any additional tasks stipulated by the instructor. If these conditions are satisfactorily met, the audited course will be recorded on the student’s official transcript with the mark of AU (Audit). If these conditions are not met, the student will receive a mark of ANC (Audit No Credit).

Workshops, Independent Study and /or Independent Research
Students who wish to receive credit for Independent Study (28100) or Independent Research (48100) must register by submitting a course description and add slip signed by the course instructor. For Independent Research, the school director’s signature is also required. Any Independent Study or Independent Research courses taught by someone other than a full-time faculty member must also be approved by the Associate Dean of the College.

Graduation
All students must petition to graduate. CAS students must file a formal petition for graduation with their academic advisor prior to the semester in which they complete their requirements for graduation.

A graduation fee of $150 will be added the student bill for spring term, issued in December, for those whose expected graduation date is in the spring. For those who are identified as August graduates or December graduates, the fee will be added to the student bill earlier, at the beginning of or during the graduation term. This fee covers overall graduation processing, the cap and gown, and commencement activities; there is no reduction in fee for those who do not attend commencement.

Senior Residency Requirement
Students must complete at least 45 hours of credit at Hiram College. If a student has completed 45 or more hours of credit at Hiram College, he/she cannot transfer the remaining credit hours to Hiram and graduate. The work of the senior year (the final 30 hours) must be completed at Hiram College or through an approved Hiram College program. Any exception requires approval of the College’s Associate Academic Dean as well as the Associate Dean of Academic Affairs, Center for Adult Studies.

Questions regarding the senior residency requirement should be directed to the Associate Dean of Academic Affairs, Center for Adult Studies.

“Stop-Out” Policy
Degree requirements in effect when the student enters Hiram College remain in effect for the student during a five-year period from his/her date of entrance. However, after an absence from the College of two consecutive semesters or more, the student may be required to continue under different graduation requirements. Moreover, any special arrangements for meeting the degree requirements may be withdrawn after a five-year period.

Housing Policy
Many adult learners will wish to take advantage of the special CAS residence hall that is available for weekend students staying overnight. Students must provide their own linens and have a signed housing
contract with the Center for Adult Studies prior to being issued residence hall keys.

For weekenders, a place to relax can be a special haven. Some students like the convenience of walking to the library after class and then strolling back to the dorm. Others welcome the chance to compare notes, attend all college functions, or just visit with friends.

Housing is provided as an optional service for all students. Room reservations for Friday and/or Saturday night(s) are made in advance and may be made for the 8-week term or the entire semester. There are also a limited number of extra rooms available each weekend which may be reserved for a $20 fee per night. Requests are made in the Center for Adult Studies. No housing requests are accepted unless arrangements are made for full payment covering the duration of their reservation. While every effort will be made to accommodate all students wishing to stay in the residence hall, requests for housing will be accepted and filled in the order in which they are received in the Center for Adult Studies. Under normal circumstances, students will not have to share a room. However, Hiram College reserves the right to assign roommates if needed. Housing is also available at two or three bed & breakfast establishments in the area.

Entry cards and keys are issued by the Center for Adult Studies on the first weekend of the term. For convenience, students may keep their entry cards and keys for the entire term (or the whole semester, if the student reserves a room for both terms). Students also may leave personal items in their rooms, but Hiram College assumes no responsibility for lost or stolen items. Students must return their keys to the Center for Adult Studies at the end of the term (or semester, if the room is reserved for both terms) or a charge will appear on their student bill. If a student decides to withdraw from housing, the Center for Adult Studies must be notified. No credit or refund will be issued for unused housing unless the student cancels his/her room for the remainder of the term and returns the entry card and key to the Center for Adult Studies. For example, if a student does not use his/her room on the third and fourth weekends of class but occupies the room during the other four weekends, no refunds are given. However, if after staying the first three weekends a student officially cancels the remainder of the term, he/she is eligible to receive a refund for the unused weekends. All housing withdrawals must be made in the Center for Adult Studies by the Wednesday before the weekend he/she will not be staying.

Tuition and Fees

Each year financial resources are assessed to determine the level of funding necessary to provide a quality education for those students attending Hiram College. A sizeable amount of each student’s cost is borne by the College through the income from its productive endowment, accumulated through years of giving by alumni, trustees, and friends.

Every effort will be made to operate within the fee schedule printed in this bulletin; however, the College does retain the right to adjust fees when the cost of goods and services dictates adjustment.

CAS tuition and fees for the 2019-2020 academic year are as follows:
- Tuition - $494 per credit hour
- Comprehensive Fee - $225 per semester

The comprehensive fee covers the use of technology, admission to Hiram College events, use of the library and physical education facilities and special CAS activities. There are no additional fees for the use of such facilities as the student center, the pool, the gym, the library, or parking on the street.

Students who choose to audit a course must pay a $50.00 per credit hour fee plus the comprehensive fee and any fees applicable for the specific course.

Payment Regulation

Bills and notices are sent directly to the student’s permanent address in his or her name. Requests to have bills sent to an address other than their permanent address or to another person must be made in writing to the Registrar’s Office. Total payment for the term must be made or an installment payment plan arrangement completed prior to the due date for each semester. Financial aid credit is applied proportionately to each payment period.

Payments not made when due are subject to penalties on the unpaid balance after the due date. The penalties are stated under “Non-Refundable Fees.”

Tuition Deferment Plan

Many companies or corporations offer some type of tuition assistance to employees who continue their education. Some employers pay the college directly, others prefer to have the students pay their tuition and then reimburse them when they receive their grades. Students should check with their employers regarding the tuition assistance program and the proper procedures for participation.

Students who participate in company reimbursement plans may be eligible for tuition deferment. Hiram College will permit students who receive reimbursement for educational expenses from their employers to defer payment of their tuition until forty (40) days after the receiving semester grade reports. After this forty (40) day grace period a late fee may be assessed. It will be the responsibility of the student to notify Hiram College of any delay due to their employer’s procedures for processing payments. To enroll in this plan students must complete a deferment form signed by their employer/supervisor and submit it with the required $50.00 service fee to the Students Accounts Office by the established bill due date. The Deferment Form and the $50.00 service fee must be paid each semester a student chooses to participate in the Deferment Plan. Students can pay the $50.00 online through their e-bill or at www.hiram.edu/paymybill (http://www.hiram.edu/paymybill/), or mail a check to:

Hiram College Student Accounts
PO Box 1808
Hiram, Ohio 44234

Emergency Closing Information

1. www.hiram.edu (http://www.hiram.edu) will have the most current information about any delay/closing here at Hiram. You should be able to find the information in a box in the upper left-hand corner of the page (where a picture is usually posted, except in these emergency situations). Please note: We do not post delay/closing information on home.hiram.edu (http://home.hiram.edu), only on www.hiram.edu (http://www.hiram.edu).

2. The Information Line: 330.569.5959 will also have the most current information, and should be called first. Then if you need more information you should call the Office of Professional and Graduate Studies directly.
3. Through The CampusWire.com (http://CampusWire.com), we now have the ability to send you a text message. In order for you to receive Emergency Closing Information you must make sure we have your current cell phone number at all times.

4. When possible, we will try to send out an email to your Hiram account. However, this should only be considered as a back-up, and you should always use the website and/or information phone line as your primary source of information about classes.

These sources will be our only methods of communicating with you in the event of an emergency, and you should not expect to receive a phone call from our office. Trying to call each student individually causes a delay in getting the information out and is not a practical way to reach a large number of students quickly.

As always, we urge you to use your own judgment regarding whether or not it is safe to travel. Because people come from all over, it is impossible for us to know driving conditions for each of you. If you do not feel you can get here safely, please email your instructor at his or her Hiram email and copy our office (hwc@hiram.edu). We will contact you as soon as possible to confirm that we received the message.

Additional Resources-Inquiries

This bulletin offers a description of the program, the curriculum and the procedures governing the Center for Adult Studies’ operation. Since a publication can never be comprehensive enough to answer every question, students are urged to direct all inquiries to:

The Center for Adult Studies  
Hiram College  
Hinsdale Hall, Room 205  
P. O. Box 67  
Hiram, Ohio 44234

Telephone: (330) 569-5161  
Fax: (330) 569-5003  
e-mail: hwc@hiram.edu  
web site: www.hiram.edu/pgs (http://www.hiram.edu/pgs/)
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FACULTY

Faculty

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Hiram College 2019-2020 Catalog

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Accounting (ACCT)

ACCT 10100: ACCOUNTING & BUSINESS BASICS: 1 Hour(s)
ACCOUNTING AND BUSINESS BASICS ~ Whether as a consumer, potential investor, or employee, most students will be exposed to the "business world" at some point in their career. This course will introduce students to the different forms of business an organization can take on as well as the accountant's role within those organizations. Students will also learn the very basics of how to account for business transactions as well as how to read and interpret an organization's financial statements. This course is intended for students who are NOT majoring in Accounting & Financial Management or Management. Students majoring in Accounting & Financial Management or Management should enroll in ACCT22500.

ACCT 18000: WKSP: 1 Hour(s)
WORKSHOP ~ Workshops may be taken Pass/No Credit only. Students may take no more than nine workshops for credit toward graduation. Workshops can be used as elective credit only.

ACCT 22500: FINANCIAL ACCOUNTING:CA: 4 Hour(s)
FINANCIAL ACCOUNTING:CA ~ An introduction to financial accounting concepts. Accounting transactions are followed through the accounting cycle into the financial statements. The major financial statements, their components, and alternative accounting approaches are studied. This course fulfills the Social and Cultural Analysis requirement.
Core: Social/Cultural Analysis Meth

ACCT 22600: MANAGERIAL ACCOUNTING: 3 Hour(s)
MANAGERIAL ACCOUNTING ~ An introduction to the accounting information needs of management. Basic managerial/cost accounting topics, such as job costing, process costing, cost-volume-profit analysis, budgets, variance analysis, and financial statement analysis are examined. Another version of this course is offered for four (4) credit hours as ACCT 22610. Prerequisites: Accounting (208 or 20800) or Accounting (225 or 22500). Prerequisite: (ACCT 225 or ACCT 22500) or ACCT 10100 (may be taken concurrently)

ACCT 22700: SMALL BUSINESS ACCT WKSP: 2 Hour(s)
SMALL BUSINESS ACCOUNTING WORKSHOP ~ This workshop will work closely with students participating in the entrepreneurship program, as well as students involved in the ventures on campus, specifically the 'Terrier Bakery' and 'Terrier Trader'. With the goal of adding value to the businesses in mind, students in the workshop will focus on the Accounting and Financial Management needs of the student run ventures, which includes recording transactions and preparing necessary financial reports in Quickbooks. Other tasks will include (but are not limited to): development of standard operating procedures for inventory maintenance; analysis of product pricing; observation of physical inventories. Students will also respond to and/or discuss assigned readings that have a focus on small business management and/or accounting. Counts toward e-minor.
Prerequisite: (ACCT 225 or ACCT 22500)

ACCT 24000: PROF RESPONSIBILITIES:ES: 3 Hour(s)
PROFESSIONAL RESPONSIBILITIES:ES ~ Leaving the development of ethical boundaries to chance is no longer an acceptable practice. The activities of professional firms in the 2000's have fundamentally changed the expectations for the behavior of business professionals. Corporate risk management practices must now include ethics risk management practices that aim to ensure the reputation of the individuals of the firm, as well as the reputation of the firm itself, is not tarnished. The Professional Responsibilities course will provide an understanding of why ethics has become a critical success factor for firms, specific rules governing required behavior for accounting professionals, types of ethical decisions that professionals can be faced with, in the form of videos and case studies, and how ethical behavior and decision making can be guided and improved upon. This course fulfills the Meaning, Ethics, and Social Responsibility requirement.
Core: Meaning/Ethics/Soc Responsibil

ACCT 28000: SEM.: 1-4 Hour(s)
SEMINAR ~ An introduction to selected topics of current interest in Accounting.

ACCT 28100: INDEPENDENT STUDY: 1-4 Hour(s)
INDEPENDENT STUDY ~

ACCT 29800: FIELD EXPERIENCE: 1-4 Hour(s)
FIELD EXPERIENCE ~

ACCT 30900: FEDERAL TAXATION ACCOUNTING: 4 Hour(s)
FEDERAL TAXATION ACCOUNTING ~ This course is designed to teach students to recognize major tax issues inherent in business and financial transactions. The course focuses on fundamental tax concepts, the mastery of which will enable students to incorporate tax factors into business and investment decisions. Prerequisite: Accounting (225 or 22500).
Prerequisite: (ACCT 225 or ACCT 22500)

ACCT 31910: AUDITING: 4 Hour(s)
AUDITING ~ This course addresses the unique challenges faced by auditors. Students develop an understanding of methods for the verification of financial statements and accounting procedures, professional ethics, internal control and internal audit, statistical sampling and computer systems application. This course is also offered in a revised version for 3 hours as ACCT 31900. Prerequisites: Accounting (225 or 22500) or Accounting (207 or 20700) and Accounting (208 or 20800).
Prerequisite: (ACCT 208 or ACCT 20800) and (ACCT 207 or ACCT 20700) or (ACCT 225 or ACCT 22500)

ACCT 32500: COST MANAGEMENT: 4 Hour(s)
COST MANAGEMENT ~ Students learn how to analyze and interpret cost information as a basis for decision making. Subjects include cost measurement, planning, control and performance evaluation, and behavioral issues. Prerequisite: Accounting 225 or 22500.
Prerequisite: (ACCT 225 or MGMT 22500) or (ACCT 225 or ACCT 22500)

ACCT 33000: FIN STATEMENT ANALYSIS/VALUATN: 4 Hour(s)
FINANCIAL STATEMENT ANALYSIS AND VALUATION ~ This course develops practical analysis tools to enable students to analyze financial statements to obtain an indication of the underlying value of firms. The course teaches valuation from an earnings based approach, but also discusses discounted cash flow analysis. Prerequisite: Accounting (352 or 35200).
Prerequisite: (ACCT 352 or ACCT 35200)
ACCT 33500: FINANCIAL DECISION MAKING: 3 Hour(s)
DECISION MAKING USING FINANCIAL MODELS~ This course discusses current financial and accounting issues. The course then develops financial models utilizing Excel spreadsheets, enabling students to perform simulation analysis to make better managerial decisions. Prerequisite: ACCT (225 or 22500).
Prerequisite: (ACCT 225 or ACCT 22500)

ACCT 34000: ACCOUNTING INFORMATION SYSTEMS: 3 Hour(s)
ACCOUNTING INFORMATION SYSTEMS~ Accounting Information Systems (AIS) explores the basic concepts of AIS, core business process and Enterprise-wide Risk Management Policies to enable students to understand and evaluate Information Systems to safeguard assets and provide reliable financial information for decision making purposes. This course is also taught as ACCT 34100 for 4 credit hours. Prerequisite: Accounting (225 or 22500).
Prerequisite: (ACCT 225 or ACCT 22500)

ACCT 34100: ACCOUNTING INFORMATION SYSTEMS: 4 Hour(s)
ACCOUNTING INFORMATION SYSTEMS~ Accounting Information Systems (AIS) explores the basic concepts of AIS, core business process and Enterprise-wide Risk Management Policies to enable students to understand and evaluate Information Systems to safeguard assets and provide reliable financial information for decision making purposes. This course is also taught as ACCT 34000 for 3 credit hours. Prerequisite: Accounting (225 or 22500).
Prerequisite: (ACCT 225 or ACCT 22500)

ACCT 35100: INTERMEDIATE ACCOUNTING I: 4 Hour(s)
INTERMEDIATE ACCOUNTING ~ This course is a continuation of some of the concepts learned in Financial Accounting. Area of focus includes asset determination measurement as well as principles of revenue and expense measurement. Prerequisite: Accounting (225 or 22500).
Prerequisite: (ACCT 225 or ACCT 22500)

ACCT 35200: INTERMEDIATE ACCOUNTING II: 4 Hour(s)
INTERMEDIATE ACCOUNTING II ~ Continuation of Intermediate Accounting I. This course examines financial theory and financial statement reporting practices, including evaluation of current issues and practices related to Investments, Leases, Pensions, Stock Options, and Earnings per Share. Prerequisite: Accounting (351 or 35100) or permission.
Prerequisite: (ACCT 351 or ACCT 35100)

ACCT 38000: SEM: 1-4 Hour(s)
SEMINAR~

ACCT 38100: SPC TPC: 1-4 Hour(s)
SPECIAL TOPICS~

ACCT 44000: ADVANCED ACCOUNTING: 3 Hour(s)
ADVANCED ACCOUNTING~ This course enhances students' ability to determine the financial effects and implications for financial reporting of business performance related to mergers, acquisitions, and other corporate structure changes. Additional topics include SEC and interim financial reporting, foreign currency translation, and accounting for governmental and non-profit entities. Prerequisite: Accounting (352 or 35200). This course is also offered in a 4 credit hour format as ACCT 44100.
Prerequisite: (ACCT 352 or ACCT 35200) or (MGMT 352 or MGMT 35200)

ACCT 44100: ADVANCED ACCOUNTING: 4 Hour(s)
ADVANCED ACCOUNTING~ This course enhances students' ability to determine the financial effects and implications for financial reporting of business performance related to mergers, acquisitions, and other corporate structure changes. Additional topics include SEC and interim financial reporting, foreign currency translation, and accounting for governmental and non-profit entities. Prerequisite: Accounting (352 or 35200). This course is also offered in a 3 credit hour format as ACCT 44000.
Prerequisite: (ACCT 352 or ACCT 35200) or (MGMT 352 or MGMT 35200)

ACCT 44110: ADVANCED ACCOUNTING I: 2 Hour(s)
ADVANCED ACCOUNTING I~ This course enhances students' ability to determine the financial effects and implications for financial reporting of business performance related to mergers, acquisitions, and other corporate structure changes. Additional topics include SEC and interim financial reporting, foreign currency translation, and accounting for governmental and non-profit entities. Prerequisite: Accounting (352 or 35200) Corequisite: ACCT 44110
Prerequisite: (ACCT 352 or ACCT 35200) or (MGMT 352 or MGMT 35200)
Corequisite: ACCT 44110

ACCT 44120: ADVANCED ACCOUNTING II: 2 Hour(s)
ADVANCED ACCOUNTING II~ This course enhances students' ability to determine the financial effects and implications for financial reporting of business performance related to mergers, acquisitions, and other corporate structure changes. Additional topics include SEC and interim financial reporting, foreign currency translation, and accounting for governmental and non-profit entities. Prerequisite: ACCT 352 or 35200 Corequisite: ACCT 44120
Prerequisite: (ACCT 352 or ACCT 35200) or (MGMT 352 or MGMT 35200)
Corequisite: ACCT 44120

ACCT 48000: SENIOR CAPSTONE: 4 Hour(s)
SENIOR CAPSTONE~ This course is designed as a capstone to the Accounting and Financial Management majors. Students will have an opportunity to integrate and apply their course work through an analysis of a significant issue. They will research the issue, review the professional literature, identify and analyze alternatives, and recommend a resolution which is supported by the appropriate justification. Prerequisite: Accounting (352 or 35200).
Prerequisite: (ACCT 352 or ACCT 35200)

ACCT 48100: INDEPENDENT RESEARCH: 1-4 Hour(s)
INDEPENDENT RESEARCH~

ACCT 49800: INTERNSHIP: 4 Hour(s)
INTERNSHIP~

American Sign Language (ASL)

ASL 12100: AM SIGN LANG/DEAF CULTURE I: 4 Hour(s)
INTRODUCTION TO SIGN LANGUAGE AND DEAF CULTURE I~ This class is the introductory course for American Sign Language as a world language credit. This course will focus on the visual-spatial language of ASL with emphasis on expressive/receptive communication skill building, vocabulary development, and grammatical structure development. Deaf Culture awareness and understanding of the Deaf Community will also be featured through the course.
ARAB 10100: ARABIC I: 4 Hour(s)
BEGINNING ARABIC I~ This beginning Arabic course adopts a communicative approach, with emphasis placed on the functional use of the Arabic language. The introduction of various components of the language serves the ultimate goal of enabling students to communicate in Arabic at a level that conforms to the general proficiency guidelines of the American Council on the Teaching of Foreign Languages (ACTFL).

ARAB 10200: ARABIC II: 4 Hour(s)
ARABIC II~ This course adopts a communicative approach where emphasis is placed on the functional use of the Arabic language. The introduction of various components of the language serves the ultimate goal of enabling students to communicate in Arabic at a level that conforms to the general proficiency guidelines of the Intermediate Low, even though some students might achieve a Novice High level and some others might achieve an Intermediate Mid level, as defined by the American Council on the Teaching of Foreign Languages (ACTFL). The course deals with various aspects of Arab culture. Prerequisite: Arabic 101 or 10100 or placement.

Prerequisite: ARAB 101 or ARAB 10100

ARAB 18000: WKSP: 1 Hour(s)
WORKSHOP~ Workshops may be taken Pass/No Credit only. Students may take no more than nine workshops for credit toward graduation. Workshops can be used as elective credit only.

ARAB 20100: INTERMEDIATE ARABIC I:EW: 4 Hour(s)
INTERMEDIATE ARABIC I:EW~ This third semester of the beginning Arabic course adopts a communicative approach where emphasis is placed on the functional use of the Arabic language. This is a continuation of the two semester intro sequence and is not taught via distance learning. The introduction of various components of the language serves the ultimate goal of enabling students to communicate in Arabic at a level that conforms to the general proficiency guidelines of the Intermediate Low, even though some students might achieve a Novice High level and some others might achieve an Intermediate Mid level, as defined by the American Council on the Teaching of Foreign Languages (ACTFL). The course deals with various aspects of Arab culture. You may view ACTFL description of each of these levels on WebCT in the folder titled 'Speaking Guidelines'. This course fulfills the Experiencing the World requirement. Prerequisite: Arabic 102 or 10200 or equivalent.

Prerequisite: (ARAB 102 or ARAB 10200)
Core: Experiencing the World

ARAB 20200: INTERMEDIATE ARABIC II: 4 Hour(s)
INTERMEDIATE ARABIC II:EW~ A continuation of Intermediate Arabic I. The course will focus on the functional use of the Arabic language. This course fulfills the Experiencing the World requirement. Prerequisite: ARAB 103 or 10300, or, ARAB 201 or 20100, or equivalent.

Prerequisite: (ARAB 20100 or ARAB 201) or (ARAB 103 or ARAB 10300)
Core: Experiencing the World

AWEB 28000: SEM.: 1-4 Hour(s)
SEMINAR~

ARAB 28100: INDEPENDENT STUDY: 1-4 Hour(s)
INDEPENDENT STUDY~

Art (ART)

ART subject will be changing to ARDE (Art & Design) over the 19-20 Academic Year.

ART 10200: COLOR AND DESIGN:CM: 4 Hour(s)
COLOR AND DESIGN~ This is an introduction to the principles of two-dimensional organization. Topics will include unity, emphasis, balance, proportion, rhythm, shape, space, value, and color. Problems and concepts in design will be worked out in practice. The course will aim to develop the student's creative resources and critical ability. Core: Creative Methods

ART 10800: STUDIO PROCESS: IDEAS & ISSUES:CM: 3 Hour(s)
STUDIO ART COMMUNICATING IDEAS & ISSUES:CM~ This course explores what it means to be a practicing studio artist. Students examine the working methods and processes of artists past and present in order to understand how artists go about their creative work. Emphasis will be placed upon how artists develop ideas and find effective ways to visually communicate them, rather than on skill and technique development. In addition to doing research, writing several short essays, discussing readings and film, and making trips to art related locations, students will incorporate what they're learning into their own studio art projects. Students will have the opportunity to work in drawing, painting, collage, and mixed media. This course fulfills the Creative Methods requirement. Core: Creative Methods

ART 10900: EXPLORE PRINT & BOOK ART:CM: 4 Hour(s)
EXPLORATIONS IN PRINT & BOOK ART:CM~ This course will introduce the student to creative printmaking techniques including monoprinting, basic relief printmaking, paper casting, and artist books. Students will acquire the vocabulary necessary to talk intelligently about their own creative art as well as the creative art of others through in class writing assignments, journaling, and class critiques. Class studio projects will include an artist's sketchbook which the student will compile, draw in, and write in as an out-of-class assignment. Students will acquire technical skills in printmaking as well as aesthetic training and appreciation appropriate for the non-major. A final portfolio and submission of the journal will be required. This course fulfills the Creative Methods requirement. This course will not count toward an Art major. Core: Creative Methods

ART 11000: BEGINNING DRAWING:CM: 4 Hour(s)
BEGINNING DRAWING:CM~ This course will seek to develop the student's sensitivity and awareness of volume and space, light and shade, and surface and structure by addressing fundamental problems in perception and representation. It will also acquaint the beginner with basic principles of pictorial form. Students will work in a variety of media including pencil, charcoal, chalk, and ink. Class work will include drawing from still life, landscape, and the human figure. Core: Creative Methods
ART 11500: LANDSCAPE PAINTING & DRAWING:CM  3 Hour(s)
LANDSCAPE PAINTING & DRAWING ~ Building on the tradition of plein air (outdoors) painting, this class will explore ways to represent the natural and man-made landscape using drawing and painting media. Students will work outdoors from observation, as well as in the studio from secondary sources, taking advantage of the surrounding landscape of old growth forest at Hiram’s Field Station, as well as other nearby locations. Students will learn how to address the unique demands of working outdoors on-site, and will explore a variety of different media, supports, compositional strategies, and picture-making techniques. We will also examine art historical and contemporary precedents that will inform our technical and conceptual approaches to representing the landscape. Prior art experience is beneficial, but not required.
Core: Creative Methods

ART 12000: FUNDAMENTALS DIGITAL PHOTOGRAPHY:CM:  4 Hour(s)
FUNDAMENTALS OF DIGITAL PHOTOGRAPHY:CM ~ This studio course in an introduction to digital photography as an art medium. Instruction includes basic operation and use of the digital camera, methods of importing files into the computer, image manipulation, inkjet printing, scanning, composition, lighting, and presentation. The course emphasizes the camera as an instrument for seeing and expression, rather than simply recording. The creative potential of the medium is emphasized through assignments, critiques, and examination of work by other photographers. This course fulfills the Creative Methods requirement.
Core: Creative Methods

ART 13000: HISTORY OF WESTERN ART:IM:  4 Hour(s)
HISTORY OF WESTERN ART:IM ~ This course is an overview of the major epochs in Western Art, and establishes a conceptual framework for the further study of Art History. Beginning with the prehistoric period, we will trace the development of art and architecture in the Ancient Near East, Egypt, and the Aegean. We will move to the classical civilizations of Greece and Rome and their successors, the Medieval cultures of Christian Europe, Renaissance Italy, and the Baroque era to modern times. Students will be introduced to art historical method through reading and writing assignments. This course fulfills the Interpretive Methods requirement.
Core: Interpretive Methods

ART 18000: WKSP:  1 Hour(s)
WORKSHOP ~ This workshop will provide the opportunity for students to examine a special topic in art. Through readings, discussions, and written assignments, there will be opportunities to evaluate the selected topic. Workshops may be taken Pass/No Credit only. Students may take no more than nine workshops for credit toward graduation. Workshops can be used as elective credit only.

ART 20400: BEGINNING PAINTING:CM:  4 Hour(s)
BEGINNING PAINTING:CM ~ This course offers an in-depth introduction to the materials, techniques, and uniquely expressive possibilities of painting. Students will explore ways in which an artist can structure a painting, with an emphasis on value and issues of color. Students will experience a variety of conceptual and technical approaches to painting, ranging from traditional to contemporary. An emphasis will be placed on observational painting, but students will also explore experimental methods as they begin to formulate their own painterly “language.” Prerequisites: ART 10200 or ART 10800 or ART 10900 or ART 11000 or ART 12000 or ART 22000 or Instructor permission. This course fulfills the Creative Methods requirement.
Prerequisite: (ART 102 or ART 10200 or ART 108 or ART 10800 or ART 109 or ART 10900 or ART 110 or ART 11000 or ART 120 or ART 12000 or ART 220 or ART 22000)
Core: Creative Methods

ART 21100: INTERMEDIATE DRAWING:  3 Hour(s)
INTERMEDIATE DRAWING ~ This course expands upon the work begun in Art 11000 Beginning Drawing, by addressing more sophisticated drawing problems involving 2D and 3D spatial composition, color, value/shading, surface texture, and the passage of time. Students will investigate various reference sources such as photography, memory, and direct observation, and will work from the human figure, still lives, and interior and exterior spaces. Emphasis will also be placed on the development of individual vision, style, and content. Prerequisites: (Art 110 or 11000) or permission of the instructor.
Prerequisite: (ART 110 or ART 11000)

ART 21600: FIGURATIVE PAINTING AND DRAWING:  3 Hour(s)
FIGURATIVE PAINTING AND DRAWING ~ Students will work from the live model to develop observational representation skills. Emphasis will be placed on analysis of the human figure and surface anatomy, as well as on finding creative and expressive solutions to representing the human form. Students can elect to work in drawing media, painting media, or a combination of the two. This course is an equivalent to Art (210 or 21000). Students may not receive credit for both Art (210 or 21000) and Art (216 or 21600). Prerequisites: (Art 102 or 10200) or (Art 110 or 11000) or (ART 204 or 20400) or permission of the instructor.
Prerequisite: (ART 102 or ART 10200) or (ART 110 or ART 11000) or (ART 204 or ART 20400)

ART 21900: PRINTMAKING:RELIEF:  3 Hour(s)
PRINTMAKING RELIEF ~ This course is an introduction to the materials and techniques of relief linocut and woodcut print-making. Students will learn the transfer of designs, methods of cutting and gouging, and the registering and printing of blocks with a variety of inks and papers. Traditional as well as alternative methods will be explored. Linoleum, wood, and paper will be provided by the department. Prerequisite: (Art 102 or Art 10200) or (Art 110 or Art 11000) or permission.
Prerequisite: (ART 102 or ART 10200) or (ART 110 or ART 11000)

ART 22000: PRINTMAKING:STUDIO SURVEY:CM:  4 Hour(s)
PRINTMAKING STUDIO SURVEY:CM ~ This course will examine the processes of monoprint, linocut, woodcut, relief and intaglio etching. Given assignments in each media, the student will be encouraged to develop a creative approach. It is suggested that student has had some drawing and design at the high school or college level. Some materials will be provided. This course fulfills the Creative Methods requirement.
Core: Creative Methods
ART 22500: AMERICAN ART & ARCHITECTURE:IM - 4 Hour(s)
AMERICAN ART AND ARCHITECTURE:IM~ This course will survey the history of painting and sculpture and architecture in America from the early colonial era to the mid-20th century. Aspects of the American experience such as the influence of European culture, the Puritan heritage, the wilderness, the frontier, slavery and racism, war, the industrial revolution and technology will be explored as they affect the development of artistic traditions in America. This course fulfills the Interpretive Methods requirement.
Core: Interpretive Methods

ART 22800: JAPANESE ART HISTORY:IM,EW - 4 Hour(s)
JAPANESE ART HISTORY:IM,EW~ This survey is an introduction to periods in Japanese artistic development from the Neolithic age (3,500-200 B.C.), to the Chinese inspired Buddhist periods (6-9th century, AD), to the emergence of uniquely Japanese art forms in the last millennium. Students will investigate period styles, artistic methods, and aesthetic principles of beauty and truth. This course fulfills the Interpretive Methods requirement and the Experiencing the World requirement.
Core: Experiencing the World; Interpretive Methods

ART 23000: FUNDAMENTALS OF CERAMICS:CM - 4 Hour(s)
FUNDAMENTALS OF CERAMICS:CM~ Designed to provide an introduction to ceramic art for the beginner or for those with some experience in working with clay. The focus of this course is to develop students' artistic and technical foundation and to prepare for further ceramics courses. Class time will consist of both studio and lecture, and a written exam of concepts and factual material is given. The text will be used to introduce and elaborate on working methods, to illustrate the work of ceramic artists as a basis for class discussion, and to develop historic and cross cultural perspectives of clay work. Studio work explores the creative potential of clay through several projects including pinch, coil, slab and wheel thrown forms. Basic procedures of studio etiquette and safety, forming, drying, decorating, firing, and glazing will also be introduced. Class critiques will involve students in evaluation and constructive criticism of form, function, expression, and refinement of technique. Some materials provided but students must provide their own basic tools. This course fulfills the Creative Methods requirement.
Core: Creative Methods

ART 23500: CERAMICS: TILEMAKING:CM - 3 Hour(s)
CERAMICS: TILEMAKING:CM~ This course provides an intensive study of the history and techniques of handmade ceramic tiles. Students will design and manufacture a series of tiles using a variety of clays and glazes. This course fulfills the Creative Methods requirement.
Core: Creative Methods

ART 23600: EXPERIMENTAL FILMMAKING:CM - 3 Hour(s)
EXPERIMENTAL FILMMAKING:CM~ This studio art course has students produce short experimental digital videos and study the evolution of the medium from film in the late 1880s to the digital format and computer editing of today. Significant films and video screenings and interviews with film/video artists will introduce students to a variety of creative approaches that will structure class projects and critiques. Emphasis on abstract, non-narrative, non-linear aesthetic forms and the intersection with conceptual art of the 20th and 21st centuries will be contrast with cultural expectations of the medium to tell stories.
Core: Creative Methods

ART 23700: DIGITAL DARKROOM - 3 Hour(s)
DIGITAL DARKROOM~ Digital Darkroom is an Intermediate Level digital photography course that emphasizes compositing from various sources and the art of retouching. Students will refine their skills using selection tools, adjustment layers, drop shadows, stamp tool, brushes, masking, and color balance. Creative resourcefulness will compliment the discipline of attention to craft. Assignments will be submitted electronically with a limited print portfolio also required. A brief history of digital imaging will also be covered. Some Photoshop experience is desirable. Prerequisite: (Art 120 or 12000) or by permission.
Prerequisite: (ART 120 or ART 12000)

ART 23900: THE ART OF FILMMAKING:CM - 3 Hour(s)
THE ART OF FILMMAKING:CM~ The Art of Filmmaking is a course that combines film study and practice. Students will learn about the development of film language through its history and production practices, as well as through hands-on creative exercises in digital video. There will be daily screenings and readings about significant films that advanced the language of the cinema. Students will create six short video exercises that will demonstrate their ability to script, shoot, edit, stage, and direct short subjects. Two exams will also be given on lecture material and readings. Students will need to provide a DV camera. If you have one great. If not you may borrow from the media center or use video clips from a still camera or smart phone if that feature is available and can be downloaded. This course fulfills the Creative Methods requirement.
Core: Creative Methods

ART 24000: INTERMEDIATE PHOTOGRAPHY:CM - 4 Hour(s)
INTERMEDIATE PHOTOGRAPHY:CM~ For students who wish to further explore the possibilities of photography as an art medium. The structure of the class will be project oriented with assignments and deadlines given. Slide presentations, technical demonstrations, and critiques will be the focus of class time. Emphasis will be placed on further developing the student's seeing and visual expression, including mastering of printing technique and composition. Individual interests will also be encouraged and explored. Five assignments with deadlines are given and a final portfolio of ten images is required. This course fulfills the Creative Methods requirement. Prerequisite: Art (120 or 12000) or permission.
Prerequisite: (ART 120 or ART 12000)
Core: Creative Methods

ART 24300: THE HISTORY OF PHOTOGRAPHY:IM - 3 Hour(s)
THE HISTORY OF PHOTOGRAPHY:IM~ This course begins with a prehistory of photography and the subsequent discoveries of Niepce, Daguerre, and Talbot with the first practical methods using the camera and light-sensitive substances. While significant discoveries and inventions are noted, this course attempts to view photography primarily through the ideas and images of its practitioners. Photography is considered as a major art form of visual expression and communication. Particular attention is given to the dominant visual and aesthetic modes of the 19th and 20th centuries. A revised version of this course is offered for four credit hours as ART 24400. A student may receive credit for only one of these courses. This course fulfills the Interpretive Methods requirement.
Core: Interpretive Methods
ART 24800: CREAT SPACE:FLOR/TUSCANY:EW,CM: 3 Hour(s)
CREATIVE SPACE ART EXPERIENCE IN FLORENCE:EW,CM~ TUSCANY:
This course is an intensive studio art experience that will immerse
students in the vibrant city of Florence, Italy, as well as nearby towns
throughout Tuscany. Students will explore the theme of ‘space’ and will
become acutely aware of our spatial surroundings: how we see and
move through them, and how these experiences of space can impact us
intellectually, psychologically, and emotionally. Through readings, writing
assignments, discussions, walking tours, individual exploration, and
directed art projects, students will explore ways to respond artistically
to the uniqueness of their new spatial surroundings. Students will
work in both traditional drawing and water-based painting materials,
as well as utilizing many unconventional and experimental techniques
and materials. Students will be exposed to some of the historic sites
and artistic treasures of the past, and will also visit the studios of
contemporary Florentine artists and take in the local art gallery scene.
This course is designed to benefit visual art students, but all enthusiastic,
open-minded, and creative individuals are encouraged to find out more
about the trip. This course is also offered in a 4 credit hour format as
ART 25200. This course fulfills the Creative Methods requirement and the
Experiencing the World requirement.
Core: Creative Methods; Experiencing the World

ART 24900: CONTEMPORARY MEDIA: 4 Hour(s)
CONTEMPORARY MEDIA~ This course is intended for art majors and
and those with an interest in contemporary art. Projects include
designing a postcard suite, artist’s books, video, and site specific
installation. Emphasis will be placed on the development of ideas,
composition, sequencing, and experimentation.

ART 25200: CREAT SPACE:FLOR/TUSCANY:EW,CM: 4 Hour(s)
CREATIVE SPACE ART EXPERIENCE IN FLORENCE:EW,CM~ TUSCANY:
This course is an intensive studio art experience that will immerse
students in the vibrant city of Florence, Italy, as well as nearby towns
throughout Tuscany. Students will explore the theme of ‘space’ and will
become acutely aware of our spatial surroundings: how we see and
move through them, and how these experiences of space can impact us
intellectually, psychologically, and emotionally. Through readings, writing
assignments, discussions, walking tours, individual exploration, and
directed art projects, students will explore ways to respond artistically
to the uniqueness of their new spatial surroundings. Students will
work in both traditional drawing and water-based painting materials,
as well as utilizing many unconventional and experimental techniques
and materials. Students will be exposed to some of the historic sites
and artistic treasures of the past, and will also visit the studios of
contemporary Florentine artists and take in the local art gallery scene.
This course is designed to benefit visual art students, but all enthusiastic,
open-minded, and creative individuals are encouraged to find out more
about the trip. This course is also offered in a 3 credit hour format as
ART 24800. This course fulfills the Creative Methods requirement and the
Experiencing the World requirement.
Core: Creative Methods; Experiencing the World

ART 25900: ENVIRONMENTAL ART:CM: 3 Hour(s)
ENVIRONMENTAL ART:CM~ This course will incorporate environmental
awareness with creative artistic responses to issues through the
contemporary visual arts. It is intended to stimulate students seeking
to learn about art placed in natural environments, art originating from
natural objects, as well as to express statements on the environment
through art. The primary studio focus will be on students creating their
own art work in response to the study of environmental issues as well as
what is learned from readings about contemporary environmental artists
and their works. This course is also offered for four (4) credit hours as
ART 26000. This course fulfills the Creative Methods requirement. Also
listed as EVST 259 or 25900
Core: Creative Methods

ART 28000: SEM:: 1-4 Hour(s)
SEMINAR~

ART 28100: INDEPENDENT STUDY: 1-4 Hour(s)
INDEPENDENT STUDY~

ART 29800: FIELD EXPERIENCE: 1-4 Hour(s)
FIELD EXPERIENCE~

ART 32000: ART OF INDIA:IM,EW: 3 Hour(s)
THE ART OF INDIA:IM,EW~ The South Asian sub-continent possesses
one of the richest artistic reserves on earth produced by continuously
active cultural centers among the oldest in the world. It is a region that
gave rise to two world religions—Hinduism and Buddhism, and was the
home to two others - Islam and Christianity, all of which fostered artistic
production on a magnificent scale. This is an illustrated lecture course on
the fine arts of India, with some references to art produced in Pakistan,
Bangladesh , Nepal and Sri Lanka. The course will examine the arts of
paintings, sculpture, and architecture created from Prehistoric times to
the era of British occupation. Corresponding to the three weeks of the
course, three eras will be highlighted: The prehistoric and Vedic Age,
when the roots of Hinduism were established; the Buddhist era; and the
Islamic era. Emphasis will be placed on understanding the historical and
cultural events and significant individuals who shaped the appearance
and content of Indian art, the purposes of works of art; their media
and technique, and their style. Significant contextual issues relating to
geography, religion, literature, and other art forms will be addressed both
in class discussions and via student research papers. This course fulfills the
Interpretive Methods requirement and the Experiencing the World
requirement.
Core: Experiencing the World; Interpretive Methods

ART 32400: BAROQUE ART:IM: 4 Hour(s)
BAROQUE ART:IM~ The Roman church enlisted artists and architects in
the spiritual armies of the Counter-Reformation, calling for the creation
of a new art, persuasive and magnificent. The result was an explosion
of brilliant artistic activity which spread to all parts of a newly wealthy
and cosmopolitan Europe. Baroque is the age of the great virtuoso artists
— Bernini, Caravaggio, Rembrandt, Rubens, Velazquez, Poussin — and
of their great courtly patrons, such as Louis XIV, the Roman popes, and
the Hapsburg and Stuart monarchs. The art is marked by a broad range
of styles and themes, from the grandiloquent to the most intimate. The
course will explore this dynamic period, from the Counter-Reformation
through the Rococo phase of the 18th century, taking advantage of the
excellent Baroque collections in local museums. This course fulfills the
Interpretive Methods requirement.
Core: Interpretive Methods
ART 33000: INTERMEDIATE CERAMICS: 4 Hour(s)
INTERMEDIATE CERAMICS~ For students who wish to further explore the possibilities of clay as an artistic medium. Students should have previous experience with basic hand building techniques, wheel work, and glazing. Emphasis will be on the application of more advanced construction techniques and the development of individual ideas. Areas that will be investigated include: methods of clay body development, the potential of various clay bodies, glaze types and glaze formulation and testing, and firing methods including pit, raku, electric, gas, and wood. These concepts and methods will be taught through group and individual projects. Students must provide their own basic tools Prerequisite: Art (230 or 23000).
Prerequisite: (ART 230 or ART 23000)

ART 34000: INTERMEDIATE PAINTING: 4 Hour(s)
INTERMEDIATE PAINTING~ This course will continue the exploration of painting methods and processes begun in ART 204/20400: Beginning Painting. Students will expand their repertoire of painting materials and techniques, and explore a variety of formal and conceptual approaches to painting. Issues pertaining to color, spatial composition, mark-making, and surface texture, and the use of direct and indirect visual sources will be examined in-depth. Students will have the opportunity to develop individual subject-matter and content in their work as they discover their own unique pictorial “language.” Prerequisite: Art (204 or 20400) or permission.
Prerequisite: (ART 204 or ART 20400)

ART 34600: ADVANCED PHOTOGRAPHY: 4 Hour(s)
ADVANCED PHOTOGRAPHY~ A studio course concerned with advanced problems of photographic image making and exploration of the entrepreneurial mindset of the creative photographer. Emphasis will be placed on developing a unified body of work and furthering technical mastery as well as research into the professional practices and development of the fine art photographer. An effort is made to recognize and focus individual interests. Prerequisites: ART (120 or 12000) and ART (240 or 24000) or ART (245 or 24500) or ART (237 or 23700).
Prerequisite: (ART 120 or ART 12000) and (ART 240 or ART 24000 or ART 245 or ART 24500 or ART 247 or ART 24700)

ART 35000: DIGITAL ART:CM: 4 Hour(s)
DIGITAL ART:CM~This studio course begins using digital media with traditional 2-D art techniques that originate from the disciplines of drawing, painting and printmaking. Creative exercises will be given to introduce students to raster and vector software, scanning, and ink-jet printing. The second half of the course explores time-based work and virtual galleries with exercises using power point slideshows with animation and creating a website including work from the first half of the semester. In addition, students will explore the aesthetics, concepts, and recent history of digital art production. To further assess and assist comprehension, students will produce a visual journal that will use methods from graphic design to produce. Students design a banner, logo, and page layouts that incorporate projects and written reflection on class sessions and digital art readings, websites, and virtual galleries. This course fulfills the Creative Methods requirement.
Core: Creative Methods

ART 36100: SILKSCREEN:CM: 4 Hour(s)
SILKSCREEN:CM~ This course covers the concepts and use of silkscreen techniques including stencil; positive and negative block-out; photo process; registration; and printing procedures. The course also explores investigative and experimental print development, encouraging the student's discovery of the medium's potential. The student will acquire technical skill, with emphasis on aesthetic theory, history, technique, and printmaking etiquette and critique. This course fulfills the Creative Methods requirement. Prerequisite: Art (110 or 11000) or Art (220 or 22000) or permission.
Prerequisite: (ART 110 or ART 11000) or (ART 220 or ART 22000) or (ART 102 or ART 10200)
Core: Creative Methods

ART 38000: SEM:: 1-4 Hour(s)
SEMINAR~

ART 38100: SPC TPC:: 1-4 Hour(s)
SPECIAL TOPICS: ~

ART 42600: 20TH CENTURY ART:MOD&BEYOND:IM: 4 Hour(s)
ART 42600: 20TH CENTURY ART: MODERN AND BEYOND:IM ~ This illustrated lecture and discussion course will chart in chronological order the key moments in the history of modern art, from the late nineteenth century to the present day. It covers Europe from Impressionism through Surrealism; America through Pop Art and Minimalism, diverse Post-Modern directions, and the course ends with a look at artwork being made today. Necessarily selective, the narrative developed throughout the course will stress those episodes in the history of art that have proven to be decisive influences on the production and reception of contemporary art. Each class session will consist of lectures and discussions of images and texts. Students will be evaluated on the basis of their comprehension of course materials, attendance and preparation, critical engagement with ideas presented in the course, and the ability to synthesize key issues developed.
Core: Interpretive Methods

ART 47100: SENIOR STUDIO I: 4 Hour(s)
SENIOR STUDIO I~ This course serves as a culminating experience for senior art majors. Students will refine their skills in their chosen medium and will create a body of artwork that investigates a particular theme, issue, or idea that will be featured in a public exhibition at the end of the term. Students will be responsible for planning, publicizing, installing and hosting the Senior Exhibition. Students will strengthen their artwork technically and conceptually through individual instruction, regular group critiques, and the use of an Artist Journal as an integral part of the art-making process. Students will also engage in activities related to “professional practice” in preparation for life as an artist or art professional after college. Prerequisite: Senior Art Majors. Non-Art Majors may qualify to take this course under special circumstances with the instructor’s permission.

ART 48000: SENIOR SEMINAR: 1-4 Hour(s)
SENIOR SEMINAR ~

ART 48100: INDEPENDENT RESEARCH: 1-4 Hour(s)
INDEPENDENT RESEARCH~

ART 49800: INTERNSHIP: 4 Hour(s)
INTERNSHIP~

Art and Design

ART subject will be changing to ARDE (Art & Design) over the 19-20 Academic Year.
ARDE 12500: INTRODUCTION TO FILMMAKING:CM: 4 Hour(s)
INTRODUCTION TO FILMMAKING:FORM & PRACTICE:CM Film is a medium used by the entertainment industry, the arts, and by the information media to communicate many ideas and intentions. Film, video, and digital film are terms that may be used interchangeably or as distinct forms. In this introductory course we will study some of the various approaches to both historical film and current digital video/filmmaking practices. This course is a combination of film study and practice. Approximately one half of the classes will be devoted to viewing, lecture, readings, and discussion. The other half of the classes will be devoted to execution of five basic group in class exercises in technique, an individual exercise in motion and composition, and a final group project using digital filmmaking technology. Core: Creative Methods

Additional courses can be found under the ART subject code.

Biochemistry (BCHM)

BCHM 18000: WKSP: 1 Hour(s)
WORKSHOP~ Workshops may be taken Pass/No Credit only. Students may take no more than nine workshops for credit toward graduation. Workshops can be used as elective credit only.

BCHM 28000: SEM:: 1-4 Hour(s)
SEMINAR~

BCHM 28100: INDEPENDENT STUDY: 1-4 Hour(s)
INDEPENDENT STUDY~

BCHM 29800: FIELD EXPERIENCE: 1-4 Hour(s)
FIELD EXPERIENCE~

BCHM 36600: BASIC BIOCHEMISTRY-W/LAB: 4 Hour(s)
BASIC BIOCHEMISTRY-W/LAB~ Biochemistry studies the molecules and chemical reactions in living organisms. Topics include the structure and chemical properties of major macromolecules (carbohydrates, lipids, nucleotides) of living organisms, the role of enzymes and enzyme pathways by which these molecules are synthesized and degraded, and the cellular mechanisms which regulate and integrate metabolic processes. The laboratory emphasizes tools of biochemical analysis (protein and lipid isolation, chromatography, electrophoresis, centrifugation, mass spectrometry, enzyme and antibody studies) in an examination of physical, chemical, and biological properties of biologically important molecules. Must register for a BCHM 36600 lab. The breakdown between lecture and lab hours is for administrative office use only. This course may only be taken as 4 credit hours. Prerequisites: CHEM (320 or 32000). This course was previously listed as BIOL/CHEM (366 or 36600). Prerequisite: (CHEM 320 or CHEM 32000)

BCHM 36800: INTERMED BIOCHEMISTRY-W/LAB: 4 Hour(s)
INTERMEDIATE BIOCHEMISTRY-W/LAB~ This course will examine some topics introduced in Basic Biochemistry expounds on the principles learned in Basic Biochemistry to the study of cancer; diabetes, toxicology, drug discovery and environmental and genetic factors to contribute to disease. Pathways associated with these diseases are also studied. Correlatively, students grow cells in the laboratory and study a variety of effects to these cells. Must also register for a BCHM 36800 lab. The breakdown between lecture and lab hours is for administrative office use only. This course may only be taken as 4 credit hours. Prerequisite: BCHM 366 or 36600. This course was previously listed as BIOL/CHEM 368 or 36800. Prerequisite: (BCHM 366 or BCHM 36600)

BCHM 38000: SEM:: 4 Hour(s)
SEMINAR~

BCHM 38100: SPC TPC:: 4 Hour(s)
SPECIAL TOPICS~

BCHM 48000: SENIOR SEMINAR: 1-4 Hour(s)
SENIOR SEMINAR~

BCHM 48100: INDEPENDENT RESEARCH: 1-4 Hour(s)
INDEPENDENT RESEARCH~

BCHM 48300: RESEARCH TECHNIQUES BIOCHEM: 1-4 Hour(s)
RESEARCH TECHNIQUES BIOCHEMISTRY~ This course provides an opportunity for collaborative research among students and faculty. No more than six students will work with a faculty member on a defined research project. While the faculty member will guide the research project, all members of the team will work together to delineate the role(s) each will play. Students may use this research as the basis for their senior seminar (Chemistry) or APEX requirement, but only with the prior written consent of the instructor. Previously listed as BIOL/CHEM (483 or 48300).

BCHM 49800: INTERNSHIP: 4 Hour(s)
INTERNSHIP~

Biology (BIOL)

BIOL 10100: BEG FIELD BIOLOGY-W/LAB:SM: 4 Hour(s)
BEGINNING FIELD BIOLOGY-W/LAB:SM~ An introduction to various ecosystems in temperate, tropical, desert, montane, and marine environments covering the diversity of plant and animal species and their structural and functional adaptations. Each time the course is offered it concentrates on a particular geographic area and its distinctive habitats and organisms, interactions and interrelationships among the organisms, and the abiotic factors that constrain populations. Designed for students majoring outside the sciences who have taken no other biology courses. Cannot be counted toward a biology major. Student must also register for a BIOL 10100 lab. The breakdown between lecture and lab hours is for administrative office use only. This course may only be taken as 4 credit hours. This course fulfills the Experimental Scientific Methods requirement-Core: Experimental Scientific Method

BIOL 10200: BIOLOGY OF THE SQUIRREL:SM: 3 Hour(s)
BIOLOGY OF THE SQUIRREL:SM~ This course is designed for nonmajors. Students taking this course will receive an intensive introduction to general problems in the study of behavioral ecology, with a specific focus on foraging, defensive behavior, social behavior, reproduction, habitat selection, and physiology. How does body size determine food choices? How do individuals living in the same area cooperate or do battle to establish territory? How does the diversity of species in the environment impact the choice of home range? How can small animals escape from, or cope with, predation? The Eastern Gray Squirrel will serve as a model species in this course. Students will read extensively in the primary and secondary literatures of animal behavior and behavioral ecology. All students will carry out a field based project studying the behavior and ecology of the gray squirrel. Appropriate for non-majors. This course fulfills the Experimental Scientific Methods requirement. Core: Experimental Scientific Method
BIOL 13300: EVIDENCE BASED MEDICINE:SM: 3 Hour(s)
EVIDENCE BASED MEDICINE:SM~ Do cell phones cause cancer? Do aluminum cooking pots cause Alzheimer’s disease? Does taking vitamins actually reduce the incidence of cancer? Students taking this course will receive an introduction to the history of study of microbes, vitamins, and environmental toxins. The course will emphasize the roles of investigators, data analysis, and differing interpretations of evidence in the expansion of the Germ Theory of disease, the death of Vitalism, and the explication of the development of modern toxicology. Each student will build a collection of scientific literature related to one of these health topics, and evaluate a medical hypothesis for their final project in the class. This course will help to train beginning students in some basic theories in and history of biology, and prepare them to advance into upper division coursework related to medicine or other health careers, as well as fulfill the general education goals for scientific literacy and methods. Appropriate for non-majors. This course fulfills the Scientific Methods requirement.
Core: Experimental Scientific Method

BIOL 12500: PRINCIPLES&EXPERMTS NONMJR:SM: 4 Hour(s)
TOPICS IN BIOLOGY: PRINCIPLES AND EXPERIMENTS FOR NON-MAJORS: SM~ This course takes both a concept-based and hands-on approach to learning the basic principles and unifying concepts of biology. Students will experience scientific exploration and inquiry and the rigor of the scientific method by applying biological theories to experimental data collected during the course. Further, a special focus on interpretation of results and their application to broad scale consequences will emphasize the importance of biological systems to everyday life. Specific topics of study will be chosen by the instructor. Appropriate for non-majors.
Core: Experimental Scientific Method

BIOL 13100: ANATOMY/PHYSIOLOGY I:WLAB: 4 Hour(s)
HUMAN ANATOMY AND PHYSIOLOGY I:W/LAB~ This course will familiarize students with the fundamental principles involved in the structure and function of the human body. Topics include basic cell biology and tissue structure. The course will also cover the structure and function of the skeletal, muscular, circulatory, and nervous systems. The laboratory includes study of the human skeleton, muscles, brain, animal dissection, and experiments in human physiology. This is the first part of a two-semester course. Includes a 3-hour lab. Students must register for a BIOL 13100 lab. The breakdown between lecture and lab hours is for administrative office use only. This course may only be taken as 4 credit hours. Corequisite: Chemistry 10500, Nursing students only, or permission of the department.
Prerequisite: CHEM 10500 (may be taken concurrently)

BIOL 13300: ANATOMY & PHYSIOLOGY II:W/LAB: 4 Hour(s)
HUMAN ANATOMY AND PHYSIOLOGY II:W/LAB~ This is the second of a two semester sequence on the form and function of all of the systems of the human body. BIOL 13300 will cover the digestive, respiratory, urinary, cardiovascular, immune, and reproductive systems. Endocrinology, blood chemistry, and metabolism will also be covered. Includes a 3 hour lab. Prerequisite: Biology 13100, Chemistry 10500 or permission. Students must register for a BIOL 13300 lab. The breakdown between lecture and lab hours is for administrative office use only. This course may only be taken as 4 credit hours.
Prerequisite: (BIOL 131 or BIOL 13100) and CHEM 10500

BIOL 15100: INTRO BIOL I W/LAB: SM: 4 Hour(s)
INTRODUCTORY BIOLOGY I: BIODIVERSITY, ECOLOGY & EVOLUTION-W/LAB~ An introduction to the scientific process as exemplified by the study of ecology and evolution. The scientific process will be dissected to understand how scientists make progress in understanding nature works and how science differs from other ways of human understanding. Ecology, the sum of the interactions of organisms with their living and nonliving environment, and evolution, how organisms change and adapt to their surroundings over time, will be explored using examples from all kinds of organisms. Laboratory experience will include many opportunities to work on various aspects of the scientific process (hypothesis generation, data gathering and analysis, hypothesis testing) through a focus on the diversity of life at the James H. Barrow Field Station. Students must register for a BIOL 15100 lab. The breakdown between lecture and lab hours is for administrative office use only. This course may only be taken as 4 credit hours.
Core: Experimental Scientific Method

BIOL 15200: INTRO BIOL II W/LAB:SM: 4 Hour(s)
INTRODUCTORY BIOLOGY II: STRUCTURE AND FUNCTION OF ORGANISMS, CELLS & MOLECULES-W/LAB:SM~ The purpose of this course is to explore the myriad ways organisms reproduce, develop, acquire nutrients and energy, manage waste, respond to the environment, and exhibit distinctive adaptations that have resulted from evolution. One recurring key concept is the conservative nature of all life's processes in all organisms. This is evident in the similarities found in primary energy metabolism (i.e., cellular respiration and photosynthesis), other aspects of metabolism (biomolecular building blocks and the macromolecules they form), reproduction, protein synthesis, energy flow and nutrient cycling, and managing/regulating water intake and retention. All organisms also detect and respond to their environment on many levels (orgnismal, organ, cellular, and subcellular), and biologists find both similarities and differences among all of life in these respects. Prerequisite: BIOL 15100 or permission. This course fulfills the Experimental Scientific Methods requirement. Students must register for a BIOL 15200 lab. The breakdown between lecture and lab hours is for administrative office use only. This course may only be taken as 4 credit hours.
Prerequisite: BIOL 15100
Core: Experimental Scientific Method

BIOL 18000: WKSP: 1 Hour(s)
WORKSHOP~ This workshop will provide the opportunity for students to examine a special topic in Biology. Through readings, discussions and written assignments there will be opportunities to evaluate the topic at issue. Workshops may be taken Pass/No Credit only. Students may take no more than nine workshops for credit toward graduation. Workshops can be used as elective credit only. (For PGS students only.)
BIOL 20100: TOPICS IN MEDICAL RESEARCH: 4 Hour(s)
TOPICS IN MEDICAL RESEARCH ~ This course is for freshmen who are interested in a science major and/or preparation for professional school (health professions) or graduate school in a scientific field. Students will learn how to read cutting edge primary literature on the topics of cancer therapies, stem cell research and therapeutic use, and how information from the Human Genome Project is being used to treat disease. For each of these topics, you will be introduced to a current primary literature article describing the recent progress made in these areas of research. In the lab, you will be learning how to perform genetic engineering, and will also use a technique on your own DNA to identify genetic differences between individuals. The overall goal of this course is to give you the experience you need to be competitive for summer undergraduate research internships, which are essential both for students interested in professions in the health sciences and for students interested in future graduate studies in the sciences. It is most appropriate for students who are thinking about a major or minor in Biology, Biomedical Humanities, Biochemistry, Chemistry, or Neuroscience.
Prerequisite: (BIOL 151 or BIOL 15100) or (CHEM 120 or CHEM 12000)

BIOL 20500: SOUTH AFRICA:PREQUEL: 1 Hour(a)
SOUTH AFRICA:PREQUEL ~ This 1 credit hour course is a prerequisite for INTD 30140 CHANGING LANDSCAPES:INTEGRATING SOCIOLOGICAL AND ECOLOGICAL LANDSCAPES IN AN EXPLORATION OF CONTEMPORARY ISSUES IN SOUTH AFRICA.

BIOL 20900: INSECTS AND SOCIETY:ES: 3 Hour(s)
INSECTS AND SOCIETY:ES ~ Insects are the most successful animals on earth: they have the greatest species diversity, they occur nearly everywhere, and they have been impacting humans since the start of civilization. Sometimes these impacts are positive (e.g., pollination), sometimes they are negative (e.g., disease). It has been this way throughout recorded history and will continue to be this way for the foreseeable future. This course begins with a brief introduction to insect biology, which is presented so that all students can be engaged, not just those majoring in the life sciences. Topics include the impacts of insects on our food, homes, and health, as well as the influence of insects on culture, world history, and the long-term maintenance of the earth’s critical support systems. Ethical issues that directly or indirectly involve insects are discussed throughout the course and students evaluate how insects are valued by society, how these values are developed, and whether these values are justified. Appropriate for non-majors. This course does not count toward a Biology major or minor. This course fulfills the Meaning, Ethics, and Social Responsibility requirement.
Core: Meaning/Ethics/Soc Responsibil

BIOL 21000: RESEARCH DESIGN & ANALYSIS:SM: 4 Hour(s)
RESEARCH DESIGN AND ANALYSIS:SM ~ This course provides a thorough introduction to the research methods, analysis techniques, and writing style used in psychological science. Topics include a review of the scientific method and ethical concerns, problems of definition, measurement, reliability and validity, descriptive and inferential statistics, experimental designs and control procedures. Students will engage in hands-on experience in how psychologists conduct human behavioral research, with an emphasis on methods, computational analyses, and the interpretation of data for a scientific and a lay audience. This course is a required course for all psychology majors and minors, and is a prerequisite for many other content courses offered by the Psychology Department. Additionally, you must receive at least a ‘C’ in this course for it to count towards a psychology major or minor. This course fulfills the Scientific Methods (SM) Distribution Requirement. Prerequisites: PSYC 10100 or IES 10100
Prerequisite: PSYC 10100 or IES 10100
Core: Experimental Scientific Method

BIOL 21300: SYS OF NON-VASC PLANTS-W/LAB: 4 Hour(s)
SYSTEMATICS OF NON-VASCULAR PLANTS-W/LAB ~ Classification, identification, ecology, evolution, and comparative morphology of non vascular plants, including algae, fungi, lichens and bryophytes. Emphasis on the evolutionary development in complexity of structure and of reproductive patterns. Current concepts of kingdoms of organisms are also covered. Field work includes identification of mushrooms appearing here in early fall and bryophytes. Individual projects combine basic ecological principles with the study of the local flora. Students must also register for a BIOL 21300 lab. Prerequisites: Biology 151 or 15100, 152 or 15200, or permission. The breakdown between lecture and lab hours is for administrative office use only. This course may only be taken as 4 credit hours.
Prerequisite: (BIOL 141 or BIOL 14100 or BIOL 151 or BIOL 15100) and (BIOL 142 or BIOL 14200 or BIOL 152 or BIOL 15200)

BIOL 21500: EXPERIMENTAL METHODS:SM: 4 Hour(s)
EXPERIMENTAL METHODS:SM ~ This course provides a thorough introduction to the research methods, analysis techniques, and writing style used in psychological science. Topics include a review of the scientific method and ethical concerns, problems of definition, measurement, reliability and validity, descriptive and inferential statistics, correlational research, experimental designs and control procedures. Laboratories will provide hands-on experience in how psychologists conduct human behavioral research, with an emphasis on methods, computational analyses, and the interpretation of data. Prerequisite: PSYC 10100. Also listed as BIOL 21500. This course fulfills the Experimental Scientific Methods requirement.
Prerequisite: (PSYC 101 or PSYC 10100)
Core: Experimental Scientific Method

BIOL 22300: VERTEBRATE BIOLOGY-W/LAB: 4 Hour(s)
VERTEBRATE BIOLOGY-W/LAB ~ An introduction to the vertebrates. Five representative vertebrate dissections with major emphasis on mammalian anatomy in comparison with other forms. The ethology and life cycles, significance in evolution, comparative morphology and taxonomy of the vertebrates are studied in the laboratory, zoological gardens, museums, and James H. Barrow Field Station. Local field trips in the spring. Must also register for a BIOL 22300 Lab component. The breakdown between lecture and lab hours is for administrative office use only. This course may only be taken as 4 credit hours. Prerequisites: Biology 151 or 15100, 152 or 15200, or permission.
Prerequisite: (BIOL 141 or BIOL 14100 and BIOL 142 or BIOL 14200) or (BIOL 151 or BIOL 15100 and BIOL 152 or BIOL 15200)
BIOL 22700: INTRO TO NEUROSCIENCE: 4 Hour(s)
INTRODUCTION TO NEUROSCIENCE~ Introduction to neuroscience is a laboratory-based course designed to orient students to the many approaches to neuroscience. In addition to covering the development, evolution, anatomy, and physiology of the nervous system, students will learn about cell and molecular, cognitive and behavioral, computational, and philosophical approaches to the study of the brain. The lecture component of the course emphasizes finding, using, and criticizing primary sources in each domain of neuroscience. The lab component comprises two major original research projects designed, carried out, summarized, and presented by students based on topics that interest them in the lecture component. Students must register for a BIOL 22700 lab. Prerequisite: CHEM 120 or 12000 and PSYC 101 or 10100. CHEM 120 or 12000 is not mandatory, you may ASK instructor for permission. Prerequisite: (CHEM 120 or CHEM 12000) or (PSYC 101 or PSYC 10100)

BIOL 23000: MOLECULAR&CELLULAR BIOL-W/LAB: 4 Hour(s)
MOLECULAR AND CELLULAR BIOLOGY-W/LAB~ An introduction to the structure and function of proteins and other biological macromolecules, and the fundamentals of cell biology. In addition to traditional lecture, discussion of experiments and problem solving will be components to learning. The major topics discussed in the course will include: 1) The building blocks of a functional cell; 2) cellular components and organization; 3) cell signaling; and 4) cell growth and cell death. Lab will provide hands-on experience with common molecular biology techniques and the opportunity to do original research. Offered every fall 12 week term. Prerequisites: Biology 151 or 15100 and 152 or 15200 (must pass with C- or better); and Chemistry 120 or 12000 and 121 or 12100. Biology 151 or 15100 and/or Chemistry 121 or 12100 may be taken concurrently. Student must also register for a BIOL 23000 lab. Prerequisite: BIOL 151 (may be taken concurrently) or BIOL 15100 (may be taken concurrently) and CHEM 120 or CHEM 12000 and CHEM 121 (may be taken concurrently) or CHEM 12100 (may be taken concurrently)

BIOL 23400: ANATOMY & PHYSIOLOGY-W/LAB: 4 Hour(s)
HUMAN ANATOMY AND PHYSIOLOGY-W/LAB~ The fundamental principles involved in the structure and function of the human body. Topics include biochemistry, cell structure, tissue histology, and structure and function of the integumentary, skeletal, nervous, immune, circulatory, respiratory, digestive, urinary, reproductive and endocrine systems. Laboratory includes study of the human skeleton and anatomy of the cat and simple experiments in human physiology. Prerequisites: Biology 141 or 14100 or 120 or 12000, Chemistry 115 or 11500 or 120 or 12000. Students must also register for a BIOL 23400 lab. The breakdown between lecture and lab hours is for administrative office use only. This course may only be taken as 4 credit hours. Prerequisite: (BIOL 141 or BIOL 14100 or BIOL 120 or BIOL 12000) and (CHEM 115 or CHEM 11500 or CHEM 120 or CHEM 12000)

BIOL 23800: MEDICAL MICROBIOLOGY-W/LAB: 4 Hour(s)
MEDICAL MICROBIOLOGY-W/LAB~ An introduction to bacterial pathogens, eukaryotic parasites, and viruses with an emphasis on medical applications. Key lecture topics include controlling microbial growth, how prokaryotes differ from eukaryotes, bacterial diversity and identification, bacteria normally found on and in the human body, connecting specific pathogens and parasites to human diseases, blood cell types, innate and adaptive immunity, HIV and AIDS, autoimmunity and hypersensitivity, and vaccines. Lab topics include sterile technique, antiseptics and handwashing, Gram stain, bacterial identification, epidemiology, blood cell counts, and antibody-based medical applications. Prerequisites: Biology 133 or 13300 and Chemistry 162 or 16200 Student must also register for BIOL 23800 lab. Prerequisite: BIOL 133 or BIOL 13300 and CHEM 10500

BIOL 25000: INTRO WILDLIFE MGMT-W/LAB:SM: 4 Hour(s)
INTRODUCTION TO WILDLIFE MANAGEMENT AND TECHNIQUES-W/LAB:SM~ Human population, attitudes, land use, and climate changes are explored in relation to wildlife. Game and non-game species management plans are reviewed. Laws, values, ethics, endangered species, zoos, and poaching are a few of the topics studied. Major substantive questions regarding future habitat and species decline are examined. The student will develop a better understanding of the relationships between wildlife and humans for food, space, habitat and, ultimately, survival. Laboratories will cover management techniques and wildlife identification, and will include field experience. Appropriate for non-majors. Must also register for a lab. Prerequisites: NONE. Also listed as Environmental Studies 250 or 25000. This course fulfills the Experimental Scientific Methods requirement.
Core: Experimental Scientific Method

BIOL 25500: SERVICE LEARNING:FROGWATCH USA: 2 Hour(s)
FROGWATCH~ In the spring of 2013, Hiram College initiated a citizen science program at the James H. Barrow Field Station as an Association of Zoos and Aquariums FrogWatch USA Chapter. In this 2 credit hour seminar, students will learn about native amphibian species and their wetland habitats, and what factors threaten amphibian populations. We will train students how to identify frog species by their calls and how to conduct a survey and record and submit survey data. In addition, we will develop educational information for the public about native amphibian species and will recruit community members to the program. Once the calling season commences, we will conduct surveys at wetland sites at the James H. Barrow Field Station. The overall goal of this course is to develop a Hiram student-led citizen science program that will help to increase scientific literacy in our community, contribute to amphibian conservation, and to collect long-term, large-scale data on amphibian populations in Portage County.
BIOL 25600: FROGWATCH USA:ES ~ 3 Hour(s)
FrogWatch USA:ES ~ Citizen science program for amphibian conservation ~ In the spring of 2013, Hiram College became one of more than 100 FrogWatch USA Chapters in the nation. "FrogWatch USA is AZA's citizen science program and provides individuals, groups, and families opportunities to learn about wetlands in their communities by reporting on the calls of local frogs and toads." In this course, students will learn about the biology of amphibian species and their wetland habitats and conservation of species in the face of climate change and human-induced habitat destruction. Since this is an Ethics and Social Responsibility (ES) course, we will focus on the value of amphibians in human society and the consequences of our actions on amphibian populations. As part of the Service Learning component, students will be trained using FrogWatch USA standards to identify frog and toad species by their call, conduct surveys, and record and submit survey data to the national database having the opportunity to become a certified FrogWatch USA volunteer upon passing of an audio and written assessment. Students will also develop and lead community service projects that will help increase scientific literacy related to amphibian conservation in the local area.
Core: Meaning/Ethics/Soc Responsibil

BIOL 26100: SCIENCE&ETHICS HUMAN CLON:ES ~ 4 Hour(s)
SCIENCE AND ETHICS OF HUMAN CLONING:ES~ Imagine a college faculty of Einsteins, or an entire basketball team of LeBron Jameses. Can it be done? Should it be done? What purpose would it serve? These are some of the questions that need to be addressed now that human cloning is cloning is closer than ever to reality. Beginning with a thorough analysis of the biological basis of cloning, this course will go on to explore the ethical arguments on all sides of the human cloning debate. The religious, social, and political issues surrounding human cloning will be discussed, using American and international examples. Appropriate for non-majors. This course fulfills the Meaning, Ethics, and Social Responsibility requirement.
Core: Meaning/Ethics/Soc Responsibil

BIOL 26300: UNDERSTANDING GENES/GENOME:SM ~ 4 Hour(s)
UNDERSTANDING YOUR GENES AND GENOME:SM ~ Humans have long known that children look like their parents and other ancestors, but it is only in the last century or so that we have come to understand why. Genetics is critical to all life on Earth, but we usually focus on ourselves. This course will introduce you to modern genetics, what we know and how we know it, and how genetics applies to everyday human life and to key decisions in life. This course will help you understand your family history, your medical history, and potentially the future for you and your children and their children. No biology background required. Basic math skills (simple algebra and simple probabilities) will be taught because biology, and especially genetics, is quantitative. Appropriate for non-majors.
Core: Experimental Scientific Method

BIOL 26500: HUMAN GENETICS-W/LAB:SM ~ 4 Hour(s)
HUMAN GENETICS-W/LAB:SM~ With the completion of the Human Genome Project, it has become increasingly important to consider how changes in our DNA result in disease. This course will focus on understanding contemporary human genetics. We will begin with the Human Genome Project, to gain an understanding of the composition of hereditary material, and of the ways in which genes are expressed into protein. The effects of mutation at the levels of the chromosome and the gene will be examined in order to understand how disease results from changes in DNA sequence. We will then focus on inheritance through replication and the process of meiosis, and will progress to a discussion of classical Mendelian inheritance patterns. Exceptions to simple inheritance patterns will be considered, such as the effects of the environment, sex-linked genes, multifactorial traits, and the ways in which genetics influences behavior. The laboratory will focus on current technology used in genetic testing, mutational analysis, and Mendelian inheritance patterns. Students must also register for BIOL 26500 lab. This course fulfills the Experimental Scientific Methods requirement. Freshmen/Sophomores ONLY.Appropriate for non-majors.
Core: Experimental Scientific Method

BIOL 26600: HUMAN GENETICS-NO LAB ~ 4 Hour(s)
HUMAN GENETICS-NO LAB~ With the completion of the Human Genome Project, it has become increasingly important to consider how changes in our DNA result in disease. This course will focus on understanding contemporary human genetics. We will begin with the human genome project, to gain an understanding of what the hereditary material is composed of, and how genes are expressed into protein. The effects of mutation at the level of the chromosome and the gene will be examined in order to understand how disease results from changes in DNA sequence. We will then focus on inheritance through replication and the process of meiosis, then discuss classical Mendelian inheritance patterns. Exceptions to simple inheritance patterns will be considered, such as the effects of the environment, sex-linked genes, multifactorial traits, and how genetics influences behavior. Additional topics will include the scientific and social aspects of genetic testing, gene therapy, and reproductive technologies.

BIOL 27800: ECOLOGY-W/LAB ~ 4 Hour(s)
ECOLOGY-W/LAB~ In this introductory course we explore the relationships of organisms to one another and their environment. Topics may include climatology, biomes, terrestrial and aquatic ecosystems, biogeography, species interactions, population biology, community structure and dynamics, niche theory, energy flow and nutrient cycles, landscape ecology, and other relevant concepts that provide a basis for ecological understanding and investigation. The course includes lecture and laboratory components. Labs emphasize the application of the scientific method and the development of skills related to sampling and data interpretation, and will include outdoor field work. Cross-listed with EVST 27800.
Prerequisite: (INTD 225 or INTD 22500) or (BIOL 151 or BIOL 15100)

BIOL 28000: SEM: ~ 4 Hour(s)
SEMINAR~ An introduction to selected topics of current interest in biology. The breakdown between lecture and lab hours is for administrative office use only. This course may only be taken for the amount of credit hours listed for the lecture.

BIOL 28100: INDEPENDENT STUDY ~ 1-4 Hour(s)
INDEPENDENT STUDY~ A student selects a professor whose interests are compatible with the student's. They develop a program of investigation of the literature, observations, and applicable techniques in this area. A paper covering these activities is submitted to the sponsoring professor.
BIOL 29800: FIELD EXPERIENCE: 4 Hour(s)
FIELD EXPERIENCE~

BIOL 30000: FIELD BIOLOGY-W/LAB: 4 Hour(s)
FIELD BIOLOGY-W/LAB~ Study of various ecosystems in temperate, tropical, desert, montane, and marine environments covering the diversity of plant and animal species and their structural and functional adaptations. Each time the course is offered it concentrates on a particular geographic area and its distinctive habitats and organisms, interactions and interrelationship among the organisms, and the abiotic factors that constrain populations. May be taken more than once for credit if taken in different geographic areas, but may serve only once toward a biology major. Students must also register for a BIOL 30000 lab. Prerequisites: Biology 141 or 14100, 142 or 14200, or Biology 151 or 15100, 152 or 15200 or permission. The breakdown between lecture and lab hours is for administrative office use only. This course may only be taken as 4 credit hours. Prerequisite: (BIOL 141 or BIOL 14100 and BIOL 142 or BIOL 14200) or (BIOL 151 or BIOL 15100 and BIOL 152 or BIOL 15200)

BIOL 30500: AVIAN BIOLOGY: 1 Hour(s)
AVIAN BIOLOGY ~ Avian Biology encompasses the whole of ornithology from evolution and systematics to physiology and neurobiology to behavior and ecology. Birds have been the most well-studied and documented group of non-primate animals throughout human history. Birds have been the subjects of ground-breaking research from Darwin’s proposal of the theory of evolution to the very recent flood of neuroscience discoveries of brain plasticity and growth. With the acute studies of scientists like Rachel Carson, birds have helped us change the way we look at the environment. In this course, we will survey the state of knowledge of bird biology using ornithological research as an entry point into the fields of evolution, anatomy and physiology, neuroscience, ecology, behavior, and conservation. We will emphasize evolution, phylogenetics, physiology, life history, and behavior. We will begin to build identification and field observation skills. This is the first of two companion courses and provides the foundation for further study of birds in Field Ornithology. Corequisite: BIOL 30600

BIOL 30600: FIELD ORNITHOLOGY: 4 Hour(s)
FIELD ORNITHOLOGY ~ Field Ornithology involves the active study of birds in the wild and builds on a foundational knowledge of avian biology and evolution. This class focuses on mastering field identification skills (recognizing birds by sight, sound, and behavior) and observing and describing avian diversity, ecology, behavior and conservation. This is a study away course with an extended field trip to ornithological hotspots within the southeastern United States. Corequisite: BIOL 30500

BIOL 31000: FISHERIES BIOLOGY-W/LAB: 4 Hour(s)
FISHERIES BIOLOGY-W/LAB~ A study of factors that determine the health of world fisheries including: biological factors (population cycles, ocean regime changes, competition and predation), land use factors (on-shore development, pollution, estuarine influences, oil spills, water use), political factors (economic and cultural issues, nutritional and fish resource fads and use, recreational issues, international, state and federal issues) and conservation factors (animal rights and resource use issues). Prerequisites: BIOL 151/15100 and BIOL 152/15200 or EVST 225/22500 and EVST 241/24100 or permission. Students must register for a BIOL 31000 lab. The breakdown between lecture and lab hours is for administrative office use only. This course may only be taken as 4 credit hours. Prerequisite: (BIOL 151 or BIOL 15100 and BIOL 152 or BIOL 15200) or (EVST 225 or EVST 22500) and (EVST 241 or EVST 24100)

BIOL 32000: INVERTEBRATE ZOOLOGY-W/LAB: 4 Hour(s)
INVERTEBRATE ZOOLOGY-W/LAB~ The rise of animal multicellularity is traced from the pre-cambrian through the various evolutionary radiations of the cambrian explosion to produce a survey of phylogeny, paleobiology, morphology, physiology, development, behavior, and ecology of invertebrates conducted in a comparative manner. Recent advances in our understanding of invertebrate evolution from current primary literature are incorporated into the class. Terrestrial, freshwater and marine forms are studied in lecture, laboratory, and field trip experiences. Evolution of phylum and class adaptive radiations are emphasized. Students must also register for a BIOL 32000 lab. The breakdown between lecture and lab hours is for administrative office use only. This course may only be taken as 4 credit hours. Prerequisites: Biology 151 or 15100, 152 or 15200, or permission. Prerequisite: (BIOL 141 or BIOL 14100 or BIOL 151 or BIOL 15100) and (BIOL 142 or BIOL 14200 or BIOL 152 or BIOL 15200)

BIOL 32100: PARASITOLOGY-W/LAB: 4 Hour(s)
PARASITOLOGY-W/LAB~ Relationships between animal parasites and their hosts from the perspectives of evolution, adaptations, life cycles, parasite damage to hosts, and host defenses against parasites. Molecular to ecological aspects of parasitology are covered. Parasites of wildlife, domestic animals, and humans are studied and the impact of parasitic diseases on human populations worldwide are considered. The laboratory emphasizes techniques of microscopy (light and electron), preparation and identification of specimens, Diagnostic techniques, and life cycle investigations. The breakdown between lecture and lab hours is for administrative office use only. This course may only be taken as 4 credit hours. Students must also register for a BIOL 32100 lab. Prerequisites: Biology 141 or 14100, 142 or 14200, 230 or 23000. Prerequisite: BIOL 141 or BIOL 14100 and BIOL 142 or BIOL 14200 and BIOL 230 or BIOL 23000

BIOL 32600: ANIMAL PHYSIOLOGY-W/LAB: 4 Hour(s)
ANIMAL PHYSIOLOGY-W/LAB~ Life processes of animals, including locomotion, metabolism, nutrition and digestion, water balance, excretion, reproduction, endocrine function, circulation, respiration and temperature regulation. Laboratory experiments illustrate these topics with emphasis on physiological techniques, experimental design and analysis and computer simulation and data analysis. The breakdown between lecture and lab hours is for administrative office use only. This course may only be taken as 4 credit hours. Students must also register for a BIOL 32600 lab. Prerequisite: Biology 151 or 152. Prerequisite: (BIOL 152 (may be taken concurrently) or BIOL 15200 (may be taken concurrently))

BIOL 33000: CELLULAR & MOLECULAR NEUROBIO: 4 Hour(s)
CELLULAR & MOLECULAR NEUROBIOLOGY~ This course is a study of the microscopic parts of the nervous system: the molecular, cellular and developmental aspects of what is arguably the most complex biological system ever studied. We will cover the basic plan of the nervous system, the cellular components of the nervous system (neurons and glia), the electrical properties of neurons, neurotransmitters and synaptic transmission. We will also study the embryonic development of the nervous system, including neurogenesis, axonal pathfinding, neuronal cell death and synapse elimination. In addition, we will discuss primary scientific papers describing fundamental breakthroughs in cellular and molecular neuroscience. Also listed as NEUR (330 or 33000). Prerequisites: BIOL (230 or 23000) or NEUR (227 or 22700). Prerequisite: (BIOL 230 or BIOL 23000) or (NEUR 227 or NEUR 22700)
**BIOL 33200: PLANT PHYSIOLOGY-W/LAB: 4 Hour(s)**

PLANT PHYSIOLOGY~ A study of life processes of plants, including photosynthesis, respiration, translocation, responses to the environment, mineral nutrition, and effects plant hormones. Laboratory experiments illustrate these topics and place special emphasis on long term projects and reports. Student must also register for a BIOL 33200 lab. Prerequisites: Biology 230 or 23000 and Chemistry 220 or 22000 completed or taken concurrently. Offered in alternate years. The breakdown between lecture and lab hours is for administrative office use only. This course may only be taken as 4 credit hours.
Prerequisite: BIOL 230 or BIOL 23000 (may be taken concurrently) and CHEM 220 or CHEM 22000

**BIOL 33500: EVOLUTION: 3 Hour(s)**

EVOLUTION~ Examination of the historical development and modern interpretation of evolution and the theories proposed to account for the change of organisms over time. Topics considered include origin and age of the earth; chemical evolution and the origin of life; population genetics, structure, variation, and distribution; adaptation and selection; speciation; evolution above the species level; hybridization; polyploidy; apomixis; homology; and phylogeny. Prerequisite: Biology 365 or 36500.
Prerequisite: BIOL 365 or BIOL 36500

**BIOL 33800: MICROBIOLOGY-W/LAB: 4 Hour(s)**

MICROBIOLOGY-W/LAB~ An introduction to microorganisms, focusing on the domains Bacteria and Archaea. Topics include working with microbes, bacterial cell structure, motility and chemotaxis, microbial systematics, metabolic diversity, basics of microbial pathogenesis, and antibiotic resistance. Emphasis on hands-on experience in lab organized around a course-long project. Student must also register for a BIOL 33800 lab. Prerequisite: Biology 230 or 23000. The breakdown between lecture and lab hours is for administrative office use only. This course may only be taken as 4 credit hours.
Prerequisite: BIOL 230 or BIOL 23000

**BIOL 34000: DEVELOPMENTAL BIOL-W/LAB: 4 Hour(s)**

DEVELOPMENTAL BIOLOGY-W/LAB~ A comparative study of vertebrate development. Gametogenesis, fertilization, organogenesis of the vertebrate classes, histology of representative tissues, endocrine function in reproductive processes, implantation and review of the major contributions of experimental embryology. Student must also register for a BIOL 34000 lab. Prerequisite: Biology 230 or 23000. The breakdown between lecture and lab hours is for administrative office use only. This course may only be taken as 4 credit hours.
Prerequisite: BIOL 230 or BIOL 23000

**BIOL 34200: MARINE ECOLOGY-W/LAB: 4 Hour(s)**

MARINE ECOLOGY-W/LAB~ As an introduction to the ecology of the marine environment, this course will examine the relationships that occur among various marine organisms and their biotic and abiotic environments as well as the methodologies and thinking used to obtain this information. Readings from primary literature and field investigations will explore onshore and offshore marine environments. Students must also register for a BIOL 34200 lab. Prerequisites: BIOL 15100 or BIOL 15200 or BIOL/EVST 27800 or permission. The breakdown between lecture and lab hours is for administrative office use only. This course may only be taken as 4 credit hours.
Prerequisite: BIOL 15100 (may be taken concurrently) or BIOL 15200 (may be taken concurrently) or (BIOL 27800 (may be taken concurrently) or EVST 27800 (may be taken concurrently))

**BIOL 34300: CONSERVATION BIOLOGY-W/LAB: 4 Hour(s)**

CONSERVATION BIOLOGY-W/LAB~ Conservation Biology is the study of species diversity in human-impacted landscapes. As human populations grow and the demand for natural resources increases human activities inevitably erode the integrity of natural ecosystems. This erosion leads to the loss of species, both locally and globally. In this course we will study what biodiversity is, how it arises and why it is important both for ecosystem functions and human well-being. We will also examine how human economic activities impact the natural world, the ecological mechanisms at work in the process of species extinction, and how research in conservation biology has led to the development of ways to halt or even reverse species loss. Student must also register for a BIOL 34300 lab. A revised version of this course is offered as EVST/BIOL 34400 for three (3) hours. This course is also listed as Environmental Studies 34300. Prerequisite: EVST/BIOL (241 or 24100) or BIOL (341 or 34100) or permission. The breakdown between lecture and lab hours is for administrative office use only. This course may only be taken as 4 credit hours.
Prerequisite: (BIOL 278 or BIOL 27800) or (EVST 278 (may be taken concurrently) or EVST 27800)

**BIOL 34600: ANCIENT FORESTS & GREAT TREES: 1 Hour(s)**

ANCIENT FORESTS & GREAT TREES ~ Ninety-eight percent of the world's old-growth forests are gone. Whether humans presently living on the Earth are aware of it or not, we are witnessing what ultimately may come to be known as The Age When the Ancient Forests Disappeared. For a panoply of human-caused reasons, forests everywhere are in mortal peril. The course will conduct an interdisciplinary exploration of the subject at two levels of analysis: biological and societal. The following key dimensions of this theme will benefit from these distinct perspectives: 1) the way that the ancient forests of the world came into being and to function in their mature state; 2) the threats -- nearly all of which are the product of human activity -- that now imperil these ancient forests; 3) what might be done -- by citizens, interest groups, and policymaking bodies at different levels of government -- to ensure that what remains of our planet's ancient forests are kept from oblivion. This course serves as a prerequisite to “Taking to the Trees” (INTD 30320), a study away trip to the Pacific Northwest and West Coast in the subsequent three-week term, and begins students' examination of ancient forests and great trees.

**BIOL 36500: GENETICS-W/LAB: 4 Hour(s)**

GENETICS-W/LAB~ A problem-based introduction to classical and molecular genetics. Key sections of the course are what are genes and how do they work, how are genes transmitted between generations, how is gene expression regulated, and how do genes change. Lab will provide hands-on experience with experimental approaches to these same questions and using those approaches to address a novel research project. Students must also register for BIOL 36500 lab. Prerequisite: Biology 230 or 23000. The breakdown between lecture and lab hours is for administrative office use only. This course may only be taken as 4 credit hours.
Prerequisite: BIOL 230 or BIOL 23000

**BIOL 37800: IMMUNOLOGY: 3 Hour(s)**

IMMUNOLOGY~ This course will examine the molecular and cellular basis of immunity in vertebrates including the differences and connections between innate and adaptive immunity, recognition of self and non-self, role of signaling molecules, disorders of the immune system and current immunotherapies. Prerequisites: Biology 230 or 23000 completed or taken concurrently.
Prerequisite: (BIOL 230 (may be taken concurrently) or BIOL 23000 (may be taken concurrently))
BIOL 38000: SEM:: 4 Hour(s)
SEMINAR~ Includes various topics or upper level specialty courses.
Prerequisites: Junior standing and permission.

BIOL 38100: SPC TPC:: 1-4 Hour(s)
SPECIAL TOPIC~

BIOL 41500: ADV MOLECULAR BIOL-W/LAB: 4 Hour(s)
ADVANCED MOLECULAR BIOLOGY/W/LAB~ This course is designed to
deepen understanding of the molecular processes of cells. The material
builds on that from previous courses with respect to a few selected
topics. Lab focuses on using molecular techniques to address novel
research projects. Students must also register for a BIOL 41500 lab.
Prerequisites: Biology 230 or 23000 and Chemistry 220 or 22000. The
breakdown between lecture and lab hours is for administrative office use
only. This course may only be taken as 4 credit hours.
Prerequisite: BIOL 230 or BIOL 23000 and CHEM 220 or CHEM 2200

BIOL 48000: SENIOR SEMINAR: 1-4 Hour(s)
SENIOR SEMINAR~ Includes various topics or upper level specialty
courses. Prerequisites: senior standing and permission.

BIOL 48100: INDEPENDENT RESEARCH: 1-4 Hour(s)
INDEPENDENT RESEARCH~ Students who have an original idea or topic
for research may solicit support from a sponsoring faculty member and
carry out the research. The student must submit a research proposal to
his or her faculty research advisor, outlining the research problem, the
methods to be used, possible results, and an estimate of the resources
needed. The student will submit a final report to the sponsoring faculty
member and a public presentation to the department if he or she is using
this for the apprenticeship. Prerequisites: junior or senior standing and
permission.

BIOL 48110: APPRENTICESHIP EXPERIENCE: 2 Hour(s)
SENIOR SEMINAR:APPRENTICESHIP EXPERIENCE IN BIOLOGY~
Students enrolled in this course will present research on a biological topic
in both a written and oral format. Research must be approved by either
the student's faculty advisor or the faculty member directing the research,
internship, or student teaching. Oral presentations will be given to faculty
and students. Research papers will be presented in a scientific format
 manuscipt, technical report, etc.).

BIOL 49800: INTERNSHIP: 4 Hour(s)
INTERNSHIP~ This apprenticeship provides field experience in various
areas of biology and is typically done off campus. A student selects an
internship in consultation with a departmental advisor. Internships are
tailored to help students gain experience for a career in biology. Students
are placed in zoological and botanical gardens, biological field stations,
universities, hospitals, government agencies, and private institutions, with
emphasis on practical application of biology. Each student submits to
the faculty advisor a journal of his or her daily activities and a paper that
succinctly details the most important aspects of the internship. Each
student also gives a public presentation to the department if he or she is
using this for apprenticeship.

BIOL 58105: EVOLUTION AND DEVELOPMENT: 3 Hour(s)
EVOLUTION AND DEVELOPMENT~ An exploration of the "great engine
of evolution"~ embryonic development. We will study how changes in
embryonic gene expression can create or change form and function in
animal species. Topics include: flies to butterflies, how to get a snake
from a chicken, is that an enhancer or are you just glad to see me, and
"endless forms most beautiful."

BIOL 581010: GENOMIC-BIOINFORMATICS: 3 Hour(s)
GENOMICS & BIOINFORMATICS FOR THE CLASSROOM~ This course
is designed to provide the content knowledge and hands-on experience
needed for high school teachers to bring genomics and bioinformatics
into their courses. You will learn how to implement in your courses a
free online gene and genome analysis project on a microorganism of
your choice and also how you can connect genome analysis to a wet
lab project. You will also have the opportunity to put what you learned
into practice by helping teach high school students in the Hiram Bio-
innovation Institute.

BIOL 58110: GENES&GENOMES 21ST CENTURY: 3 Hour(s)
GENES & GENOMES IN THE 21ST CENTURY ~ Humans have long known
that children look like their parents and other ancestors, but it is only in
the last century or so that we have come to understand why. Genetics is
critical to all life on Earth, but we have moved beyond the transmission
of Mendel to a gene-centered strategy and now to a genome-
wide view. This course covers our 21st century understanding of genetics
and genomics. The course will focus on genetics as a "toolbox" for
understanding how life works with a heavy emphasis on problem-
based learning, using algebra, probability, and statistics in biology, and
incorporating research into courses. Examples will come from all types of
organisms.

BIOL 581110: ADVANCED METHODS FIELD BIOLOGY 4 Hour(s)
ADVANCED METHODS IN FIELD BIOLOGY ~ In northeast Ohio we live
on a grid imposed on a natural landscape, unlike our neighbors in
Pennsylvania, West Virginia, or even southern and western Ohio. The
rigidity of the grid creates a rational way of viewing the natural world,
but has imposed unintended negative environmental consequences
especially on watersheds and wetlands of our region. In similar manner,
what we know about the "landscape of learning" from two decades of
research in neuroscience and learning indicates that traditional ways
of studying field biology using tests and standardized curricula are
not in sync with what we know about learning nor what is required of
professional field biologists where inquiry, collaboration and cooperation
are necessary for the group reports, grants, and assessments of
professional field biologists. This course models these professional
collaborative skills by using Ohio biomonitoring protocols to assess local
watersheds and wetlands in groups. By incorporating learning theory, the
course provides an important set of skills for improving your performance
in the field and outcomes in reporting your findings.
**BIOL 58125: HUMAN BIOLOGY: 3 Hour(s)**

HUMAN BIOLOGY ~ The human body has undergone significant physical and physiological transformations across millennia since the split from great apes, and again more rapidly since the advent of agriculture. This graduate seminar covers a range of topics related to the following topics: the molecular and cellular mechanisms that form the basis of human physiology, ecology and development, and an exploration of how our evolutionary history has shaped physical, cognitive, emotional, and social development. Primary research from the sub-disciplines listed above form the content base for this course. Participants will identify additional research regarding a more specific area of interest with the themes listed above that will then form the bulk of the remaining course materials, and the basis for individual research projects.

**BIOL 58126: READINGS IN NEUROPHARMACOLOGY: 3 Hour(s)**

READINGS IN NEUROPHARMACOLOGY ~ This course will familiarize students with the operation of central and peripheral neural synapses and alterations of their normal activity under the influence of various exogenous agents. The topics covered include neuronal cytology, molecular biology of synapse, receptors, neuromodulators, and the pharmacokinetics and pharmacodynamics of multiple transmitter systems including serotonergic, dopaminergic, noradrenergic, and cholinergic cell groups. Drug trials and study design will also be addressed. Emphasis in the class is on coverage of the history of discoveries in each area as well as contemporary state of the art in approaches to the topic.

**BIOL 58130: ADVANCED TOPICS MARINE ECOLOGY: 2 Hour(s)**

ADVANCED TOPICS IN MARINE ECOLOGY ~ This course evolved from three related courses taught by at the Shoals Marine Lab since 1982. Adaptations of Marine Organisms, Experimental Marine Ecology and Research in Marine Biology. The Marine Ecology course (Biology 342) is the Hiram College version of the course taught every other year since 2004. Through the years, the focus of the course has shifted from adaptation and marine ecology to experimental design taught at the level of a graduate course, hence the offering of this course at the Master's level. In this course, we will learn skills that are required of all scientists including: designing and carrying out effective experiments, analyzing results using statistics, and communicating the meaning of your results in the form of scientific presentations and papers. The context in which you will learn these skills is marine ecology and physiology. Together we will design and three experiments, which will expose you to a variety of organisms and environments, and experimental and statistical techniques. We will provide background material for each experiment in the form of lectures and readings. We will examine some data sets from Hiram Courses from 2012 and 2014. The course is modeled as a biostatistics course.

**BIOL 58170: INTRO TO CANCER BIOLOGY: 3 Hour(s)**

INTRODUCTION TO CANCER BIOLOGY ~ This course introduces the cellular and genetic changes that lead normal cells to transform into malignant cancer cells. Topics will include the history of cancer, oncogenes, tumor suppressors, programmed cell death, cell proliferation, cell differentiation and genetic susceptibility as well as current strategies for treating the disease. Because of the prevalence of cancer in society, research is continuously advancing this knowledge. Students will also learn to evaluate research papers providing up to date advancements in predictors, treatments and prevention of cancer.

**BIOL 58180: PATHOPHYSIOLOGY: 3 Hour(s)**

PATHOPHYSIOLOGY ~ Provides graduate students with a theoretic foundation of human physiology, the phenomenon that produce alterations or pathology in human physiologic function, and an understanding of the basis of disease processes across the lifespan.

**BIOL 58190: ADVANCED READINGS IMMUNOLOGY: 3 Hour(s)**

ADVANCED READINGS IN IMMUNOLOGY ~ An introduction to the vertebrate immune system including the function and mechanism of action of immune cells in response to foreign invaders, tolerance to self and the consequences of system imbalance. In addition to online lecture materials, discussion of journal articles, case studies and problem solving will be used. The major topics discussed in the course will include: I. The innate, acquired and mucosal immune systems; II. The functions and development of immune cells for each system; III. The role of signaling molecules and receptors during the immune response and IV. Immunity-related diseases and modern therapeutic approaches

**Biomedical Humanities (BIMD)**

**BIMD 18000: WKSP: 1 Hour(s)**

WORKSHOP~ Workshops may be taken Pass/No Credit only. Students may take no more than nine workshops for credit toward graduation. Workshops can be used as elective credit only.

**BIMD 18100: GLOBAL HEALTH ISSUES: 1 Hour(s)**

GLOBAL HEALTH ISSUES~ This overview course is designed to expose students who are interested in health to a global perspective of select, relevant issues in international health. A wide range of perspectives, including historical, ethical, environmental, cultural, social, economic, political, and policy will be explored. Current trends and future implications will also be examined. Prerequisite: Sophomore standing or instructor permission required.

**BIMD 18510: SPECIAL TOPICS: 1 Hour(s)**

SPECIAL TOPICS:~ These one hour courses allow students to explore contemporary issues within healthcare from a variety of disciplinary perspectives.

**BIMD 23000: STORIES OF ILLNESS&HEALING:IM: 2 Hour(s)**

STORIES OF ILLNESS AND HEALING: IM ~ This course explores narrative techniques and representational strategies (such as metaphors) in stories of illness and healing. Through readings in a range of genres (drama, memoirs and personal essays, short stories, and graphic novels) we will examine, on one hand, how illness and healing experiences are structured and circulated as stories, and, on the other hand, how stories of illness mediate the social experience of illness and healing. You will learn basic techniques of narrative analysis, including close reading skills, in order to interpret texts within specific social contexts, such as Solnit, «Apricots,» Diaz, «Wildwood,» Edson, W,t; Small, Stitches; Forney, Marbles; medical students in What I Really Learned in Medical School; Danquah, Willow Weep for Me and other stories and essays. Core: Interpretive Methods

**BIMD 28000: SEM: 1-4 Hour(s)**

SEMINARY~

**BIMD 28100: INDEPENDENT STUDY: 1-4 Hour(s)**

INDEPENDENT STUDY~

**BIMD 29800: FIELD EXPERIENCE: 1-4 Hour(s)**

FIELD EXPERIENCE~
**BIMD 33000: CULTURES OF MEDICINE: UD**

Course Description: 
This course investigates concepts of health and illness through multicultural fiction, autobiography, and longform journalism. We will consider the topic from a comparative cultural standpoint, looking at medicine in North America broadly defined, including Native American cultures and the immigrant experiences of Puerto Rican, Caribbean, and southeast Asian people. Questions for inquiry include: What is the relevance of culture in conceptualizing and experiencing health and illness? What do cultures outside biomedicine know about illness and healing? What are the concerns of specific cultures and how are these concerns reflected in their literatures/stories? How do issues such as cultural conflict, enslavement, colonization, dispossession, and cultural erosion manifest as illnesses and what are the healing processes? What are some applications for contemporary healthcare? Books include Alvord, The Scalpel and the Silver Bear, Silko, Ceremony, Fadiman, The Spirit Catches You and You Fall Down, Danticat, Breath, Eyes, Memory, Kincaid, Annie John, and Farmer/Kidder, Mountains Beyond Mountains.

Core: Understanding Diversity Homes

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**BIMD 34000: HEALTH AND SOCIAL JUSTICE:ES**

HEALTH AND SOCIAL JUSTICE:ES ~ “Of all the forms of inequality,” Dr. Martin Luther King once proclaimed, “injustice in health care is the most shocking and inhumane.” While Universal Declaration of Human Rights identifies health and health care as fundamental human rights, in the United States and elsewhere, health disparities continue to exist on basis of socioeconomic class, race, ethnicity, gender, sexuality, and ability. This course applies the principles of social justice to an examination of American health disparities. Addressing issues such as economic justice, racial justice, environmental justice, reproductive justice, disability justice, and LGBTQ justice, this course promotes an intersectional approach to social justice issues as it seeks to explore the complex relationships among discourse, power, and health. Considering the competing positions of various stakeholders, we will explore population-specific differences in categories such as mortality and morbidity, access to and quality of care, resource allocation, and data collection. Through reading among multiple genres—including memoir, poetry, fiction, journalism, critical theory, and social scientific scholarship—we will also analyze the social determinants of health from a discourse analysis perspective, asking how representation affects policy, practice, advocacy, and activism. Ultimately, we will assess strategies for organized collective action as we work toward an informed response to Thomas Cooser’s question in Signifying Bodies (2010): “How can we guarantee, or at least try to ensure, that representation serves the best interests of vulnerable subjects?”

Core: Meaning/Ethics/Soc Responsibility

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**BIMD 35000: AUTOBIO, ILLNESS, EMBODIMENT: IM**

AUTOBIOGRAPHY, ILLNESS AND EMBODIMENT:IM ~ Where do stories of illness begin—and end? How do experiences of disease or disability shape one's sense of self? How do patient narratives engage with, respond to, and/or critique medical discourses? In this course, we will examine autobiographical illness narratives in a variety of media—print, graphic, and digital—in order to analyze how patient-writers narrate their experiences of illness and construct themselves as subjects within their wider social and cultural contexts. Engaging with modes of autobiographical expression from nineteenth-century journals to twenty-first century blogs, we will think about how personal narratives use the subjective experience of embodiment as a way to communicate, educate, and connect. We will also read scholarly articles that address the stakes of this kind of self-representation, and use critical theory to consider how the experience of illness intersects with race, gender, and sexuality. Ultimately, this course suggests that the study of narrative both allows us to imagine more empathic care, and helps us to understand how patients participate in the creation of medical knowledge.

Core: Interpretive Methods

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**BIMD 35600: HOW WE DIE: ES**

HOW WE DIE:ES~ Despite death's inevitability, we consciously and unconsciously disguise or resist its reality in dreams, fairy tales, allegories, and even jokes. In his book, How We Die: Reflections on Life's Final Chapter, from which this course borrows its name and a good deal of its inspiration, Sherwin Nuland describes how we have turned increasingly to modern medicine as one more means of denying the reality of death. As a surgeon with more than forty years of experience in a major metropolitan hospital, Nuland admits to actively participating in this denial. Modern medicine, he argues, influences how we as individuals and as a culture not only view but also experience death. "Modern dying," he contends, "takes place in the modern hospital, where it can be hidden, cleansed of its organic blight, and finally packaged for modern burial." This course uses literature, film, and history related to death and dying, he contends, "takes place in the modern hospital, where it can be hidden, cleansed of its organic blight, and finally packaged for modern burial." This course uses literature, film, and history related to death as points of reference for examining the role modern medicine has come to play in how we die. Some sections of this course may be considered service learning (SL). This course fulfills the Meaning, Ethics, and Social Responsibility requirement. This course satisfies the requirement for a medical humanities course with an emphasis on bioethics.

Core: Meaning/Ethics/Soc Responsibility
BIMD 37500: ISSUES IN WOMEN'S HEALTH:ES - 4 Hour(s)
ISSUES IN WOMEN'S HEALTH:ES - Women have a complicated and sometimes contentious relationship with the biomedical model of health care. Historically, women have been underrepresented in scientific and medical research, although over-represented as objects on which these disciplines are brought to bear. Much as advertising has long been accused of objectifying and fragmenting women's bodies (displaying just a torso, just legs, etc.), so too has medicine frequently been accused of treating specific body parts, specific diseases, without regard for the whole person. This fragmentation may be even more problematic for women as new screening technologies help to construct the fetus as an entity entirely separate from the woman carrying it. This course focuses on bioethical issues particular to women's health and healthcare experiences across the lifespan. We begin by exploring some of the distinctive contributions of feminist theory to traditional bioethics, focusing in particular on the feminist critique of abstract principals and the call to contextualize, as well as a larger commitment to social justice. We then examine particular women's health issues through the lens of feminist theory. Specific course topics may shift with each course offering, but will likely include some of the following: reproduction (pregnancy and childbirth, prenatal testing, abortion, assisted reproduction, contract gestation), sexuality (sexual autonomy, contraception), disease (breast cancer, HIV/AIDS, clinical research), lifecourse development (menstruation and menopause, aging, physician-assisted suicide), mental health (hysteria, bullying, body image), and configuring the female body (eating disorders, cosmetic surgery).
Course texts consist primarily of critical essays with some literature and film. This course fulfills the Meaning, Ethics, and Social Responsibility requirement.
Core: Meaning/Ethics/Soc Responsibil

BIMD 38000: SEM: - 4 Hour(s)
SEMINAR -

BIMD 38100: SPC TPC: - 1-4 Hour(s)
SPECIAL TOPICS -

BIMD 41000: SERVICE IN HEALTH CARE SETTING - 1 Hour(s)
SERVICE IN A HEALTH CARE SETTING - By the end of this course, you will have completed participation in the off-campus volunteer experience(s) of your choice. Your only limitation is that your service must in some way expose you to health settings or work environments that involve close interaction with a population or demographic that is out of your norm. You must demonstrate completion of at least 60 hours, at no more than two service sites, by the end of the semester. We will be drawing on your experiences at your off-campus site during class discussions, for your personal journal, and in brief reflection essays. The service learning is intended to instill in students an appreciation for the community’s strengths, resources, perceived needs and expectations through service-oriented experiences. Our discussions in class will focus on the American healthcare system; students will connect their personal experiences within the system to what is known about access to care, its costs and its outcomes. Pass/No Credit Only.

BIMD 47000: VOCATIONAL REFLECTION - 1 Hour(s)
VOCATIONAL REFLECTION - This course is intended to help upper-level Biomedical Humanities majors reflect upon and integrate their coursework and experiential learning, with an eye towards their intended career path. Students enrolled in this course will reflect upon their Hiram Connect experience (typically directed research or an internship), discuss issues of power inequality in volunteer situations and in health care more broadly, write their Hiram Connect Capstone reflection (in the form of a personal statement or essay), and prepare for the completion of Senior Seminar the following semester. Pass/No Credit Only.

BIMD 48000: SENIOR SEMINAR - 1 Hour(s)
SENIOR SEMINAR - This course serves as a capstone experience for the Biomedical Humanities major, and the two required formal public presentations reflect a student’s portfolio of educational experiences in and out of the classroom. The first presentation is a demonstration of the student’s command of her or his research project, and the second reflects the student’s integration of academic and experiential learning in the medical humanities. Students completing the minor are only responsible for composing and presenting the medical humanities presentation.

BIMD 48100: INDEPENDENT RESEARCH - 1-4 Hour(s)
INDEPENDENT RESEARCH -

BIMD 49800: INTERNSHIP - 4 Hour(s)
INTERNSHIP -

Chemistry (CHEM)

CHEM 10100: CHEM IN CONTEXT-W/LAB:SM - 4 Hour(s)
CHEMISTRY IN CONTEXT-AN ENVIRONMENTAL PERSPECTIVE-W/ LAB:SM - A basic chemistry course, organized to develop knowledge and an understanding of the chemical factors affecting the environment and society's interaction with the environment. This course is designed for students with no previous experience in chemistry. This course satisfies the laboratory course requirement. Student must also register for a CHEM 10100 lab. The breakdown between lecture and lab hours is for administrative office use only. This course may only be taken as four credit hours. This course fulfills the Experimental Scientific Methods requirement.
Core: Experimental Scientific Method

CHEM 10500: PHYSIOLOGIC CHEM W/LAB:SM - 4 Hour(s)
PHYSIOLOGICAL CHEMISTRY W/LAB:SM - This course is an introduction to inorganic chemistry, basic organic chemistry and biological chemistry. Topics will include atomic structure, chemical bonding, intermolecular forces, acids and bases, solutions, thermodynamics, kinetics, the structure and reactivity of simple organic compounds, carbohydrates, enzymes, lipids, nucleic acids, proteins, and metabolism. Activities in this course will involve analytical thinking and problem-solving skills, with an emphasis on the application of chemical principles to human health, medicine and physiology. Students must earn a "C" or better in this course to satisfy requirements of the nursing program at Hiram College. Students must also register for a CHEM 10500 lab. The breakdown between lecture and lab hours is for administrative office use only. This course may only be taken as 4 credit hours. This course fulfills the Experimental Scientific Methods requirement.
Prerequisite: (Math Placement Test-Algebra with a score of 20 or ACT Composite with a score of 22)
Core: Experimental Scientific Method
CHEM 10600: PHYSIOLOGIC CHEM I-W/LAB:SM~ 4 Hour(s)
PHYSIOLOGICAL CHEMISTRY I-W/LAB:SM~ This course is intended for non-science majors, and is particularly aimed at those entering various healthcare fields, environmental studies, neuroscience, and those wishing to teach elementary school or middle school. This course will provide an introduction to the principles of inorganic and organic chemistry. Topics include: atomic theory, nuclear chemistry, and the periodic table, chemical bonds, states of matter, chemical reactivity, the structure of organic compounds, and the structure of proteins and lipids. Activities in this course will emphasize analytical thinking and problem-solving skills. This course fulfills the Experimental Scientific Methods requirement. Core: Experimental Scientific Method

CHEM 10800: PHYSIOLOGIC CHEM II-W/LAB:SM~ 4 Hour(s)
PHYSIOLOGICAL CHEMISTRY II-W/LAB:SM~ This is the second semester of a two-course sequence intended for non-science majors, and is particularly aimed at those entering various healthcare fields, environmental studies, neuroscience, and those wishing to teach elementary school or middle school. This course will build upon the inorganic and organic chemistry topics introduced in the previous course, and explore how they apply to biological systems. Topics include: the structure and properties of the various food groups, carbohydrates, lipids, proteins, and their application to chemical principles to the structure and function of biological systems. Students must also register for a CHEM 10800 lab. Prerequisite: Chemistry 10600 or 16100. The breakdown between lecture and lab hours is for administrative office use only. This course may only be taken as 4 credit hours. This course fulfills the Experimental Scientific Methods requirement. Core: Experimental Scientific Method

CHEM 12000: GEN I:STRUCTURE/BOND-W/LAB:SM~ 4 Hour(s)
GENERAL I-STRUCTURE AND BONDING-W/LAB:SM~ An introduction to atoms and molecules. Topics include atomic orbitals, periodicity, intermolecular forces, bonding models, bond energies, and orbital hybridization. Student must also register for CHEM 12000 lab. This course fulfills the Experimental Scientific Methods requirement. Students must also register for a CHEM 12000 lab. The breakdown between lecture and lab hours is for administrative office use only. This course may only be taken as 4 credit hours. Core: Experimental Scientific Method

CHEM 12100: GEN II:INTR CHEM ANLS-W/LAB:SM~ 4 Hour(s)
GENERAL II-INTRODUCTION TO CHEMICAL ANALYSIS-W/LAB:SM~ An introduction to solution chemistry. Topics include gas laws, redox reactions, thermodynamics, electrochemistry, kinetics, colligative properties, equilibrium and pH. This course fulfills the Experimental Scientific Methods requirement. Prerequisite: Chemistry 120 or 12000. Student must also register for a CHEM 12100 lab. The breakdown between lecture and lab hours is for administrative office use only. This course may only be taken as 4 credit hours. Core: Experimental Scientific Method

CHEM 18000: WKSP: 1 Hour(s)
WORKSHOP~ Workshops may be taken Pass/No Credit only. Students may take no more than nine workshops for credit toward graduation. Workshops can be used as elective credit only.

CHEM 20400: PHYSICAL SCIENCE-W/LAB:SM~ 4 Hour(s)
PHYSICAL SCIENCE-W/LAB:SM~ A non-majors course. This is a comprehensive but not highly technical presentation of the essential concepts of physical science. While the subject matter is derived from the major branches of physical science (astronomy, chemistry, geology, meteorology, and physics), it is studied as an integrated interpretation of the physical world. The laboratory is designed to be of special application for the prospective elementary teacher through the establishment of demonstrations and experiments illustrating salient concepts. Student must also register for a CHEM 20400 lab. The breakdown between lecture and lab hours is for administrative office use only. This course may only be taken as 4 credit hours. This course fulfills the Experimental Scientific Methods requirement. Core: Experimental Scientific Method

CHEM 22000: INTRO TO ORGANIC CHEM-W/LAB: 4 Hour(s)
INTRODUCTION TO ORGANIC CHEMISTRY-W/LAB~ Introduction to Organic Chemistry. A survey of the principles of organic chemistry with emphasis on functional groups. Nomenclature, structure, and synthesis methods, and reactions are the primary focuses. An introduction to isomerism, stereo-chemistry, and conformational analysis is included. Reaction energetics and implications for a selected series of reaction mechanisms are also examined. The laboratory introduces basic techniques of isolation, characterization, and synthesis of organic compounds. Students must also register for a CHEM 22000 lab. The breakdown between lecture and lab hours is for administrative office use only. This course may only be taken as 4 credit hours.

CHEM 22500: INTRO ELECTRONICS-W/LAB: 4 Hour(s)
INTRODUCTORY ELECTRONICS-W/LAB~ An introduction to the principles of electronics and the uses of electronic components. The laboratory will investigate the fundamentals of linear and digital circuits while using basic laboratory instruments such as oscilloscopes, waveform generators, and digital multimeters. Topics include basic circuit theory, passive devices, amplifiers, operational amplifiers, digital logic, integrated circuit chips and optical solid-state devices. This course is designed for physics and chemistry majors and entails a considerable amount of problem solving. While not required, a familiarity with calculus would be helpful. Students must also register for a CHEM 22500 lab. The breakdown between lecture and lab hours is for administrative office use only. This course may only be taken as 4 credit hours. Prerequisites: Physics (114 or 11400) or Physics (214 or 21400). Also listed as Physics 22500. Prerequisite: (PHYS 114 or PHYS 11400) or (PHYS 214 or PHYS 21400).

CHEM 23000: INTRO TO INORGANIC CHEM-W/LAB: 4 Hour(s)
INTRODUCTION TO INORGANIC CHEMISTRY-W/LAB~ The concepts of inorganic chemistry in light of modern theory. Atomic structure, chemical periodicity, bonding, group theory, coordination chemistry with crystal field theory, and reaction mechanisms of complex formation are considered. Descriptive chemistry and the often neglected chemistry of the lanthanide and actinide elements are also examined. The laboratory introduces basic inorganic laboratory techniques for the synthesis and characterization of inorganic compounds. Students must also register for a CHEM 23000 lab. The breakdown between lecture and lab hours is for administrative office use only. This course may only be taken as 4 credit hours. Prerequisite: Chemistry 121 or 12100, 220 or 22000. Prerequisite: CHEM 121 or CHEM 12100 and CHEM 220 or CHEM 2200
CHEM 24000: QUANTITATIVE ANALYSIS-W/LAB: 4 Hour(s)
QUANTITATIVE ANALYSIS-W/LAB~ An in-depth study of theory and practice of analytical methods including gravimetric, volumetric, redox, electrochemical, compleximetric and spectrophotometric, and an introduction to modern instrumentation. Intended for students of biological, chemical, medical, and physical sciences. Student must also register for a CHEM 2400 lab. Prerequisite: Chemistry 121 or 12100. The breakdown between lecture and lab hours is for administrative office use only. This course may only be taken as four credit hours.
Prerequisite: CHEM 121 or CHEM 12100

CHEM 25000: HUMAN NUTRITION: 3 Hour(s)
HUMAN NUTRITION~ The requirements of nutrition for individuals and families as related to health and well-being are examined in this course as well as the functions, sources and interactions of essential nutrients. Food groups are studied and methods of nutrition education are explored.
Prerequisite: CHEM 10800
Prerequisite: (CHEM 162 or CHEM 16200) or CHEM 10800 (may be taken concurrently)

CHEM 28000: SEM: 4 Hour(s)
SEMINAR~

CHEM 28100: INDEPENDENT STUDY: 1-4 Hour(s)
INDEPENDENT STUDY~

CHEM 28800: FIELD EXPERIENCE: 1-4 Hour(s)
FIELD EXPERIENCE~

CHEM 32000: INTERMED ORGANIC CHEM-W/LAB: 4 Hour(s)
INTERMEDIATE ORGANIC CHEMISTRY-W/LAB~ A continuation of Chemistry 220 or 22000. Includes a survey of bifunctional and polyfunctional molecules and bio-organic chemistry. Student must also register for a CHEM 32000 lab. Prerequisite: Chemistry 220 or 22000. The breakdown between lecture and lab hours is for administrative office use only. This course may only be taken as 4 credit hours.
Prerequisite: CHEM 220 or CHEM 22000

CHEM 35000: PHYSICAL CHEMISTRY I-W/LAB: 4 Hour(s)
PHYSICAL CHEMISTRY I-W/LAB~ This course provides an introduction to physical chemistry, with an emphasis on energetics. Topics include: the physical properties of gases, liquids, solids, and solutions; thermodynamics and thermochemistry; phase equilibria; electrochemistry; and the kinetic theory of gases and fluids. Students must also register for a CHEM 35000 lab. Prerequisites: Chemistry 220 or 22000, Physics 214 or 21400, and Mathematics 199 or 19900. The breakdown between lecture and lab hours is for administrative office use only. This course may only be taken as 4 credit hours.
Prerequisite: CHEM 220 or CHEM 22000 and PHYS 214 or PHYS 21400 and MATH 199 or MATH 19900

CHEM 35100: PHYSICAL CHEMISTRY II-W/LAB: 4 Hour(s)
PHYSICAL CHEMISTRY II-W/LAB~ This course is a continuation of Chemistry 350 or 35000. The emphasis in this course is on structure and change. Topics include: atomic and molecular structure; quantum mechanics; molecular structure determination; thermodynamics; and chemical kinetics. Students must also register for a CHEM 35100 lab. Prerequisite: Chemistry 350 or 35000. The breakdown between lecture and lab hours is for administrative office use only. This course may only be taken as four credit hours.
Prerequisite: CHEM 350 or CHEM 35000

CHEM 38000: SEM: 4 Hour(s)
SEMINAR~

CHEM 38100: SPC TPC: 1-4 Hour(s)
SPECIAL TOPICS IN CHEMISTRY~ Various advanced courses. This course may be taken more than once for credit.

CHEM 48000: SENIOR SEMINAR: 1 Hour(s)
SENIOR SEMINAR~ Students prepare and present to faculty and students, papers on chemical topics based on literature search or laboratory research.

CHEM 48100: INDEPENDENT RESEARCH: 1-4 Hour(s)
INDEPENDENT RESEARCH~

CHEM 48200: RESEARCH TECHNIQUES: CHEM: 4 Hour(s)
RESEARCH TECHNIQUES CHEMISTRY~ This course provides an opportunity for collaborative research among students and faculty. While the faculty member will guide the research project, all members of the team will work together to delineate the role(s) each will play in carrying out the project. Students may use this research as the background for their student seminar. This course may be taken more than once for credit. Prerequisites: Chemistry 220 or 22000.
Prerequisite: CHEM 220 or CHEM 22000

CHEM 49800: INTERNSHIP: 4 Hour(s)
INTERNSHIP~

Chinese (CHIN)

CHIN 10000: INTRO TO CHINESE LANG/CULTURE: 2 Hour(s)
INTRODUCTION TO CHINESE CONVERSATIONAL LANGUAGE AND CULTURE~ Chinese 100 or 10000 is intended to help students develop their speaking ability in Chinese. This course is designed to teach fundamental Pinyin Chinese along with some simple pictograph Chinese characters. The course will begin with and emphasize proper pronunciation of the four tones, which is the most important skill for speaking Chinese. The students will acquire a large working vocabulary that will suit the daily life in a country where Chinese is the leading language. Chinese culture and useful Chinese idioms will be introduced during the classes.

CHIN 10100: BEGINNING MANDARIN CHINESE I: 4 Hour(s)
BEGINNING MANDARIN CHINESE I~ This is a beginning course in basic Mandarin Chinese. Development of four skills is emphasized: listening, speaking, reading, and writing. This course provides an introduction to Chinese characters. Supplemental laboratory practice and drill sessions.

CHIN 10200: BEGINNING MANDARIN CHINESE II: 4 Hour(s)
BEGINNING MANDARIN CHINESE II~ A continuation of 101 or 10100, introducing basic grammar and Chinese calligraphy. Supplemental laboratory practice and drill sessions. Prerequisite: Chinese 101 or 10100 or equivalent.

Prerequisite: CHIN 101 or CHIN 10100

CHIN 18000: WKSP: 1 Hour(s)
WORKSHOP~ Workshops may be taken Pass/No Credit only. Students may take no more than nine workshops for credit toward graduation. Workshops can be used as elective credit only.

CHIN 21010: INTERMED MANDARIN CHINESE I:EW: 4 Hour(s)
INTERMEDIATE MANDARIN CHINESE I:EW~ A continuation of 102 or 10200. This course fulfills the Experiencing the World requirement.
Prerequisite: Chinese 102 or 10200 or equivalent.
Prerequisite: (CHIN 102 or CHIN 10200)
Core: Experiencing the World
CHIN 22000: INTERMEDIATE MANDARIN CHINESE II: 4 Hour(s)
INTERMEDIATE MANDARIN CHINESE II: ~ This course is a continuation of Mandarin Chinese I. This course fulfills the Experiencing World requirement. Prerequisite: CHIN 103 or 10300, or, CHIN 201 or 20100, or equivalent. Prerequisite: (CHIN 103 or CHIN 10300) or (CHIN 201 or CHIN 20100)
Core: Experiencing the World

CHIN 28000: SEMINAR: 1-4 Hour(s)
SEMINAR:

CHIN 28100: INDEPENDENT STUDY: 1-4 Hour(s)
INDEPENDENT STUDY:

Classics (CLAS)

Students should review the Class Schedule each semester for any SEM 28000: Special Topic course offerings.

CLAS 22000: ANCIENT HEALTH/MEDICINE:CA: 4 Hour(s)
ANCIENT HEALTH AND MEDICINE:CA ~: Who was Hippocrates and why do doctors still take a “Hippocratic Oath”? Did ancient Romans inadvertently poison themselves with lead from their water systems? Did Greek doctors actually perform brain surgery, without the aid of antibiotics or anesthesia? Were Roman baths a revolutionary advance in cleanliness and sanitation, or a warren of bacteria and disease? What caused the plague that struck Athens in the middle of the Peloponnesian War, and did the Athenians know how to stop it? These are only some of the questions we will investigate in this class as we examine ancient Greek and Roman medicine from a variety of perspectives. From the radical innovation of a logical and rational approach to disease by the first Greek doctors, to the evidence uncovered by archaeologists in Roman sewers, and the data extracted from ancient skeletons, we will explore what life and death were really like in the ancient Mediterranean. This course is accepted as an elective towards the Biomedical Humanities, Sociology, and Public Health programs. Core: Social/Cultural Analysis Meth

CLAS 24700: THE ANCIENT WORLD IN FILM:CA: 3 Hour(s)
The Ancient World in Film:CA ~: The purpose of this course is to compare cinematic adaptations of the classical texts with the original versions. After reading the translated works of selected Greek and Latin authors, students will view the film versions, paying close attention to where the directors have been faithful to the original, where there are divergences, and how successful the adaptations are. Movies to be analyzed will include those dealing with myth, epic, tragedy, comedy, and historical themes. Core: Social/Cultural Analysis Meth

CLAS 28000: SEM: 1-4 Hour(s)
SEM:

CLAS 28100: INDEPENDENT STUDY: 1-4 Hour(s)
INDEPENDENT STUDY:

Communication (COMM)

COMM 10100: FOUNDATIONS OF PUBLIC COMMUN: 4 Hour(s)
FOUNDATIONS OF PUBLIC COMMUNICATION ~: This course is an exploration of the multiple publics and communicative contexts that inform message creation. Students will be challenged to recognize the obligations and opportunities that exist for public communication as it occurs in their personal, professional, and civic lives. Students will analyze case studies and create audience-centered messages designed to influence publics in a variety of communicative contexts.

COMM 18000: WKSP: 1 Hour(s)
WKSP: ~: This workshop will provide the opportunity for students to examine a special topic in Communication. Through readings, discussions and written assignments there will be opportunities to evaluate the topic at issue. Workshops may be taken Pass/No Credit only. Students may take no more than nine workshops for credit toward graduation. Workshops can be used as elective credit only. (For CAS students only.)

COMM 20300: INTRO TO HEALTH COMMUNICATION: 4 Hour(s)
INTRODUCTION TO HEALTH COMMUNICATION ~: This course provides an introduction to the various roles of communication in health. Students will examine the multidimensional and interdisciplinary aspects of the field through the analysis of interpersonal, cultural, social, and organizational issues related to health communication. Course readings and assignments will allow students to explore health communication through the eyes of patients, health care providers, health care leaders, health campaign designers, etc. and to learn how factors like culture, media, personal identity, technology, and social networks can contribute to health, illness, risk behavior, health care, and health promotion.

COMM 22000: INTERPERSONAL COMMUNICATION:CA: 3 Hour(s)
INTERPERSONAL COMMUNICATION:CA ~: The course explores the complex process of communication between persons seeking meaningful and satisfying relationships. Emphasis is on perception, self concept, verbal and nonverbal messages, conflict resolution, relationships, decision making as it relates to the communication process. Experiential learning is central to the format of the course. This course fulfills the Social and Cultural Analysis requirement. Core: Social/Cultural Analysis Meth

COMM 22100: GROUP INTERACTION PROCESSES: 3 Hour(s)
GROUP INTERACTION PROCESSES ~: This course examines the complex dynamics of small group life within the context of organizational systems. Small group theory as it applies to perception, membership, leadership, norms, communication, problem-solving and decision making is explored. The focus of the course is to develop individual competence in group settings. Through a laboratory approach students are provided with opportunities to experiment with new behaviors and to improve group effectiveness. Students experience the development of a group through predictable stages and engage in critical analysis of the experiment. A group project is required. Also listed as Management (221 or 22100).

COMM 22200: ORGANIZATIONAL COMMUNICATION: 4 Hour(s)
ORGANIZATIONAL COMMUNICATION ~: The course involves the study of communication theory as it relates to organizations. Topics include communication systems analysis, intergroup communication, team building, goal setting, meetings, and organizational change. The course requires a field research project during which students work with actual organizations to diagnose communication systems. The course contains a significant writing component. Students will develop skill in writing proposals, letters, memos, agendas, progress reports, final reports, and executive summaries as they progress through the field research project. Also listed as Management (222 or 22200). Prerequisite: (MGMT 218 or MGMT 21800) or (COMM 220 or COMM 22000)
COMM 22300: FAMILY COMMUNICATION:CA: 4 Hour(s)
FAMILY COMMUNICATION:CA ~ Family Communication is a course
dedicated to applying a wide range of communication theories and
practices to an experience shared by all persons-family life. Few
relationships are more important to people's well-being than their
family relationships. Although these relationships often are defined
by genes and marriages, they are built, maintained, and destroyed by
communication. No two people have the same familial experience, and
this course offers students the opportunity to examine how diverse
families function and how their specific members interact with each
other. Patterns of intimacy, rituals, roles, decision-making, and conflict
are included as significant issues forming family interaction patterns.
Historical and other cultural familial relationships are also included
to open perspectives beyond the students' immediate experiences.
Classroom discussions, experiential activities, and field projects are
designed to help students gain insight into the people with whom they
share their lives, as well as the workings of well-functioning or 'normal'
family. This course fulfills the Social and Cultural Analysis requirement.
Core: Social/Cultural Analysis Meth

COMM 22400: ORAL INTERPRETATION OF LIT:CM: 4 Hour(s)
ORAL INTERPRETATION OF LITERATURE:CM ~ Critical approaches to
literature to discover meaning and to appreciate the emotional effect
of the work is the focal point of this course. Students will use various forms
of literature for interpretation and study. Emphasis is placed on principles
of reading a work aloud to communicate its intellectual and emotional
meaning. Presentations will possibly be an integrated or adjunct aspect
of this course. A version of this course for three (3) credit hours is listed as
Communication 22410. Also listed as Theatre 22400. This course
fulfills the Creative Methods requirement.
Core: Creative Methods

COMM 22410: ORAL INTERPRETATION OF LIT:CM: 3 Hour(s)
ORAL INTERPRETATION OF LITERATURE:CM ~ Critical approaches to
literature to discover meaning and to appreciate the emotional effect
of the work is the focal point of this course. Students will use various forms
of literature for interpretation and study. Emphasis is placed on principles
of reading a work aloud to communicate its intellectual and emotional
meaning. Presentations will possibly be an integrated or adjunct aspect
of this course. A version of this course for four (4) credit hours is listed as
Communication 22400. Also listed as Theatre 22410. This course
fulfills the Creative Methods requirement.
Core: Creative Methods

COMM 22500: NONVERBAL COMMUNICATION:CA: 3 Hour(s)
NONVERBAL COMMUNICATION:CA ~ This course is devoted to the
study of nonverbal communication in our intimate, social, and working
relationships. Nonverbal cues found in (a) the communication context,
(b) the communicator's physical characteristics, and (c) his/her body
movement and position (gestures, posture, touching, facial expressions,
eye and vocal behavior) are explored alone and in conjunction with
the total communication system to better understand how nonverbal
behavior helps accomplish various communication goals (for example,
closeness, identity, and deception). Students will be introduced to
temporary research studies as well as key works from the past to
develop a theoretical perspective of the subject. Field experiments,
observational studies, and classroom exercises are an integral part of
the course and give students an opportunity to increase their sensitivity to
messages communicated via nonverbal channels in a variety of natural
settings. This course fulfills the Social and Cultural Analysis requirement.
Core: Social/Cultural Analysis Meth

COMM 23000: ARGUMENTATION AND ADVOCACY: 4 Hour(s)
ARGUMENTATION AND ADVOCACY ~ Argumentation and advocacy
are examined as reasoned discourse in formal and informal decision-
making situations. This includes an examination and evaluation of proofs,
types and tests of evidence, proposition analysis, and their uses in the
advocacy process. Students will assume the role of advocates and
opponents in informal and formal communication contexts.

COMM 23700: MEDIA LAW & ETHICS:ES: 3 Hour(s)
MEDIA LAW AND ETHICS:ES ~ The challenges of our times require civic
engagement and careful, thoughtful judgment of our information sources.
The agenda-setting and watchdog functions of the media define our
experience with the United States capitalist and democratic system.
Through intense research and class discussion, we will explore legal and
ethical issues in the media. We will read and discuss popular press, peer-
reviewed journal articles, and legal documents, to improve media literacy
and explore the symbiotic relationship between what is legal and what is
ethical. We will cover a variety of legal issues including First Amendment
struggles, libel, slander, and invasion of privacy. We will also explore
ethical dilemmas in mainstream media including current ethical issues.
Course components include: in-class and out-of-class assigned readings,
in-class viewing of related videos and films, ongoing class discussion,
and in-class and out-of-class group and individual projects. This course
fulfills the Meaning, Ethics, and Social Responsibility requirement.
Core: Meaning/Ethics/Soc Responsibil

COMM 24000: SURVEY OF JOURNALISM: 4 Hour(s)
SURVEY OF JOURNALISM ~ This course examines the contemporary
professional journalistic field, particularly the areas of writing for media,
design, layout, public relations and advertising. It provides students
with practical experience and also an understanding of ethical and legal
problems facing contemporary journalism. By examining the way First
Amendment principles have translated in different political and social
arenas, it also addresses how effectively journalism serves its various
constituencies. Also listed as Writing (240 or 24000).

COMM 24100: MASS MEDIA AND SOCIETY: 3 Hour(s)
MASS MEDIA AND SOCIETY ~ Discussions covering the evolution
of print and electronic media systems in general and their impact on
different kinds of societies are the central focus of the course. Audience
insights will be an important part of this exercise. Press freedom, a key
component of many political systems, will also be evaluated. Students
will be required to analyze media content and audience responses in
research papers that address these issues. Some discussion of research
methodology will therefore be conducted.

COMM 24500: PUBLIC RELATIONS: 4 Hour(s)
PUBLIC RELATIONS ~ This course will introduce students to how public
relations function in corporations, government, nonprofit organizations,
and other institutions and provide an overview of many facets of public
relations: its history, development, ethics, practice, and application. We
will look at the process of public relations, including research, planning,
implementation, and evaluation of public relations campaigns, survey
techniques, strategies and tactics used by public relations practitioners,
and how to practice public relations effectively and ethically in today's
global society. Analysis of case studies gives students the opportunity
to apply public relations concepts to a realistic situation and to begin
to understand the actual, creative challenges available in the public
relations profession.
COMM 24600: SPORTS JOURNALISM: 4 Hour(s)
SPORTS JOURNALISM ~ This course is an overview of sports journalism and includes the study of story development from a single idea to a published story in the field of sport. This course examines the various elements necessary to bring a sporting event from the playing field to the public through the print media. Topics include types of print media, the role of sports department personnel, coverage of the sporting event, developing contracts, gaining access to sports figures, interviewing, and story development. The course focuses on developing effective writing skills by approaching sports writing as a process. Also listed as Writing (246 or 24600).

COMM 24800: MEDIA AND MULTICULTURALISM:UD: 4 Hour(s)
MEDIA AND MULTICULTURALISM:UD ~ In a world pervaded by communication technologies, many of our perceptions about current affairs, others, and social realities are based on the types of information provided to us by the media. One result of this situation is that we witness the rise of different trends in and out of group consciousness. For the first time in the history of humankind, groups and individuals began to see themselves from outside as well as from inside. This course will initiate a critical exploration of representations and misrepresentations in the media of African-Americans, Hispanics, Asians, Native Americans, women, gays and lesbians, and other traditionally under-represented groups, and prepare students to critically evaluate information they receive from the media about these groups. This course fulfills the Understanding Diversity in the USA requirement.

Core: Understanding Diversity Home

COMM 24900: PRINCIPLES OF ADVERTISING: 3 Hour(s)
PRINCIPLES OF ADVERTISING ~ This course is designed to introduce students to the theory and application of creativity in advertising. Based on the idea that good advertising always starts with an understanding of people and an awareness of their needs, this course moves through the creative process step by step, focusing first on the creative person, then on strategy and problem solving. It covers a range of topics including the nature of creative strategy to various media. Students will also learn how advertising is evolved and regulated and learn about key social issues and consumer problems with advertising. The emphasis throughout the course is on developing good advertising based on solid strategic thinking, and students will be required to write, design and present original advertisements and critique various advertisements. Cross listed with MKTG 24900.

COMM 25000: COMMUN BETWEEN CULTURES:EW: 3 Hour(s)
COMMUNICATION BETWEEN CULTURES:EW ~ Communication channels carry our symbolic universe, create our perceptions of reality, and act as sources of influence. This course will include an examination of international and national, as well as private and public channels of communication. The emphasis will be on the effects of changing communication patterns and strategies on family structures, institutional structures, personal identity, belief systems, and cultural values. The course will examine the reciprocal nature of communication and will stress the interplay between individuals and their cultures. Different countries and cultures will be the focus in different years the course will be offered. This course fulfills the Experiencing the World requirement.

Core: Experiencing the World

COMM 25200: ENGLISH LANG: LINGUISTIC INTRO: 3 Hour(s)
THE ENGLISH LANGUAGE: A LINGUISTIC INTRODUCTION ~ This course traces the historical development of the English language from its Indo-European origins down to present day U.S. speech, with a special emphasis on the various contemporary American dialects. In studying this long evolution of our native tongue, students will be introduced to modern linguistic techniques and terminology. Some fieldwork in local dialects will be required. A revised version of this course is offered for four (4) credit hours as Communication 25400. A student may receive credit for only one of these courses. Also listed as English (252 or 25200).

COMM 26000: DESKTOP PUBLISHING:CM: 4 Hour(s)
DESKTOP PUBLISHING:CM ~ The increasing emphasis on a multimedia environment has forced journalism organizations to generate reader interest in its paper forms, particularly under the demand of traditional revenue models. We will examine the state of desktop publishing in news media as well how to integrate current trends in the creation of professional and academic documents. Thus, a firm understanding of media literacy as it relates to content production is imperative. This course focuses/teaches uses of current software for various types of document design. Students will learn how to integrate text, graphics, and photographs to create a variety of professional quality documents for journalistic and general professional use. Upon completion of the course, students will be able to combine their understanding of mass communication theoretical perspectives with common techniques for getting and maintaining a media consumer's attention. This course fulfills the Creative Methods requirement.

Core: Creative Methods

COMM 26200: WEB DESIGN: 4 Hour(s)
WEB DESIGN ~ This course presents topics related to basic Web design principles. We will explore Web usability, changes in the online information landscape, as well as issues confronting Web designers. We will learn the Macintosh operating system, Web design standards, Dreamweaver current software and its components, and learn to develop unique, basic Web pages.

COMM 26500: SOCIAL MEDIA COMMUNICATION: 4 Hour(s)
SOCIAL MEDIA COMMUNICATION ~ In this class, we will examine social media communication and its uses and functions, proper and improper, from personal and business standpoint. This course takes a hands-on approach to learning the content which will include designing a social media marketing campaign for a local business. A variety of social media platforms will be examined. There are no prerequisites for this class.

COMM 28000: SEM: 4 Hour(s)
SEMINAR~

COMM 28100: INDEPENDENT STUDY: 1-4 Hour(s)
INDEPENDENT STUDY~

COMM 29800: FIELD EXPERIENCE: 1-4 Hour(s)
FIELD EXPERIENCE~ Field Experience allows a student the opportunity to examine one or more professional communication fields through observation, interview, shadowing. This may entail some professional work on behalf of the student, but is determined by the cooperating organization and the faculty supervisor. This is designed for career exploration. Generally, a student would complete 40 hours of professional commitment for each hour of academic credit, along with an analysis paper.
COMM 30000: HUMAN COMMUNICATION THEORY: 4 Hour(s)
HUMAN COMMUNICATION THEORY~ In this class, we will examine the major body of theories that claim to explain and account for the process of human communication. The course focuses on theories of communication that help you understand the issues affecting the field today and people's daily interactions in various contexts. It emphasizes the application of the theories to your experiences outside the classroom as well as the ethical issues and implications of each theory. A variety of materials including film clips, case studies, application logs, discussion, collaboration, and lecture will be utilized to sustain interest and motivate learning. This is a required course for the Communication major and minor.
Prerequisite: (COMM 101 or COMM 10100)

COMM 32400: GENDER COMMUNICATION:CA: 3 Hour(s)
GENDER COMMUNICATION:CA ~ This course is concerned with the communication 'about' and 'between' men and women. 'About' involves how the sexes are discussed, referred to, or depicted both verbally and nonverbally. 'Between' is the interpersonal dimension. More specific topics include the social construction of gender and the influence of gender on: self-perceptions, self-disclosure, language usage, nonverbal communication, mass media, intimacy, friendship, and professional relationships. Counts toward the Gender Studies Minor. This course fulfills the Social and Cultural Analysis requirement.
Core: Social/Cultural Analysis Meth

COMM 32600: PERSUASION AND ATTITUDE CHANGE: 4 Hour(s)
PERSUASION AND ATTITUDE CHANGE ~ This course focuses on the interaction of attitudes and verbal communication process emphasizing recent experimental studies dealing with source, message, receiver and environmental variables. Additionally, specific persuasive situations such as bargaining, negotiations, trial processes, marketing and political campaigns are examined. A research paper on an aspect of persuasion theory and recent experiments is required. Also listed as Management (326 or 32600).

COMM 35400: INTERCULTURAL HLTHCARE COMM:UD: 4 Hour(s)
INTERCULTURAL HEALTH CARE COMMUNICATION:UD~ Cultural beliefs about disease and health are closely intertwined with beliefs about religion, life and death, and even gender and child rearing. The intersection between cultural belief systems and communication is the focus of this course. As the United States becomes more culturally diverse, the need for knowledge and sensitivity about different cultures in health care settings becomes more crucial. Whether it is a Muslim woman who refuses to let a male doctor examine her in an emergency room or a Native American who is suspicious of the "white man's" medicine, health care providers are presented with daily challenges. Students will learn culture general and culture specific concepts to achieve the goal of greater knowledge, awareness, and understanding of intercultural health care. Students will examine readings and engage in experiential learning to increase their understanding of the impact of culture on communication and its application to the health care context. This course fulfills the Understanding Diversity in the USA requirement.
Core: Understanding Diversity Home

COMM 38000: SEM:~ 1-4 Hour(s)
SEMINAR~

COMM 38100: SPC TPC:~ 1-4 Hour(s)
SPECIAL TOPICS IN COMMUNICATION~ Special topics focusing on specific areas within the broad realm of human communication will be offered each year. Topics will vary depending upon the currency of the subject matter and expertise of the faculty. Offered on a rotating basis, topics in Rhetoric, Communication, and Mass Media will provide an opportunity for students to examine contemporary issues and research methods. A prerequisite and/or permission may be required for some topics.

COMM 39310: CHINA: TRAD & CHG:BACKGROUND: 1 Hour(s)
CHINA: TRADITION AND CHANGE: BACKGROUND~ As a prerequisite for INTD 39300 and Study Away trip to China in the subsequent semester, the course will introduce students to China's history, geography, philosophies, religious traditions, and cultural values. The course will also address issues associated with the process of cultural transition and practical considerations for preparation for the trip abroad. The course will provide the broader context for understanding the readings, sites, and interactions when the students travel to China.
Corequisite: INTD 39300

COMM 40100: RESEARCH DEVELOPMENT: 1 Hour(s)
RESEARCH DEVELOPMENT ~ Students in this course will research and develop communication topics in preparation for the Senior Seminar course. Students will also examine recent and historical communication research to become better acquainted with research writing in communication. The course also provides students with opportunities for career exploration, with special attention to resume and cover letter writing.
Prerequisite: (COMM 101 or COMM 10100) and (COMM 300 or COMM 30000)

COMM 48000: SENIOR SEMINAR: 4 Hour(s)
SENIOR SEMINAR~ A comprehensive examination of the discipline's major bodies of research. Students will be required to undertake significant research in a specific area of communication. Students will also submit a research proposal and prepare a poster presentation describing his or her research plan.
Prerequisite: COMM 40100

COMM 48100: INDEPENDENT RESEARCH: 1-4 Hour(s)
INDEPENDENT RESEARCH~

COMM 49800: INTERNSHIP: 4 Hour(s)
INTERNSHIP~ An internship can bring a specific focus to the study of communication that is not available in the traditional educational environment of a classroom or library. Students with a junior or senior status and with completion of six courses in communication may apply for an internship at a cooperating communication-related business for professional field work experience and directed research or project. The student’s study-employment is jointly supervised by a faculty member and the employer. Internships can be arranged in professions such as journalism, public relations, and mass media. For each hour of academic credit, a minimum of 40 hours of professional work experience must be completed. Additional requirements include a daily log of professional activities and a research paper connecting the theoretical learning to the practical work experience, and a written evaluation by the cooperating professional supervisor in the communication field.
Computer Science (CPSC)

CPSC 15200: LISP: 1 Hour(s)
LISP~ An introduction to the LISP programming language. Prerequisites: Computer Science 172 or 17200 or permission.
Prerequisite: CPSC 172 or CPSC 17200

CPSC 15300: C PROGRAM LANGUAGE: 1 Hour(s)
C~ An introduction to the C programming language. Prerequisite: Computer Science 172 or 17200 or permission.
Prerequisite: CPSC 172 or CPSC 17200

CPSC 15400: FORTRAN: 1 Hour(s)
FORTRAN~ An introduction to the FORTRAN programming language. Prerequisites: Computer Science 172 or 17200 or permission.
Prerequisite: CPSC 172 or CPSC 17200

CPSC 16600: COMPUTERS & ENTERTAINMENT W/ LAB:MM: 4 Hour(s)
COMPUTERS & ENTERTAINMENT W/ LAB:MM~ Since the advent of the computer age, new types of entertainment have arisen that take advantage of the new capabilities. These include animations used in games and movies, web sites that support a wide variety of social and leisure activities, and the ability to create complex simulations such as amusement park rides. This course will explore various applications of computing in entertainment as well as some of the underlying principles of computer science. No prior experience with computer science or programming is expected. This course fulfills the Modeling Methods requirement.
Core: Modeling Methods

CPSC 17000: JAVA SUPPLEMENT: 1 Hour(s)
JAVA SUPPLEMENT~ An intense introduction to the basic CPSC 172 or 17200 with all work completed in intense sessions the preparation for CPSC 172 or 17200: Introduction to Programming Java. Only available to students who have met their laboratory science requirement, whose declared academic program requires a programming course, and who have received permission from the instructor. Pass/No Credit Only. Must be taken concurrently with CPSC 172 or 17200. Not open to students who have completed CPSC 171 or 17100. Prerequisite: Permission of instructor.
Corequisite: CPSC 17200

CPSC 17100: INTRO TO COMPUTER SCI-W/LAB:MM: 4 Hour(s)
INTRODUCTION TO COMPUTER SCIENCE-W/LAB:MM~ The introduction to the computer science discipline which establishes a scientific foundation for a variety of topics, including computer programming, computer design, information processing, the algorithmic solution of problems, and the study of the algorithmic process itself. Student must also register for a lab. This course fulfills the Modeling Methods requirement. The breakdown between lecture and lab hours is for administrative office use only. This course may only be taken as 4 credit hours.
Core: Modeling Methods

CPSC 17200: INTRO TO PROGRAMMING-W/LAB:MM: 4 Hour(s)
INTRODUCTION TO PROGRAMMING-W/LAB:MM~ An introduction to the process of program creation. Students will learn to use the principal facilities of a high-level programming language and to transform algorithms into correct programs. Abstract data types will be stressed. Student must also register for a CPSC 17200 lab. This course fulfills the Modeling Methods requirement. Prerequisite: Computer Science 171 or 17100 or 170 or 17000 or 16600 taken concurrently or permission. The breakdown between lecture and lab hours is for administrative office use only. This course may only be taken as 4 credit hours.
Prerequisite: CPSC 171 or CPSC 17100 or CPSC 170 or CPSC 17000 (may be taken concurrently) or CPSC 16600
Core: Modeling Methods

CPSC 18000: WKSP: 1 Hour(s)
WORKSHOP~ This workshop will provide the opportunity for students to examine a special topic in Computer Science. Through readings, discussions and written assignments there will be opportunities to evaluate the topic at issue. Workshops may be taken Pass/No Credit only. Students may take no more than nine workshops for credit toward graduation. Workshops can be used as elective credit only. (For PGS students only)

CPSC 20100: DATA STRUCTURE/ALGORITHMS-W/LAB:MM: 4 Hour(s)
DATA STRUCTURES AND ALGORITHMS-W/LAB:MM~ A study of a broad spectrum of data structures and algorithms and the use of advanced language facilities and programming techniques for implementing them. Student must also register for a CPSC 20100 lab. This course fulfills the Modeling Methods requirement. Prerequisite: Computer Science 172 or 17200 with a grade of C or better or permission. The breakdown between lecture and lab hours is for administrative office use only. This course may only be taken as 4 credit hours.
Prerequisite: (CPSC 172 or CPSC 17200)
Core: Modeling Methods

CPSC 20200: PROBLEM SOLVING/PROGRAM PRACTICUM: 3 Hour(s)
PROBLEM-SOLVING AND PROGRAMMING PRACTICUM~ Successful computer problem-solving relies not only on the development of appropriate algorithms, but also on the recognition of instances of well-defined problem classes for which algorithms already exist. In addition, excellence in computer programming cannot be developed without significant practice in implementing and debugging solutions. This course will provide students with a guided programming practicum, in which they will program solutions to carefully chosen problems that exemplify common problem classes. Many problems will be chosen from recent programming contests. Prerequisite: Computer Science 172 or 17200 or permission.
Prerequisite: CPSC 172 or CPSC 17200

CPSC 20500: SYSTEMS PROGRAMMING: 3 Hour(s)
SYSTEMS PROGRAMMING~ Systems programming concentrates on an in-depth study of one operating system, such as Unix, and how to write system programs in that operating system. The course will concentrate on the operating system’s history, file system structure, commands, utilities, multi-tasking capabilities, communication, security, and shell-type programming. Theory is presented in the context of how the operating system implements the ideas. By the end of the course, students should be able to determine how most of the commands are implemented and how to use operating system properties to create tools and applications. Prerequisite: CPSC 171 or 17100 or Permission.
Prerequisite: CPSC 171 or CPSC 17100
CPSC 21000: DESIGN & BUILD COMPUTER GAMES: 3 Hour(s)
DESIGNING AND BUILDING COMPUTER GAMES~ Computer gaming is a large and growing industry and the skills needed in the industry can be applied across the field of computer science. In this course you will work in teams to design and build a computer game using these skills. Programming topics covered in the course include threading, graphics and animation, interactivity and user interfaces, sound effects and music, and multi-player gaming over networks. In addition you will learn skills for working on a large project in a team environment. This course is designed around group work. You will be responsible for one portion of your team's performance. Prerequisites: CPSC 172 or 17200
Prerequisite: (CPSC 172 or CPSC 17200)

CPSC 24000: COMPUTER ETHICS:ES: 3 Hour(s)
COMPUTER ETHICS:ES~ A consideration of some of the major controversies, key value conflicts, ethical dilemmas, and social choices that drive and shape the computerization of our society. Representative areas of concern will include personal information and privacy, the effect of introducing the computer into the work place, computer crime and fraud, relationships in electronic communities, security and reliability issues, and the use of the information highway. May not be used to satisfy a distribution requirement in the sciences. This course fulfills the Core: Meaning/Ethics/Soc Responsibl

CPSC 25200: COMPUTER ORGANIZATION: 4 Hour(s)
COMPUTER ORGANIZATION~ An introduction to the design, functioning, and control of the subsystems of a computer system: processors, memory, storage, and input/output. Topics include digital logic, combinational, sequential, and register-transfer circuits, control unit, interrupt processing, microprogramming, and assembly language. Prerequisite: Computer Science 171 or 17100 and 172 or 17200 or permission. Prerequisite: CPSC 171 or CPSC 17100 and CPSC 172 or CPSC 17200

CPSC 28000: SEM:~ 4 Hour(s)
SEMINAR~

CPSC 28100: INDEPENDENT STUDY: 1-4 Hour(s)
INDEPENDENT STUDY~

CPSC 29800: FIELD EXPERIENCE: 1-4 Hour(s)
FIELD EXPERIENCE~

CPSC 32000: COMPUTER VISION: 4 Hour(s)
COMPUTER VISION~ An introduction to the theory and algorithms needed for automatic interpretation of images. Topics include: image formation, segmentation, stereo, motion and other geometric reasoning techniques, object recognition, and applications. Sources of uncertainty and techniques for recognition in the presence of uncertainty will also be discussed. Students will implement significant parts of a complete object recognition system. Prerequisites: Computer Science 171 or 17100 and 172 or 17200 or permission. Prerequisite: CPSC 172 or CPSC 17200

CPSC 32201: USER INTERFACE DESIGN: 4 Hour(s)
USER INTERFACE DESIGN~ In order to develop systems that are usable and useful, the interactions between user and system must be considered. This class will focus on designing the user interfaces of computer systems. Students will learn and practice the entire life cycle of a user interface design from modeling theuser through designing, developing, and formally evaluating the interface. This course will include a significant group system development project. Prerequisite: CPSC 171 or 17100 and CPSC 172 or CPSC 17200 or permission. Prerequisite: CPSC 171 or CPSC 17100 and CPSC 172 or CPSC 17200

CPSC 33100: VLSI DESIGN: 4 Hour(s)
VLSI DESIGN~ Virtually every electronic device includes one or more VLSI (Very Large Scale Integration) 'chips.' This course will look at how such VLSI chips are designed, concentrating on field-programmable logic devices (FPLDs), which are the chips most commonly used for small-volume consumer devices. The course will cover logic design, schematic capture, and design, using a hardware description language. Students will design and implement projects on actual FPLDs. Prerequisites: Computer Science 171 or 17100 and 172 or 17200 or permission. Prerequisite: CPSC 171 or CPSC 17100 and CPSC 172 or CPSC 17200

CPSC 34500: PROGRAMMING LANGUAGES: 4 Hour(s)
PROGRAMMING LANGUAGES~ A study the concepts underlying programming languages. Students will learn to describe the syntax and semantics of programming languages in a formal manner, to analyze a programming language with respect to its capabilities and limitations for the solution of particular classes of problems, to approach the task of learning a new programming language in an effective manner, and to specify desirable characteristics in a language. Prerequisite: Computer Science 171 or 17100 and 172 or 17200 or permission. Prerequisite: CPSC 171 or CPSC 17100 and CPSC 172 or CPSC 17200

CPSC 35100: PROGRAMMING LANGUAGES: 4 Hour(s)
PROGRAMMING LANGUAGES~ A study the concepts underlying programming languages. Students will learn to describe the syntax and semantics of programming languages in a formal manner, to analyze a programming language with respect to its capabilities and limitations for the solution of particular classes of problems, to approach the task of learning a new programming language in an effective manner, and to specify desirable characteristics in a language. Prerequisite: Computer Science 171 or 17100 and 172 or 17200 or permission. Prerequisite: CPSC 171 or CPSC 17100 and CPSC 172 or CPSC 17200

CPSC 35200: COMPUTER SECURITY: 4 Hour(s)
COMPUTER SECURITY~ An introduction to secure computer systems and a study of their most important responsibilities, including authenticating users, protecting user privacy, and ensuring the privacy, integrity, and availability of the system's data. The student will gain an understanding of techniques and procedures that are being used as well as the challenges that still remain to attain secure computer systems, networks, and the Internet. Prerequisite: Computer Science 171 or 17100 and 172 or 17200 or permission. Prerequisite: CPSC 171 or CPSC 17100 and CPSC 172 or CPSC 17200

CPSC 35600: DATABASE DESIGN: 4 Hour(s)
DATABASE DESIGN~ A study of the principles and concepts relevant to the management of complex data systems, especially the relational database model. Students design and implement a complete database system, from requirements analysis through documentation, using a generic database engine. Counts toward e-minor. Prerequisite: Computer Science (171 or 17100) and (172 or 17200) or permission. Prerequisite: (CPSC 171 or CPSC 17100) and (CPSC 172 or CPSC 17200)

CPSC 35800: INTRO DESIGN & ANALYSIS ALGORITHM: 4 Hour(s)
INTRODUCTION TO THE DESIGN AND ANALYSIS OF ALGORITHMS~ Algorithms play the central role in the field of Computer Science. This course will primarily focus on the techniques used for designing algorithms to solve common problems in the field of Computer Science as well as methods for evaluating an algorithm's performance. In designing algorithms the course will look at such methods as brute force, divide-and-conquer, transformation of the problem, and dynamic programming. Analysis techniques will include important concepts such as space-time tradeoffs. Efficiency classes, and mathematical analysis techniques. Mathematical sophistication will be developed. Prerequisites: Computer Science 201 or 20100 or permission. Prerequisite: (CPSC 201 or CPSC 20100)
CPSC 36100: COMPUTER SIMULATION SM: 4 Hour(s)
COMPUTER MODELING AND SIMULATION SM: An introduction to
modeling and simulation to solve real-world system problems. The
emphasis will be on gathering data and modeling natural systems. Topics
covered will include discrete event simulation, parameter optimization,
Markov models, and other system modeling techniques, simulation
languages, techniques for running simulation models, and the analysis of
the simulation output to gathered data. This course fulfills the
Experimental Scientific Methods requirement. Prerequisites: CPSC 171
or 17100 and 172 or 17200 or permission.
Prerequisite: CPSC 171 or CPSC 17100 and CPSC 172 or CPSC 17200
Core: Experimental Scientific Method

CPSC 36300: COMPUTER NETWORKS: 4 Hour(s)
COMPUTER NETWORKS: A study of the fundamentals of the field of
data and computer communication. Key topics include the layered
architecture, network protocols, and algorithms for accurate and reliable
message delivery in both local-area and wide-area networks. Current
networking standards will be studied. Prerequisite: Computer Science 171
or 17100 and 172 or 17200 or permission.
Prerequisite: CPSC 171 or CPSC 17100 and CPSC 172 or CPSC 17200

CPSC 36700: PARALLEL COMPUTING: 4 Hour(s)
PARALLEL COMPUTING: An introduction to parallel and distributed
architectures, programming languages, operating systems, and
algorithms. Students will design and program parallel and distributed
algorithms. Prerequisite: Computer Science 171 or 17100 and 172 or
17200 or permission.
Prerequisite: CPSC 171 or CPSC 17100 and CPSC 172 or CPSC 17200

CPSC 37500: SOFTWARE ENGINEERING: 4 Hour(s)
SOFTWARE ENGINEERING: Students will study both the theoretical and
practical aspects of designing and developing large, complex software
systems. Readings will emphasize research results and case studies of
all phases of the software lifecycle: requirements, specification, design,
resource allocation, implementation, integration, and testing. Principles
will be applied by the class to various projects. Prerequisites: CPSC 171
or 17100 and 172 or 17200 or permission.
Prerequisite: CPSC 171 or CPSC 17100 and CPSC 172 or CPSC 17200

CPSC 38000: SEM: 1-4 Hour(s)
SEMINAR:

CPSC 38100: SPC TPC: 1-4 Hour(s)
SPECIAL TOPICS IN COMPUTER SCIENCE: Various advanced topics are
offered when need and sufficient interest are demonstrated. Credit hours
and prerequisites are established for each offering. May be taken more
than once with department consent.

CPSC 38600: ARTIFICIAL INTELLIGENCE: 4 Hour(s)
ARTIFICIAL INTELLIGENCE: The goals, problems, concepts, and
methods of artificial intelligence are explored. The emphasis is on
computer problem-solving paradigms and knowledge representations.
Examples of techniques and systems are chosen from the areas of image
recognition, human-machine interfacing, game playing, natural-language
understanding, robotics, expert systems, and automatic reasoning.
Students will design and implement relevant algorithms. Prerequisites:
Computer Science 201 or 20100 or permission.
Prerequisite: CPSC 201 or CPSC 20100

CPSC 38700: COMPUTER GRAPHICS: 4 Hour(s)
COMPUTER GRAPHICS: A study of the algorithms and techniques of
counture devices, geometric algorithms for displays, interaction methods, hierarchical
modeling, lighting color, shading models, and hidden edge and
surface algorithms. Students will design and implement various
three-dimensional algorithms to produce displays in an interactive
environment. Prerequisites: Computer Science 171 or 17100 and 172 or
17200 or permission.
Prerequisite: CPSC 171 or CPSC 17100 and CPSC 172 or CPSC 17200

CPSC 38800: COMPILER DESIGN & CONSTRUCTION: 4 Hour(s)
COMPILER DESIGN AND CONSTRUCTION: An intense treatment of the
theoretical and practical considerations involved in implementing
translators for high-level programming languages. Students will
design and implement parts of a compiler for a high-level language.
Prerequisites: Computer Science 171 or 17100 and 172 or 17200, and at
least one computer science course above 200 or 20000, or permission.
Prerequisite: CPSC 171 or CPSC 17100 and CPSC 172 or CPSC 17200

CPSC 40000: INTEGRATED RESEARCH COMPONENT I: 2 Hour(s)
INTEGRATED RESEARCH COMPONENT I: The student will propose and
complete a plan to investigate a research topic that is integrated with the
specified course. The plan must include a substantial implementation
demonstrating some aspect of the research, a journal-quality research
paper, and a formal talk presented to peers and faculty. Corequisite:
Specified 300 or 30000-level Computer Science course. Prerequisite:
Computer Science 201 or 20100 or permission.
Prerequisite: (CPSC 201 or CPSC 20100)

CPSC 40100: INTEGRATED RESEARCH COMPONENT II: 2 Hour(s)
INTEGRATED RESEARCH COMPONENT II: The student will propose and
complete a plan to investigate a research topic that is integrated with the
specified course. The plan must include a substantial implementation
demonstrating some aspect of the research, a journal-quality research
paper, and a formal talk presented to peers and faculty. Corequisite:
Specified 300 or 30000-level Computer Science course. Prerequisite:
Computer Science 201 or 20100 or permission.
Prerequisite: (CPSC 201 or CPSC 20100)

CPSC 404000: THEOREY OF COMPUTATION: 4 Hour(s)
THEORY OF COMPUTATION: An introduction to the classical and
contemporary theory of computation. The topics covered are the theory
of automata and formal languages, computability by Turing machines
and recursive functions, unsolvability, computational complexity,
and mathematical logic. Mathematical sophistication is expected.
Prerequisites: Computer Science 201 or 20100 or permission.
Prerequisite: CPSC 201 or CPSC 20100 and MATH 217 or MATH 21700

CPSC 48000: SENIOR SEMINAR: 1-4 Hour(s)
SENIOR SEMINAR:

CPSC 48100: INDEPENDENT RESEARCH: 1-4 Hour(s)
INDEPENDENT RESEARCH:

CPSC 49800: INTERNSHIP: 4 Hour(s)
INTERNSHIP:

Additional Courses will be approved during the 19-20 Academic Year.
CRLJ 10500: LAW & SOCIETY: 4 Hour(s)
ISSUES IN LAW AND SOCIETY ~ This course is an introduction to the American legal system (both civil and criminal law) and its relationship with social institutions. It provides students with knowledge about the connections between justice and society with particular emphasis on the law's historical origins and its structure and function within society. Several topics such as types of crime, juveniles and criminality, minorities and criminality, and social control are discussed allowing for better understanding of the significant interaction between law and humanity.

CRLJ 18000: WKSP. 1 Hour(s)
WORKSHOP ~ This workshop will provide the opportunity for students to examine a special topic in Crime, Law and Justice. Through readings, discussions and written assignments there will be opportunities to evaluate the topic at issue. Workshops may be taken Pass/No Credit only. Students may take no more than nine workshops for credit toward graduation. Workshops can be used as elective credit only.

CRLJ 20100: CRIMINOLOGY: 4 Hour(s)
CRIMINOLOGY ~ This course explores how society defines crime, who gets labeled a "criminal," and how we punish those who commit crimes. With an emphasis on the societal impact of crime and the many theories on why criminal behavior occurs; students will examine how criminality relates to the world around them. Several topics such as the multiple types of crime, measurement trends/patterns, hate crime, drugs, organized crime and more will be examined in relation to society at large. Prerequisite: (CRLJ 10500 or SOAN 10500)

CRLJ 28000: SEM: 4 Hour(s)
SEMINAR ~

CRLJ 28100: INDEPENDENT STUDY: 1-4 Hour(s)
INDEPENDENT STUDY ~

CRLJ 29800: FIELD EXPERIENCE: 1-4 Hour(s)
FIELD EXPERIENCE ~

CRLJ 38000: SEM.: 1-4 Hour(s)
SEMINAR ~

CRLJ 38100: SPC TPC: 1-4 Hour(s)
SPECIAL TOPIC ~

CRLJ 48000: SENIOR SEMINAR: 1-4 Hour(s)
SENIOR SEMINAR ~

CRLJ 48100: INDEPENDENT RESEARCH: 1-4 Hour(s)
INDEPENDENT RESEARCH ~

CRLJ 49800: INTERNSHIP: 4 Hour(s)
INTERNSHIP ~

Economics (ECON)

ECON 18000: WKSP: 1 Hour(s)
WORKSHOP ~ This workshop will provide the opportunity for students to examine a special topic in Economics. Through readings, discussions and written assignments there will be opportunities to evaluate the topic at issue. Workshops may be taken Pass/No Credit only. Students may take no more than nine workshops for credit toward graduation. Workshops can be used as elective credit only. (For PGS students only.)
ECON 23000: HIST OF LABOR IN THE U.S.:CA,UD: 4 Hour(s)
WORKERS UNIONS BOSSES AND CAPITALISTS:CA,UD~ History of labor in the United States. The economic and technological transformations that carried the United States into the industrial age brought significant changes in the patterns of everyday life. This course examines the effects of such changes from the perspective of working people in the 19th and 20th century United States. Topics include the development of the market economy and industrial modes of production, class formation, working-class political organization, immigration, slavery and emancipation, the sexual division of labor, the rise of corporate capitalism, consumption and the commercialization of leisure, the welfare state, the global economy, and the nature of work in ‘postindustrial’ society. Also listed as History 23000. This course fulfills the Social and Cultural Analysis requirement and the Understanding Diversity in the USA requirement.
Core: Social/Cultural Analysis Meth; Understanding Diversity Home

ECON 23210: ORGANIZATIONAL ECOLOGY: 4 Hour(s)
MANAGING FOR SUSTAINABILITY:ORGANIZATIONAL ECOLOGY~
Organizational ecology examines the relationship between organizations - for-profit and not-for-profit - and nature. It envisions an industrial ecosystem in which energy and material use is optimized, waste and pollution are minimized, and there is an economically and environmentally viable role for every product of a manufacturing process. Successful organizations such as Herman Miller, Seventh Generation, Interface Inc., and Henkel will be examined to discover how their business practices foster positive relationship with all of the stakeholders including their natural environment. A revised version of this course is also offered as ECON 23200 for three (3) credit hours. Also listed as Environmental Studies 23210.

ECON 23500: CAPITALISM: LIBERTY/JUSTICE:ES: 3 Hour(s)
LIBERTY JUSTICE AND CAPITALISM TWO VIEWS:ES~
What values form the foundation for the capitalist democratic system? Can our modern capitalist system be considered fair or just? How do we evaluate the inherent dynamic tension in capitalism between efficiency and equity? What values are most important in the system? How do we define distributive justice? How do we understand equality of opportunity as distinct from equality of results? How do we understand the relationship between private property rights and the allegation of exploitation of workers by capitalists. We will explore the interrelationships between our own values and our society’s political and economic values as we understand them. Our focus will be on these enduring questions about our political economy at the turn of the 20th century. Our values continue to evolve through history and personal experiences. As they evolve, they influence our laws, our economic institutions, and the distribution of economic and political power in our society. This course fulfills the Meaning, Ethics, and Social Responsibility requirement.
Core: Meaning/Ethics/Soc Responsibil

ECON 27900: ECONOMICS AND ETHICS:ES: 3 Hour(s)
ECONOMICS AND ETHICS:ES~ An investigation of ethical dilemmas faced by individuals trying to make rational choices is the focus of this course. Different cases considered by economic theorists will be presented and the discussion will concentrate on the possible choices, likely decisions and social implications. This course fulfills the Meaning, Ethics, and Social Responsibility requirement.
Core: Meaning/Ethics/Soc Responsibil

ECON 28000: SEM.: 1-4 Hour(s)
SEMINAR~ An introduction to selected topics of current interest in Economics.

ECON 28100: INDEPENDENT STUDY: 1-4 Hour(s)
INDEPENDENT STUDY~ Open to all economics majors with the consent of the instructor. It affords economics majors the opportunity to design their own course of study in an area that is not currently taught. The independent study normally requires the students to write a research paper.

ECON 29800: FIELD EXPERIENCE: 1-4 Hour(s)
FIELD EXPERIENCE~

ECON 30600: COMPARATIVE ECON SYSTEMS:CA: 4 Hour(s)
COMPARATIVE ECONOMIC SYSTEMS:CA~ Every society has to decide what, how and for whom the goods and services of the society are to be produced and distributed. Fundamentally, these decisions reflect differences in the values, philosophy, theory and real world economic arrangements that comprise an economic system. The course focus constitutes a comparison of capitalism, market socialism, and communism and their many real world variations. Prerequisites: Economics (201 or 20100) or permission of instructor. This course fulfills the Social and Cultural Analysis requirement.
Prerequisite: (ECON 201 or ECON 20100)
Core: Social/Cultural Analysis Meth

ECON 30700: MARKET STRUC, STRATEGY, PERFOR: 4 Hour(s)
MARKET STRUCTURE, STRATEGY, AND PERFORMANCE~ This course is an in-depth study of a firm’s market environment and its relationship to a firm’s conduct and performance: monopoly, oligopoly, and conglomerate pricing behavior, and its effects on production and income distribution; advertising and other non-price competition; market concentration and research and development; horizontal, vertical and conglomerate mergers and marketing strategy and efficiency; peak-load pricing and optimal capacity of public utilities; government regulation and its impact on prices; anti-trust policy; and international trade and interdependence. Prerequisites: Economics(201 or 20100) and (202 or 20200).
Prerequisite: (ECON 201 or ECON 20100) and (ECON 202 or ECON 20200)

ECON 31400: PUBLIC POLICY MAKING: 4 Hour(s)
PUBLIC POLICY MAKING~ This course offers an analysis of various elements of American domestic policy; e.g., progressive taxation, welfare, and anti-trust enforcement, and the policies of regulatory agencies. Also listed as Political Science (31400).

ECON 31800: INTERNATIONAL TRADE & FINANCE: 4 Hour(s)
INTERNATIONAL TRADE AND FINANCE~ Why do people in different countries with varied languages, customs, currencies bother to trade? How do subgroups in these countries fare as a result of trade? What are the modern trade theories? How is trade financed? Why and how do capital movements take place? What is the impact of trade flows and capital movements on the macroeconomy of a country? Prerequisite: Economics(201 or 20100) and (202 or 20200).
Prerequisite: (ECON 201 or ECON 20100) and (ECON 202 or ECON 20200)

ECON 32100: MONEY/BANKING/MONETARY THEORY: 4 Hour(s)
MONEY, BANKING AND MONETARY THEORY~ What qualifies as money? What does money do? Who provides money to the economy? Who wants money? (Who doesn’t?!) How does the institutional setup in an economy affect the demand and supply of money and the interest rates? How do foreign economies modify their monetary institutions? How do policy choices influence the monetary sector? Prerequisite: Economics (201 or 20100) and Economics (202 or 20200) or permission.
Prerequisite: (ECON 201 or ECON 20100) and (ECON 202 or ECON 20200)
ECON 33000: PUBLIC FINANCE: 4 Hour(s)
PUBLIC FINANCE~ This course is the study of the organizational structure and internal workings of the government from the perspective of its interrelationships with society in both a political and economic context. The course will stress the multi-faceted nature of government in our modern society and will examine the decision-making processes of government with an analysis of the effect of government actions on the economy. Prerequisites: Economics 201 or 20100 or 202 or 20200. Prerequisite: ECON 201 or ECON 202 or ECON 20100 or ECON 20200

ECON 33600: URBAN ECONOMICS AND POLITICS: 3 Hour(s)
URBAN ECONOMICS AND POLITICS~ Application of economic principles to urban spatial patterns, economic development and public policy in housing, transportation, pollution and other contemporary urban problems. Prerequisites: Economics (201 or 20100) or permission of the instructor. This course is also offered in a 4 credit hour format as Economics 33600. Also listed as Political Science 33600. Prerequisite: (ECON 201 or ECON 20100)

ECON 33900: URBAN ECONOMICS AND POLITICS: 4 Hour(s)
URBAN ECONOMICS AND POLITICS~ Application of economic principles to urban spatial patterns, economic development and public policy in housing, transportation, pollution and other contemporary urban problems. Prerequisites: Economics (201 or 20100) or permission of the instructor. This course is also offered in a 3 credit hour format as Economics 336 or 33600. Also listed as Political Science 33900. Prerequisite: (ECON 201 or ECON 20100)

ECON 34100: ECONOMIC DEVELOPMENT: 4 Hour(s)
ECONOMIC DEVELOPMENT~ A course on economic development focuses our attention on the tier monde or third world countries and their efforts to sustain and improve their society's standard of living. Our understanding of how a country can develop begins with economic theories, but must include consideration of a broader more expansive set of political, historical and cultural factors. Because of this expanded scope, our inquiry into the process and nature of economic development will be full of complexity and uncertainty. On the one hand, this is what makes it interesting. This also makes it frustrating. While our inquiry includes relevant economic theory, it also has numerous rich historical case studies and current empirical examples of development efforts by specific countries across a broad range of historical and current periods. Prerequisite: Economics(201 or 20100). Prerequisite: (ECON 201 or ECON 20100)

ECON 35000: MICROECON: DECISION MAKING: 4 Hour(s)
MICROECONOMICS: DECISION MAKING~ An examination of the methodology and analytical tools that economists have developed for studying the allocation of resources. Through a careful study of the scope, methods, and principles of microeconomic theory, an appreciation of the strengths and limitations of economic theory will be gained. The process by which our society determines the use and development of its limited resources and the impact of this process on the formation and the achievement of the individual and societal goals will be considered. Specific attention will be paid to tools for estimating and forecasting demand and supply. Prerequisite: Economics (201 or 20100) or permission of instructor. Formerly listed as ECON 250 or 25000. Prerequisite: (ECON 20100 or ECON 201)

ECON 35600: BUSINESS+SUCCESS CHILE:PREQUEL: 1 Hour(s)
BUSINESS AND CULTURE IN CHILE ~ Business and Culture in Chile is the required one credit hour preparatory course for the study abroad program in Chile. Students are exposed to frameworks from management and economics to better understand business behavior. Students also study Chilean culture, history and geography to more fully grasp the nature of doing business there. In addition, this course prepares students on a practical level for the visit to Santiago as well as other locations around the country. Corequisite: INTD 35650

ECON 36000: INTERMEDIATE MACROECONOMICS: 4 Hour(s)
INTERMEDIATE MACROECONOMICS~ Macroeconomics investigates the forces that affect the economy of an entire country. Theories of growth, stagnation, unemployment, inflation, exchange rates, and interest rates are discussed with the connecting feedback mechanisms. A unified theoretical model is developed throughout the course to enable the student to understand the basic challenges that are faced by economies and also to understand the limits of available policy measures. Prerequisites: Economics (201 or 20100) and (202 or 20200). Prerequisite: (ECON 202 or ECON 20200) and (ECON 201 or ECON 20100)

ECON 38000: SEMINAR: 1-4 Hour(s)
SEMINAR~

ECON 38100: SPC TPC: 1-4 Hour(s)
SPECIAL TOPICS~ Various advanced courses.

ECON 47900: RESEARCH METHODS AND DESIGN: 2 Hour(s)
RESEARCH METHODS AND DESIGN~ This course will focus on devising research questions, building a bibliographic base for surveying the literature, and discussing methodologies, all of which shall lead to preparation for the research paper that will be completed in Economics Senior Seminar. Prerequisite: senior standing.

ECON 48000: ECONOMICS SENIOR SEMINAR: 3 Hour(s)
ECONOMICS SENIOR SEMINAR~ This course is designed as a capstone to the Economics major. The format for the seminar is to have each student write and present a significant research paper on a topic of his or her choice. The research effort will be a group process with continuous discussion, criticism, and suggestion from the participants, in order to improve the quality of the paper during the research and writing period. Participants give progress reports and summarize their readings to receive constructive evaluations. Prerequisite: Economics (479 or 47900). Prerequisite: (ECON 479 or ECON 47900)

ECON 48100: INDEPENDENT RESEARCH: 1-4 Hour(s)
INDEPENDENT RESEARCH~ The course is open to Economics and Management majors with junior standing or above, with the consent of the department. This affords junior and senior Economics or Management majors the opportunity to design their own course of study in an area that is not currently taught. The independent research course would normally require the student to write a research paper.

ECON 49800: INTERNSHIP: 4 Hour(s)
INTERNSHIP~ For a complete description of this program, students should consult with a member of the Economics faculty.
Education (EDUC)

EDUC 10200: TEACHER LICENS POLICIES/PROCED: 1 Hour(s)
TEACHER LICENSURE POLICIES AND PROCEDURES~ Participants in
this course will examine policies and procedures for teacher licensure
in the state of Ohio, and specifically at Hiram College. Issues pertinent
to teacher licensure, such as career options of educators, certification
in states other than Ohio, and Pearson testing requirements, will be
discussed. Participants will complete an application to Hiram’s teacher
licensure program and will initiate other aspects of the licensure process.
This course is a requirement for every student seeking teacher licensure,
and must be taken during the first term they wish to apply to Hiram
Education Department’s program. This course is offered on a Pass/No
Credit basis only.

EDUC 10700: ENTREPRENEUR THRU EDUCATION:ES: 4 Hour(s)
EXPLORING INTERSECTIONS-EXAMINING ENTREPRENEURSHIP
THROUGH AN EDUCATIONAL LENS:ES~ This course will examine
opportunities for intersecting education, entrepreneurship, and
social issues. It will explore the educational slant of certain social
entrepreneurship and non-profit ventures, and will consider the strengths
and challenges of each approach. Students will ethically consider how
organizations may impose a particular worldview and the potential
implications of this worldview on those they serve and those they are
educating, understanding that no educational tool or strategy is free of
specific ideologies or values. Students will also develop and implement
an educational plan/application of learning to support Hiram College’s
own student run venture (focusing on fair trade goods) by designing
educational events around the merchandise in the store. This course is
also listed as ENTR 10700. This course is aligned with the Educational
Studies Major/Minor Program Goals and Outcomes. This course counts
toward the Entrepreneurship Minor. This course fulfills the Meaning,
Ethics, and Social Responsibility requirement.
Core: Meaning/Ethics/Soc Responsibil

EDUC 12000: PERSONAL COMM HEALTH P12:ES: 3 Hour(s)
PERSONAL AND COMMUNITY HEALTH ISSUES PREK-12:ES ~ This
course examines the myriad issues of personal and community health
impacting PreK-12 students of the 21st century. Topics such as abuse
and neglect, major childhood illnesses and communicable diseases,
and recommendations for appropriate nutrition, immunizations and
health practices for appropriate development will be discussed.
Additionally, this course will explore urgent issues impacting children
and adolescents including opioid education and abuse, community
and school violence, suicide awareness and prevention, bullying and
conflict resolution and teacher understanding of aggressive, risk-taking,
and/or antisocial behaviors. Aspects of trauma-informed teaching and
responsive classroom practices will provide an over-arching framework
for the course. The intent of this course is to prepare educators to
work proactively to understand, identify and respond to the personal
and community health factors that impact academic achievement and
success. This course will meet 12 times for face-to-face meetings of 3
hours each. Students should plan to spend a minimum of 2 hours for
each assigned reading. The remainder of the engagement hours will be
spent on quiz preparation, the Advocacy paper, online discussions and
preparing for the presentation. Note: This course meets a requirement
for all licensure areas and is an elective for the Educational Studies
program. However, due to the nature of the content of the course
alignments to the Education Department Goals and Standards, the
Education Department Dispositions, I\TASC Standards, and the Ohio
Standards for the Teacher Profession form the basis of this class. The
content of the course, however, is applicable to any student who wishes
to work with young children and adolescents, whether in a classroom or
other environment. This course fulfills the Meaning, Ethics, and Social
Responsibility (ES) core.
Core: Meaning/Ethics/Soc Responsibil

EDUC 12100: AM SIGN LANG/DEAF CULTURE I: 4 Hour(s)
INTRODUCTION TO SIGN LANGUAGE AND DEAF CULTURE I~ This
class in the introductory course for American Sign Language as a world
language credit. This course will focus on the visual-spatial language
of ASL with emphasis on expressive/receptive communication skill building,
vocabulary development, and grammatical structure development. Deaf
Culture awareness and understanding of the Deaf Community will also be
featured throughout the course.

EDUC 12200: AM SIGN LANG/DEAF CULTRE II:UD: 4 Hour(s)
AMERICAN SIGN LANGUAGE AND DEAF CULTURE II:UD~ This course
builds on the knowledge and skills developed in ASL I. This course
focuses on increased speed, fluency, vocabulary receptive skills and
knowledge of grammatical structures. This course provides opportunities
for students to continue to increase expressive communicative
effectiveness using ASL with as emphasis on non-manuals. Students will
further receptive skills and voice simple ASL sentences and paragraphs.
This course fulfills the Understanding Diversity in the USA requirement.
Prerequisite: EDUC 12100
Prerequisite: EDUC 12100
Core: Understanding Diversity Home
EDUC 15000: EDUC CULTURE & SOCIETY:CA,UD: 4 Hour(s)
EDUCATION, CULTURE & SOCIETY:CA,UD-- This course is designed to introduce students to the issues related to teaching the widening diversity of students to be found in schools and communities across the United States. Students become familiar with the knowledge base, skills, and dispositions that are necessary to offer equal educational opportunity for all children and adolescents. The course examines the impact that human difference has on educational policy and practice, as well as the relationship of cultural values to the formation of a teacher’s professional and personal self-concept and teaching styles. Field experiences provide interactions with students in diverse schools. This course fulfills the Social and Cultural Analysis requirement and the Understanding Diversity in the USA requirement.
Core: Social/Cultural Analysis Meth; Understanding Diversity Home

EDUC 20100: EDUCATION AND US SOCIETY:ES: 4 Hour(s)
EDUCATION AND U.S. SOCIETY -- This course examines the historical, philosophical and sociological foundations of education as sources for school policies and practices. Students will explore multiple facets of education in relationship to U.S. society and its constituent cultures, and will research and discuss contemporary issues in education. Includes observation at a variety of school and community sites. Some sections of this course may be considered service learning (SL).
Core: Meaning/Ethics/Soc Responsibil

EDUC 20500: ENVIRONMENTAL EDUCATION: 4 Hour(s)
ENVIRONMENTAL EDUCATION-- The goal of this course is to provide students, including those interested in classroom and environmental education, naturalists, and youth leaders, with the skills, experiences, and understandings necessary to help audiences interpret their natural surroundings and define their relationship and interactions with nature and the environment. This will be accomplished by emphasizing an understanding of natural history and fundamental environmental concepts, and providing opportunities to plan, teach and evaluate nature and environmental education based on best practices and developmentally appropriate strategies. The James H. Barrow Field Station and surrounding park districts and environmental education centers will be our classroom as we attempt to develop a foundation for conceptual understanding of environmental concepts. The course will focus on environmental literacy and current research in environmental education. Students will develop skills to foster learning through experiences teaching children, adults and families at the Hiram College Field Station, local schools and nearby natural areas. Assessment of learning outcomes and program evaluation strategies will be practiced. Students will be certified to teach national curricula, such as project WILD and Project WILD Aquatic. A segment of the course will be taught at Hiram's Northwoods Field Station in the Upper Peninsula of Michigan. Surrounded by 100,000 acres of national forest, lakes, streams and bogs, Northwoods provides the ideal location to develop a land ethic and reflect on the many ways people change nature and nature changes people. At Northwoods, we will live communally -- sleeping in cabins -- and each of us will be responsible for camp maintenance, daily chores, and cooking. Field trip fee. This course is also listed as Environmental Studies (205 or 20500).

EDUC 20600: PHONICS ELEM & MIDDLE GRADES: 3 Hour(s)
PHONICS FOR ELEMENTARY AND MIDDLE GRADES -- This course will focus on the PreK-9th grade population and how typically and atypically developing students learn to read. Students will understand the importance of Phonics instruction in a balanced reading program. Multi sensory methods of and strategies for phonics instruction will be discussed as well as modeled by students in the course, focusing on the alphabetic principle, phonological training/word-attack skills, word recognition, vocabulary, spelling, and writing, as well as assessment of relevant literacy skills. There will be a focus on the relationships among phonemic awareness and graphophonemic, syntactic, and semantic cueing systems, and the role they play in developing competence in reading, spelling, and writing. This course will serve as a basis for student understanding of the English language and its orthography.

EDUC 20900: UNIVERSAL DESIGN:UD: 3 Hour(s)
UNIVERSAL DESIGN:UD-- This course familiarizes students with the concept of universal design and how it applies to the creation and redesign of commonly encountered situations and entities. Universal Design is an approach that considers accessibility and usability for the greatest possible variety of people, disabled or not, without any special adaptations or modifications. Students will learn about the diversity of experiences and capabilities that people have, including disabilities (e.g. physical, learning, and cognitive), learning styles, and cultural backgrounds. After becoming familiar with how abilities vary, students will learn how to design/redesign products and environments in ways that make these things available to the broadest group of people. A revised version of this course is offered for 4 credit hours as EDUC 20910. This course fulfills the Understanding Diversity in the USA requirement.
Core: Understanding Diversity Home

EDUC 20910: UNIVERSAL DESIGN:UD: 4 Hour(s)
UNIVERSAL DESIGN:UD-- This course familiarizes students with the concept of universal design and how it applies to the creation and redesign of commonly encountered situations and entities. Universal Design is an approach that considers accessibility and usability for the greatest possible variety of people, disabled or not, without any special adaptations or modifications. Students will learn about the diversity of experiences and capabilities that people have, including disabilities (e.g. physical, learning, and cognitive), learning styles, and cultural backgrounds. After becoming familiar with how abilities vary, students will learn how to design/redesign products and environments in ways that make these things available to the broadest group of people. A revised version of this course is offered for 3 credit hours as EDUC 20900. This course fulfills the Understanding Diversity in the USA requirement.
Core: Understanding Diversity Home

EDUC 21500: UNDERSTANDING SCIENCE: 4 Hour(s)
UNDERSTANDING SCIENCE-- This course is designed to provide early and middle childhood educators with a better understanding of science by integrating fundamental scientific concepts. Using concepts in earth, space, life, and physical science, as outlined by the National Science Education Standards and the Ohio’s current content standards, students will investigate the nature of scientific knowledge. The inquiry-based approach to learning will not only emphasize science process skills, but also model best practices for early and middle childhood education. Students will work cooperatively to resolve questions, experiment, and discuss interpretations and conclusions. Class activities will help students develop their technological design abilities, as well as gain insight into the historical and cultural contributions of scientists who have provided us with a comprehensive understanding of the natural world.
EDUC 21600: EARTH & SPACE SCIENCE: 3 Hour(s)
UNCOVERING EARTH AND SPACE SCIENCE ~ This course provides a hands-on, field-based approach to learning about Earth and Space science. Through lectures, demonstrations, and field trips, students will develop a working knowledge of geology, including geologic history, plate tectonics, the hydrologic cycle and how thermal energy transfers throughout Earth’s spheres. Also, the solar system and Earth-Sun-Moon complex will be explored. Field trips will allow us to explore local natural resources to collect rocks and learn about geologic history and astronomy.

EDUC 22900: DEV APPROP PRACT:BIRTH-10:UD: 4 Hour(s)
DEVELOPMENTALLY APPROPRIATE PRACTICE: BIRTH TO TEN:UD ~ This course will focus on the goal of developmentally appropriate practice in childcare settings, preschools, and elementary classrooms in the context of individual, family, program, and community diversity. Students will learn about various types of early childhood and elementary grades programs and curriculum models, and nationally recognized preschool program models. As they observe and work with infants, toddlers, preschool, and elementary children, Hiram students will learn about developmental theorists and their ideas about how children learn. Field experiences will develop knowledge of typical as well as individual differences in development and learning across physical, cognitive, social-emotional, and language domains. The standards of the Council for the Accreditation of Educator Preparation, CAEP Elementary Standards, Ohio Common Core Standards, and the Ohio Standards for the Teaching Profession and their application to best practices in creating healthy, respectful, supportive, and challenging learning environments are included. Applicable standards and codes of ethics for other related disciplines/educational settings will also be covered. Field experience is required (EDUC 23000*). EDUC 23000* is taken concurrently with this course. This course fulfills the Understanding Diversity requirement.
Corequisite: EDUC 23000
Core: Understanding Diversity Home

EDUC 23000: ELEMENTRY SCHOOL EXP AND LAB: 2 Hour(s)
ELEMENTARY SCHOOL EXPERIENCE AND LAB~ The teacher candidate will use the classroom observation experience as a basis for reflecting on practice. Guided reflections require candidates to apply theories of elementary-aged development to classroom observation and interactions. In addition, candidates analyze the teaching process in the context of individual, family, and community diversity. This course is taken concurrently with EDUC 22900*. This course is offered Standard Letter Grade.
Corequisite: EDUC 22900

EDUC 23100: HUMAN GROWTH/DEVELOP/LRNG:UD: 4 Hour(s)
HUMAN GROWTH AND DEVELOPMENT AND LEARNING THEORY:UD ~ This course examines human growth, development, and learning theories through the use of readings, current research, and school-based experiences to develop knowledge about physical, cognitive, personal, social/emotional, and linguistic development from early through late adolescence. Students will apply these theories in the context of individual, family, and community diversity, and learn how they translate into education practice. Topics will include the role of educational and psychological theory in schools, the learning environment (including classroom management), and motivation. Enrollment in the corresponding field experience (EDUC 23400 or EDUC 23500) is mandatory.
Corequisite: EDUC 23400, EDUC 23500
Core: Understanding Diversity Home

EDUC 23200: DEV APPROP PRACTICE:BIRTH-8:UD: 4 Hour(s)
DEVELOPMENTALLY APPROPRIATE PRACTICE BIRTH TO EIGHT:UD ~ This course will focus on the goal of developmentally appropriate practice in childcare settings, preschools, primary classrooms, and other educational settings in the context of individual, family, program, and community diversity. Students will learn about various types of early childhood programs and curriculum models, and nationally recognized preschool program models. As they observe and work with infants, toddlers, preschool, and primary children, Hiram students will learn about developmental theorists and their ideas about how children learn. Field experiences will develop knowledge of typical as well as individual differences in development and learning across physical, cognitive, social-emotional, and language domains. The standards of the Council for the Accreditation of Educator Preparation, National Association for the Education of Young Children, Ohio Common Core Standards, and the Ohio Educator Standards and their application to best practices in creating healthy, respectful, supportive, and challenging learning environments are included. Applicable standards and codes of ethics for other related disciplines/educational settings will also be covered. Field experience is required (EDUC 23000*). EDUC 23000* is taken concurrently with this course.
Corequisite: EDUC 23300
Core: Understanding Diversity Home

EDUC 23300: EARLY CHILD SCHOOL EXP AND LAB: 2 Hour(s)
HUM GROWTH & DEVELOP & LEARN THEORY EARLY CHILD SCHOOL & LAB~ The teacher candidate will use the classroom observation experience as a basis for reflecting on practice. Guided reflections require candidates to apply theories of early childhood development to classroom observation and interactions. In addition, candidates analyze the teaching process in the context of familial, cultural, and community diversity. Education 233 or 23300 is taken concurrently with Education 232 or 23200. This course is offered Standard Letter Grade.
Corequisite: EDUC 23200

EDUC 23400: MID CHILD SCHOOL EXP/LAB: 2 Hour(s)
HUM GROW & DEVELOP & LEARN THEORY MIDDLE CHILD & LAB~ The teacher candidate will engage in school-based classroom experiences as a basis for reflecting on practice. Guided reflections require candidates to apply theories of young adolescent development to classroom interactions. In addition, candidates analyze the teaching process in the context of individual, family, and community diversity. Education 23400 is taken concurrently with Education 23100. This course is offered Standard Letter Grade.
Corequisite: EDUC 23100

EDUC 23500: ADOLESCENT SCHOOL EXP AND LAB: 2 Hour(s)
HUMAN GROWTH AND DEVELOPMENT AND LEARNING THEORY: ADOLESCENT SCHOOL EXPERIENCE AND LAB~ The teacher candidate will engage in school-based classroom experiences as a basis for reflecting on practice. Guided reflections require candidates to apply theories of adolescent development to classroom interactions. In addition, candidates analyze the teaching process in the context of individual, family, and community diversity. Education 23500 is taken concurrently with Education 23100. This course is offered Standard Letter Grade.
Corequisite: EDUC 23100
EDUC 24500: INTEGRAT TECH EDUC SPACES: 1 Hour(s)
INTEGRATING TECHNOLOGY INTO EDUCATIONAL SPACES~ This course will focus on acquiring the current technological skills/mindset necessary to engage 21st Century learners in today's classrooms. Students will engage in such tasks as creating/implementing wikis, RSS feeds, podcasts, and blogs. They will work with learning tools like SmartBoards, iPads, and iPods. Video creation, editing, and compression skills will also be covered. Throughout the course itself, students will engage in discussions and personal reflection around how these technological advancements may be changing the way students learn, and how to adapt their instructional strategies to meet the needs of those they teach. PERMISSION ONLY: when students are enrolled in/already taken EDUC (231 or 23100) or EDUC (232 or 23200).

EDUC 24600: ISS CONTENT: 3 Hour(s)
INTEGRATED SOCIAL STUDIES CONTENT ~ This course will be a survey of U.S. History, Ohio History and World History based on Ohio Department of Education curriculum standards. Students will study the growth and development of Ohio as connected to the growth and development of the United States. Development of the Western Hemisphere will be analyzed in terms European exploration and colonization. World Geography will be studied in context of history related to the movement of people and regions across the globe. Students will study human systems, physical characteristics of the environment and change over time. This course is for P-5 elementary and middle childhood licensure students only.

EDUC 25300: READING/WRITING CHILD LIT:IM: 3 Hour(s)
READING,WRITING, AND RESPONSE WITH CHILDREN'S LITERATURE:IM~ Reading strategies based on authentic reading tasks including comprehension, vocabulary, word identification, and writing for both narrative and expository texts are taught through an exploration of traditional and modern children's literature, including multicultural literature, poetry, fiction, non-fiction, informational, and technology based selections. The goal of this course is to expose students to a variety of written materials, strategies, and methods that they may use in the teaching of reading in a classroom. Includes observation and practice at a school site. This course fulfills the Interpretive Methods requirement.
Core: Interpretive Methods

EDUC 25400: TEACHING READING/ADOL LIT:IM: 3 Hour(s)
TEACHING READING WITH ADOLESCENT LITERATURE:IM~ This course will comprise a survey of traditional and modern literature for adolescents, across genres with emphasis on reader-response and transactional theories of reading using quality adolescent literature. This literature will also be used to reinforce and apply reading concepts such as pre-reading, comprehension, and assessment strategies. Additional emphasis will include evaluating and selecting a wide range of literature to meet the needs and interests of adolescent students of diverse backgrounds and abilities, as well as the role of high-quality adolescent literature in interdisciplinary teaching strategies in both the middle grades and high school.
Core: Interpretive Methods

EDUC 28000: SEM.: 4 Hour(s)
SEMINAR:~

EDUC 28100: INDEPENDENT STUDY: 1-4 Hour(s)
INDEPENDENT STUDY~

EDUC 29000: ETHICS OF COLLABORATION:ES: 3 Hour(s)
ETHICS OF COLLABORATION:ES~ This course will require students to intentionally consider possibilities for advocacy regarding ethical interactions and the empowerment of both their collaborative educational partners and themselves. Such ethical collaboration requires those involved to not only be aware of the perspectives others bring to the table, but also of how their own background and experiences affects the way they interact with people. Students will work from the inside out, examining themselves as social beings situated in personal experiences, considering the validity of others' ways of meaning making, and acknowledging misconstructions that can arise in collaborative settings involving diverse participants. We will apply these understandings as we consider how individuals might ethically construct dialogic working relationships as supervisor/supervisee, peer/peer, and community/organization partners in camps, daycares, hospitals, museums, schools, and more. Students will wrestle with the balance between dialogic relationships and an individual's ethical responsibility to work against injustice, regardless of another's cultural background. Some sections of this course may be considered service learning (SL). This course fulfills the Meaning, Ethics, and Social Responsibility requirement.
Core: Meaning/Ethics/Soc Responsibil

EDUC 29100: EXPERIENCES IN ENVIRO EDUCATN: 1 Hour(s)
EXPERIENCES IN ENVIRONMENTAL EDUCATION~ This field experience course requires 10 hours of training in environmental education programs offerings and 10 hours of Field Trip Program instructional experience. Understandings and experiences related to science include sensory explorations of the natural world, biomes, ecosystems, habitats, Ohio plants and animals, living and non-living factors, adaptations, biodiversity, ecology, and erosion. Additional experiences include cooperative learning, inquiry science explorations, program reflection and evaluation, and an understanding of age-appropriate activities. Schedule and hours will be determined by the instructor and each individual student's schedule. This course is offered as pass/no credit only.

EDUC 29200: INTEGR FINE ARTS/ERLY CHLD:CM: 3 Hour(s)
INTEGRATED FINE ARTS FOR EARLY CHILDHOOD:CM~ This course is designed to develop the knowledge, skill, and dispositions to integrate music, drama, art, and movement into the classroom curricula based on the Ohio’s current content standards, and the National Association for the Education of Young Children (NAEYC) guidelines. Students will explore different media employed in creating visual art, learn to move to music and play simple instruments for accompaniment, and try out telling stories with flannel boards, puppets, and theater games. Emphasis will be placed on developmentally appropriate and individually appropriate curriculum, as well as the role of the arts in speaking, listening, movement and play. Students will gain an intellectual understanding of the theory behind the creative activities we employ in the classroom, and will have hands-on experience in the creation of their own art. This course fulfills the Creative Methods requirement.
Core: Creative Methods

EDUC 29300: FIELD EXPERIENCE:PRE-SCHOOL: 1 Hour(s)
FIELD EXPERIENCE:PRE-SCHOOL~ Pass/No Credit Only.

EDUC 29500: FIELD EXPER/EARLY CHILDHOOD: 1-4 Hour(s)
FIELD EXPERIENCE EARLY CHILDHOOD~ Prerequisite: (EDUC 232 or 23200) Pass/No Credit Only.
Prerequisite: (EDUC 232 or EDUC 23200)

EDUC 29600: FIELD EXPER/MIDDLE CHILDHOOD: 1-4 Hour(s)
FIELD EXPERIENCE MIDDLE CHILDHOOD~ Pass/No Credit Only.

EDUC 29700: FIELD EXPER/ADOLESCENT: 1-4 Hour(s)
FIELD EXPERIENCE ADOLESCENT~ Pass/No Credit Only.
EDUC 29800: FIELD EXPERIENCE: 1-4 Hour(s)
FIELD EXPERIENCE-- Pass/no credit only.

EDUC 30500: PHONICS:EARLY CHILDHOOD: 3 Hour(s)
PHONICS EARLY CHILDHOOD-- The course will focus on the PreK-3 population and how typically and atypically developing students learn to read. Students will understand the importance of Phonics instruction in a balanced reading program. Multisensory methods of and strategies for phonics instruction will be discussed as well as modeled by students in the course, focusing on the alphabetic principle, phonological training/word-attack skills, word recognition, vocabulary, spelling, and writing. This course will serve as a basis for student understanding of the English language and its orthography.

EDUC 30600: PHONICS:MIDDLE CHILDHOOD: 3 Hour(s)
PHONICS MIDDLE CHILDHOOD-- This course provides an introduction to the graphophonemic and morphological foundations of the English Language. The focus is on the relationships among phonemic awareness and graphophonemic, syntactic, and semantic cueing systems, and the role they play in developing competence in reading, spelling, and writing in the middle grades. Students will be introduced to multisensory strategies for teaching typically and atypically developing learners the alphabetic principle, reading (including word recognition and vocabulary), spelling, and writing. Major topics will include an understanding of letter-sound relationships and how they affect students’ development in reading, vocabulary, spelling, and writing, as well as assessment and intervention appropriate to middle-grade students.

EDUC 30700: MIDDLE SCHOOL MATHEMATICS: 4 Hour(s)
MIDDLE SCHOOL MATHEMATICS METHODS MATERIALS & MEANINGS-- Building on the basis of Fundamentals (Mathematics 10300 and 10400), Mathematical Modeling (Mathematics 16200), and Pre-calculus (Mathematics 19700), this course examines topics suitable for the middle grades and discusses ways to teach them, ideas for alternative approaches, and appropriate materials (from concrete to abstract). Topics include rational numbers, percent, probability, statistics, geometry (synthetic, transformational, coordinate), algebra, and triangle trigonometry. Ideas from Operations Management may be included. Integrates National Council of Teachers of Mathematics (NCTM) standards and Ohio’s current content standards. Prerequisite: admission to the Teacher Education Program or permission, and Education 23100. Prerequisite: (EDUC 231 or EDUC 23100)

EDUC 30800: TEACHING SECONDARY MATHEMATICS: 4 Hour(s)
TEACHING SECONDARY MATHEMATICS-- This course provides integration of education and mathematics courses as they relate to the secondary mathematics classroom. Topics include: learning and developmental theory, curriculum, National Council of Teachers of Mathematics (NCTM) standards, Ohio’s current content standards, instruction, materials, planning, and assessment. Prerequisites: Education (23100) and permission. Prerequisite: (EDUC 231 or EDUC 23100)

EDUC 31000: MATH & SCI INVESTIGATIONS F EX: 1 Hour(s)
MATH AND SCIENCE INVESTIGATIONS-- This course is intended to extend the math and science methodologies discussed in Education 35500 and 35700 (taken concurrently). Preservice teachers will be assigned to a classroom, where they will work with small groups of students in an effort to extend their conceptual understanding of math and science concepts designated by the classroom teacher. Emphasis will be placed on creative teaching strategies, literature connections, extending student thought, and assessment of student understanding of the concepts presented. Reflection and preservice teacher growth will play a strong role in the course. All lessons will be aligned to Ohio’s current content standards. Prerequisite: Admission to the Teacher Education Program and permission. This course is offered as Pass/No Credit only. Corequisite: EDUC 35500, EDUC 35600, EDUC 35700

EDUC 31300: TEACHING/SUPERVISING WRITING:CM: 4 Hour(s)
TEACHING AND SUPERVISING WRITING:CM-- This course is designed to prepare students in all disciplines to teach, tutor, and supervise the writing of high school students and college undergraduates. The course will offer an introduction to the major trends in composition theory and research. It will also develop the technical and interpersonal skills necessary for effective instruction. Students will closely examine their own writing process and style. To fulfill the required laboratory element of this course, students will spend time each week working with a mentor in the Writing Center. This course fulfills the Creative Methods requirement. Prerequisite: Permission through recommendation only. Also listed as Writing 31300. Core: Creative Methods

EDUC 32400: EXCEPTIONALITY:UD: 3 Hour(s)
EXCEPTIONALITY:UD-- This course examines the philosophical, historical, legal, and ethical foundations of services for individuals with special needs. The characteristics, etiology, and socio-psychological implications of exceptional conditions, including specific disabilities, gifts, and talents, are explored. Categorical and noncategorical classification systems; assessment, diagnosis, and evaluation; and educational adaptations and assistive technologies, are included. Participants will explore the impact on families of disabilities at different life stages, from infancy and early childhood to adolescence and adulthood. This course fulfills the Understanding Diversity in the USA requirement. Also listed as Psychology 32400. Core: Understanding Diversity Home

EDUC 34000: CLASSROOM MANAGEMENT: 1 Hour(s)
CLASSROOM MANAGEMENT: BUILDING EFFECTIVE LEARNING ENVIRONMENTS-- Effective classroom management is the key to creating a learning environment where respect, cooperation, positive social behaviors, and motivation build a foundation for student achievement. This course will explore research-based strategies for managing the classroom, review research on development and learning that affect the classroom environment, and allow candidates to develop classroom management models that fit the needs of PreK-12 classrooms.
EDUC 34200: ASSESSMENT FOR LEARNING: 4 Hour(s)
ASSESSMENT FOR LEARNING~ This course examines the goals, benefits, and uses of developmentally appropriate assessment of typically and atypically developing students. Students will learn about the use of diagnostic, formative, and summative assessments to evaluate and ensure the continuous cognitive, social/emotional, and physical development of all students. Students will learn to design appropriate assessments and to collect and analyze data in order to plan effective instruction that advances the learning of each individual student. Legal and ethical issues in standardized assessment, as well as basic statistical concepts needed to interpret standardized testing results, are included. This course emphasizes a collaborative approach to assessment, in partnership with learners, other professionals, and families within a context of familial, cultural, and social diversity. Prerequisite: Admission to the Teacher Education Program, EDUC 23100 or 23200, or instructor permission. Prerequisite: (EDUC 231 or EDUC 23100) or (EDUC 232 or EDUC 23200)

EDUC 34300: DIAGNOSIS INTERVENTION P9: 3 Hour(s)
DIAGNOSIS AND INTERVENTION IN P-9 LITERACY ~ This course explores formal and informal assessment as a critical part of classroom activities in reading and writing, for P-5 Elementary and Middle Childhood teacher-candidates. Teacher-candidates will develop a knowledge base and pedagogical assessment skills to most appropriately diagnose and intervene to meet individual student’s literacy needs. The importance of developing and maintaining relationships with students’ caregivers, as well as recognizing and building on their unique backgrounds, will be emphasized.

EDUC 35500: SCIENCE METHOD-EARLY CHILDHOOD: 4 Hour(s)
SCIENCE METHODS FOR EARLY CHILDHOOD~ This course will examine, analyze, evaluate, and create developmentally appropriate, science curricula for pre-primary and primary-aged children in accordance with guidelines established by the National Association for the Education of Young Children, Ohio’s current content standards, and the Standards for Ohio Educators. Curricular development will be situated in the context of family and community, and will entail age appropriate and individually appropriate components. Pre-service teachers will practice implementation of curricula via instructional practices that are inclusive of children who are typically and atypically developing, through a continuous cycle of assessment, integrated curriculum development, and instructional planning. Establishment of learning environments that promote conceptual development in children through active learning is emphasized. Clinical experience is required. Taken concurrently with Social Studies Methods for P-5 Elementary Teacher Preparation and the Standards for Ohio Educators. Curricular development will be situated in the context of family and community, and will entail age appropriate and individually appropriate components. Pre-service teachers will practice implementation of curricula via instructional practices that are inclusive of children who are typically and atypically developing, through a continuous cycle of assessment, integrated curriculum development, and instructional planning. Establishment of learning environments that promote conceptual development in children through active learning is emphasized. Clinical experience is required. Prerequisites: Admission to the Teacher Education program, permission, and EDUC 23200. Corequisites: EDUC 35600 and 35700. Prerequisite: (EDUC 232 or EDUC 23200)
Corequisite: EDUC 35600, EDUC 35700

EDUC 35550: SCIENCE METHODS P5 ELEM: 4 Hour(s)
SCIENCE METHODS FOR P-5 ELEMENTARY ~ This course will examine, analyze, evaluate, and create developmentally appropriate, inquiry-based science curricula for pre-primary through elementary-aged children in accordance with guidelines established by the CAEP Elementary Standards, the Ohio Learning Standards, and the Ohio Standards for the Teaching Profession. Curricular development will be situated in the context of family and community, and will entail age appropriate and individually appropriate components. Pre-service teachers will practice implementation of curricula via instructional practices that are inclusive of children who are typically and atypically developing, through a continuous cycle of assessment, integrated curriculum development, and instructional planning. Establishment of learning environments that promote conceptual development in children through active learning is emphasized. Taken concurrently with Social Studies Methods and Mathematics Methods for P-5 Elementary. Clinical experience is required. Prerequisite: Admission to the Teacher Education Program and permission.

EDUC 35600: SOC STUDIES METHOD EARLY CHILD: 4 Hour(s)
SOCIAL STUDIES METHODS FOR EARLY CHILDHOOD~ This course will examine, analyze, evaluate, and create developmentally appropriate social studies curricula for pre-primary and primary-aged children in accordance with guidelines established by the National Association for the Education of Young Children, Ohio’s current content standards, and the Standards for Ohio Educators. Curricular development will be situated in the context of family and community, and will entail age appropriate and individually appropriate components. Pre-service teachers will practice implementation of curricula via instructional practices that are inclusive of children who are typically and atypically developing, through a continuous cycle of assessment, integrated curriculum development, and instructional planning. Establishment of learning environments that promote conceptual development in children through active learning is emphasized. Clinical experience is required. Prerequisites: Admission to the Teacher Education program, permission, and EDUC 23200. Corequisites: EDUC 35500 and 35700. Prerequisite: (EDUC 232 or EDUC 23200)
Corequisite: EDUC 35500, EDUC 35700

EDUC 35650: SOC STUDIES METHODS P5 ELEM: 4 Hour(s)
SOCIAL STUDIES METHODS FOR P-5 ELEMENTARY EDUCATION ~ This course will examine, analyze, evaluate, and create social studies curricula for elementary aged children in accordance with guidelines established by the Ohio Learning Standards in Social Studies, the CAEP Elementary Teacher Preparation Standards and the Ohio Standards for the Teaching Profession. Curricular development will be situated in the context of family and community, and will entail age appropriate and individually appropriate components. Teacher candidates will practice implementation of curricula via instructional practices that are inclusive of all students and which includes a continuous cycle of assessment, integrated curriculum development, and instructional planning. Establishment of learning environments that promote conceptual development in children through active learning is emphasized. Clinical experience is required. Class will meet face-to-face for all course hours. Students should expect to spend a minimum of 8-10 hours per week on readings, assignments, and lesson planning.
EDUC 35700: MATH METHOD-EARLY CHILDHOOD: 4 Hour(s)
MATHEMATICS METHODS FOR EARLY CHILDHOOD~ This course will examine, analyze, evaluate, and create developmentally appropriate, mathematics curricula for pre-primary and primary-aged children in accordance with guidelines established by the National Association for the Education of Young Children Ohio's current content standards, and the Standards for Ohio Educators. Curricular development will be situated in the context of family and community, and will entail age appropriate and individually appropriate components. Pre-service teachers will practice implementation of curricula via instructional practices that are inclusive of children who are typically and atypically developing, through a continuous cycle of assessment, integrated curriculum development, and instructional planning. Establishment of learning environments that promote conceptual development in children through active learning is emphasized. Taken concurrently with EDUC 35500 and 35600. Clinical experience is required. Prerequisite: Admission to the Teacher Education Program, permission, and EDUC 23200. Corequisite: (EDUC 232 or EDUC 23200)

EDUC 35750: MATH METHODS P-5 ELEMENTARY: 4 Hour(s)
MATHEMATICS METHODS FOR P-5 ELEMENTARY ~ This course will examine, analyze, evaluate, and create developmentally appropriate, mathematics curricula for pre-primary and primary-aged children (P-5) in accordance with guidelines established by the National Association for the Education of Young Children, the current Ohio Academic Content Standards, CAEP Elementary Standards, and the Standards for Ohio Educators. Curricular development will be situated in the context of family and community, and will entail age appropriate and individually appropriate components. Pre-service teachers will practice implementation of curricula via instructional practices that are inclusive of children who are typically and atypically developing, through a continuous cycle of assessment, integrated curriculum development, and instructional planning. Establishment of learning environments that promote conceptual development in children through active learning is emphasized. Clinical experience is required.

EDUC 36100: TEACHING RDG IN CONTENT AREA: 3 Hour(s)
READING IN THE CONTENT AREAS~ This course is designed to provide an overview of the reading process and factors that affect the middle level reader’s interaction with text. Examination of the Academic Content Standards K-12 English Language Arts (Common Core) as a guideline for teaching reading in the middle level content areas, and of methods and materials that help readers to access texts, develop understandings of concepts and vocabulary, and gather, organize and present information as well as assessment and intervention strategies appropriate to middle grades will be included. Major topics will include comprehension, vocabulary development, writing across the curriculum, study skills, and assessment.

EDUC 36200: MIDDLE SCHOOL LITERACY EDUCATN: 4 Hour(s)
BEST PRACTICE IN MIDDLE SCHOOL LITERACY EDUCATION~ This course is designed to introduce teaching methodologies that integrate reading and writing into all aspects of the middle school curriculum. Using Ohio’s current content standards as a guide, students in this course will explore strategies for literary discussion, composition studies, and integrating literacy activities into other content areas. Experience with multiple literacy assessments will also be an integral part of this course. Includes observation and practice at school site. Prerequisites: Admission to the Teacher Education Program and EDUC 23100. Prerequisite: (EDUC 231 or EDUC 23100)

EDUC 36300: CLINICAL EXP MID CHILD LITERACY: 3 Hour(s)
CLINICAL EXPERIENCE IN MIDDLE GRADES LITERACY EDUCATION~ Preservice teachers will participate in 30 hours of supervised clinical experience focused on middle grades literacy. Preservice teachers will develop instructional materials that represent best practice in reading, writing, written and oral communication in the content areas of the middle grades. Class time will emphasize understanding and application of the English Language Arts Content Standards (Common Core) for grades 4-9 and the competencies expected of teachers under the Ohio Reading Core. Supervision and evaluation will be conducted by the Hiram faculty member and the school-based teacher educator. Prerequisite: EDUC 23100.

EDUC 36400: EARLY CHILDHOOD LITERACY: 4 Hour(s)
EARLY CHILDHOOD LITERACY~ This course will focus on the preK-3 population and how members of that population acquire both written and oral language. This course will pay specific attention to early, emergent, transitional, and fluent literacy. Students will understand the importance of phonics in a reading program as well as the importance of integration. Strategies for effective reading instruction, appropriate assessment, and developmentally appropriate curriculum will be explored, observed, and experienced. Issues regarding not only children's academic success, but also their physical, mental, and emotional well-being will be discussed. Ohio’s current content standards and the NAEC Standards for Early Childhood Professional Preparation will serve as guiding documents for planning, methodology, and assessment. Includes clinical experience in a prek-3 setting. Prerequisites: Admission to the Teacher Education Program, permission, and EDUC 23200. Prerequisite: (EDUC 232 or EDUC 23200)

EDUC 36450: LITERACY METHODS P5 ELEM: 4 Hour(s)
P-5 ELEMENTARY LITERACY METHODS ~ P-5 Elementary Literacy Methods will focus on the PreK-5th grade population and how members of that population acquire both written and oral language. This course will pay specific attention to early, emergent, transitional, and fluent literacy. Students will understand the importance of phonics in a reading program, as well as the importance of integration. Strategies for effective reading instruction and developmentally appropriate curriculum will be explored, observed and experienced. Issues regarding not only children's academic success, but also their physical, mental, and emotional well-being will be discussed. Ohio’s current content standards and the CAEP Elementary Standards will serve as guiding documents for planning, methodology, and assessment. Significant time will be devoted to Clinical Experience at the PreK/Grade 5 level. This course is permission only. Admittance into the Teacher Education Program is required to enroll in P-5 Elementary Literacy Methods.

EDUC 36700: INTERNSHIP EARLY CHILD EDUC: 3 Hour(s)
INTERNSHIP IN EARLY CHILDHOOD EDUCATION~ Preservice teachers will participate in a three-week, full-day internship under the supervision of a qualified mentor teacher in an early childhood education setting. Preservice teachers will develop and teach curricular units and will facilitate child guidance in the context of family and community, in consultation with their mentor teacher and Hiram supervisor. Prerequisite: admission to the Teacher Education Program and EDUC 23200 and EDUC 36400 and EDUC 34100 and EDUC 30500. Prerequisite: (EDUC 305 or EDUC 30500) and (EDUC 364 or EDUC 36400)
EDUC 36750: CONTENT TEACHING P5 ELEM: 3 Hour(s)
CONTENT TEACHING IN P-5 ELEMENTARY EDUCATION~ This course is taken concurrently with the content area methods courses and provides an opportunity for teacher candidates to apply their understandings of teaching, planning and assessment in Mathematics, Social Studies and Science to a classroom environment. Candidates will work independently and in small groups to plan, teach and assess lessons in a clinical placement. Observation and evaluation are included. Taken concurrently with Science Methods, Social Studies Methods, and Mathematics Methods for P-5 Elementary. Prerequisite: Admission to the Teacher Education Program and admission.

EDUC 37200: LITERACY ACROSS CONTENT AREA: 3 Hour(s)
LITERACY ACROSS THE CONTENT AREAS~ This course examines the role of effective literacy strategies for the acquisition of content knowledge. The teacher-candidate will develop the ability to use effective instructional practices, methods, and curriculum materials to support reading and writing instruction for learners at various stages of development and from different cultural and linguistic backgrounds. Emphasis will be on developing a foundational knowledge of reading and writing processes, creating a literate environment, and using effective strategies for word skill development, reading comprehension and assessment of student learning.

EDUC 37900: MID GRADES PHILOSOPHY & ORGZN: 2 Hour(s)
MIDDLE GRADES PHILOSOPHY AND ORGANIZATION~ This course provides students with an introductory understanding of the philosophy and organization of middle grades education. Key concepts include: characteristics of effective middle schools; team teaching and organization; interdisciplinary teaching; flexible scheduling; advisory programs; and core curriculum. Prerequisite: Admission to the Teacher Education Program and Education (231 or 23100).
Prerequisite: (EDUC 231 or EDUC 23100)

EDUC 38000: SEM: 1-4 Hour(s)
SEMINARY~

EDUC 38100: SPC TPC: 1-4 Hour(s)
SPECIAL TOPICS~

EDUC 38300: METHODS MID GRDS SOC STUDIES: 4 Hour(s)
METHODS FOR MIDDLE GRADES SOCIAL STUDIES~ Focusing on National Council for the Social Studies (NCSS) standards and Ohio's current content standards, this course addresses the social studies education of middle grades students with an emphasis on standards, scope and sequence, resources, learning activities, teaching strategies, technology and evaluation techniques. The course will provide the student with an understanding of issues and of the teaching/learning processes as applied to a middle-grade setting. Includes observation and practice at a school site. Prerequisites: Admission to the Teacher Education Program and EDUC 23100.
Prerequisite: (EDUC 231 or EDUC 23100)

EDUC 38400: METHODS FOR TEACHING SCIENCE: 4 Hour(s)
METHODS FOR TEACHING SCIENCE~ Focusing on the National Science Teacher Association and Ohio's current content standards, this course addresses the science education of middle-grade students and adolescents, with an emphasis on standards, scope and sequence, resources, learning activities, teaching strategies, technology, and evaluation techniques. The course will provide the student with an understanding of issues and of the teaching/learning processes as applied to middle grades and adolescent settings. Observation and teaching practice will take place at select school sites. Prerequisites: Admission to the Teacher Education Program and EDUC 23100.
Prerequisite: (EDUC 231 or EDUC 23100)

EDUC 38500: METHODS ADOLESCENT LANG ARTS: 4 Hour(s)
METHODS IN ADOLESCENT LANGUAGE ARTS~ Focusing on the National Council of Teachers of English and Ohio's current content standards, this course addresses the language arts education of adolescents, with an emphasis on standards, resources, learning activities, teaching strategies, technology, and evaluation techniques. The course provides the student with an understanding of issues and of the teaching/learning processes as applied to adolescent settings. Prerequisites: Admission to the Teacher Education Program and EDUC 23100.
Prerequisite: (EDUC 231 or EDUC 23100)

EDUC 38700: PEDAGOGY AND INSTRUCTION: 4 Hour(s)
PEDAGOGY AND INSTRUCTION~ This course provides students with the necessary information and skills to identify the learning needs in a given setting and plan instruction accordingly. Students will investigate a variety of instructional strategies and their applications to a wide range of settings. This course will also serve as preparation for the internship and senior seminar in Educational Studies by providing students with the skills necessary to research an appropriate agency or site for an internship and hone the research and writing skills for the capstone project. This is a requirement for educational studies majors and minors.

EDUC 40400: INTEGRATED SOC STUDIES SEMINAR: 4 Hour(s)
INTEGRATED SOCIAL STUDIES SEMINAR~ Focusing on the National Council for the Social Studies (NCSS) standards and Ohio's current content standards for Social Studies, this course addresses the social studies education of adolescents and young adults (grades 7-12), with an emphasis on standards, scope and sequence, resources, learning activities, teaching strategies, technology, and assessment techniques. The course provides the student with an understanding of issues and of the teaching/learning processes as applied to adolescent settings. Prerequisites: Admission to the Teacher Education Program and permission and EDUC 23100.
Prerequisite: (EDUC 231 or EDUC 23100)

EDUC 43200: STUDENT TEACHING: EARLY CHILDHOOD: 10 Hour(s)
STUDENT TEACHING IN EARLY CHILDHOOD~ This intensive twelve-week course will provide early childhood candidates with the opportunity to teach in their licensure area, implementing developmentally appropriate curricular, instructional, child guidance, and assessment techniques for pre-primary and primary, typically and atypically developing learners. Candidates will engage in reflective practices designed to improve their development as early childhood professionals and complete all state and departmental required assessments. Guidelines established by the Ohio Standards for the Teaching Profession, specialty professional associations, and Ohio's current content standards will be used to assess teacher-candidates. Pass/No Credit ONLY Prerequisites: All early childhood courses except electives.
Corequisite: EDUC 44600

EDUC 43250: STUDENT TEACHING: P5 ELEM: 10 Hour(s)
STUDENT TEACHING: P-5 ELEMENTARY~ Education 43250, 43300, and 43800 are intensive courses for which a teacher-candidate registers based upon their licensure area. This course will provide the teacher-candidate the opportunity to teach in the area(s) and level(s) of this particular licensure. The teacher-candidate will implement curriculum, instructional strategies, technology, and assessment techniques developmentally appropriate for the learners in these areas. Students will engage in reflective practices designed to improve their teaching as they acquire skill and understanding of the role of the teacher.
EDUC 43300: STUDENT TCHG: MIDDLE CHILDHOOD: 10 Hour(s)
STUDENT TEACHING IN MIDDLE CHILDHOOD~ This intensive twelve-week course will provide middle-grade teachers with the opportunity to teach in their two licensure areas, team teach with teachers of other subjects, and implement curriculum, instructional strategies, and assessment techniques that are developmentally appropriate for early and adolescent learners. Candidates will engage in reflective practices that are designed to improve their teaching and complete all state and departmental required assessments. Guidelines established by the Ohio Standards for the Teaching Profession, specialty professional associations, and Ohio’s current content standards will be used to assess teacher-candidates. Pass/No Credit ONLY Prerequisites: all middle childhood courses except electives.
Corequisite: EDUC 44600

EDUC 43800: STUDENT TEACH: ADOL/ YOUNG ADLT: 10 Hour(s)
STUDENT TEACHING ADOLESCENT/YOUNG ADULT~ This intensive twelve-week course provides teacher-candidates who are seeking adolescent and young adult licensure with the opportunity to teach in their area, implementing curriculum, instructional strategies, and assessment techniques that are developmentally appropriate for adolescent and young adult learners. Candidates will engage in reflective practices designed to improve their teaching and complete all state and departmental required assessments. Guidelines established by the Ohio Standards for the Teaching Profession, specialty professional associations, and Ohio’s current content standards will be used to assess teacher-candidates. Pass/No Credit ONLY Prerequisites: All professional education courses.
Corequisite: EDUC 44600

EDUC 44600: STUDENT TEACHING SEMINAR: 1 Hour(s)
STUDENT TEACHING SEMINAR~ Students will examine the knowledge, skills, and dispositions that are demonstrated by master teachers and that are significant in their student teaching practicum. They will connect these performance outcomes to the conceptual framework of the Hiram College Department of Education. As a culminating project for this seminar, students must complete an oral capstone presentation based on departmental goals and standards that demonstrate their competence as teacher-candidates. This course is taken concurrently with the student teaching practicum. Offered as Pass/No Credit only.

EDUC 48000: SENIOR SEMINAR: 1-4 Hour(s)
SENIOR SEMINAR~

EDUC 48010: SR SEM: EDUCATIONAL STUDIES: 3 Hour(s)
SENIOR SEMINAR: EDUCATIONAL STUDIES~ This course provides students with the necessary information and skills to integrate their area of concentration, internship experience, and associated research into a portfolio and oral presentation as the culmination of the educational studies program. The course is designed in a workshop format to allow for variations in areas of concentration while assisting students in the research process. Successful completion of the portfolio and presentation are required of all majors to complete the program. Prerequisites: EDUC 387 and EDUC 498; or EDUC 38700 and EDUC 49800. Prerequisite: (EDUC 38700 and EDUC 49800) or (EDUC 387 and EDUC 498)

EDUC 48100: INDEPENDENT RESEARCH: 1-4 Hour(s)
INDEPENDENT RESEARCH~

EDUC 49800: INTERNSHIP: 4 Hour(s)
INTERNSHIP~

Education (GEDU)

GEDU courses are offered through Center for Adult Studies (CAS)

GEDU 20722: AM SIGN LANG FUN & GAMES CLASS: 2 Hour(s)
AMERICAN SIGN LANGUAGE FUN AND GAMES FOR THE WHOLE CLASSROOM~ Target Audience: PK-Elementary and Special Education Teachers, Home School Teachers. Gain classroom attention without raising your voice. As a teacher, you do not need to be fluent in sign language to reap the benefits of American Sign Language in the classroom. After learning a few basic signs, teachers can control class noise levels, disruptive student behavior, handle discipline problems and reinforce positive behavior without yelling. Incorporate American Sign Language into your elementary school, home school, special education and preschool lesson plans. Course activities will utilize ‘Signing Time Classroom Edition’ (optional purchase) to get participants comfortable with sign language and ready for the new school year. Classroom resources and tips for signing in the classroom, lesson plans, and activities are included.

GEDU 50000: GWS: NATURKIND: 2 Hour(s)
WORKSHOP~ NATURKIND~ The Naturkind program is designed for early childhood educators. Using the theory of emergent curriculum approach, teachers will learn how to carefully prepare an instructional environment and observe how students interact with that environment. Teachers will learn journaling techniques to record observations and to develop a process that promotes inquiry. that promotes inquiry.

GEDU 50010: GWS: INCORP SCHOOLYARD HABITATS: 3 Hour(s)
WORKSHOP~ SCHOOLYARD HABITATS~ This workshop will provide teachers with basic knowledge for exploring field, pond, stream, and forest habitats with students that can then be applied to schoolyard environments. Participants will learn observation and journaling techniques, as well as scientific field methodology used to collect, census, and identify living and non-living organisms. Travel to nearby schools to generate ideas for incorporation into teachers’ curricula.

GEDU 50020: GWS: TEACHING EVOLUTION IN OHIO: 3 Hour(s)
WORKSHOP~ TEACHING EVOLUTION~ This workshop addresses the practical issue of how to teach evolution during an era of heightened sensitivity to religious beliefs. In addition to discussing the origin of the universe and biological evolution, teachers will learn why evolution was upheld in Ohio’s content standards.

GEDU 50030: GWS: FACING HISTORY & OURSELVES: 3 Hour(s)
WORKSHOP~ FACING HISTORY~ This workshop will engage students of diverse backgrounds in an examination of racism, prejudice, and anti-Semitism to promote the development of a more humane and informed citizenry. It will begin with an exploration of individual and group behavior, followed by a detailed examination of the decisions made by Germans and other national citizens in the 1920s and ’30s. The closing sessions assess questions of responsibility and ethics.

GEDU 50040: GWS: TODAY’S GERMANY: 3 Hour(s)
WORKSHOP~ TODAY’S GERMANY~ This workshop will provide a two week educational trip to Germany for teachers. The group will visit German schools, observe their methods and approaches and discuss mutual problems. We will meet with national leaders of education, industry and politics. Historic sites such as the Reichstag Building, the German Parliament, a former concentration camp, museums, the Brandenburg Gate and other points of historic significance will be visited. Participants will have close and personal access to people that are influential in today’s German society.

GEDU 50050: GWS: CLASSROOM RESEARCH: 1-3 Hour(s)
GEDU 50060: GWS: WHALE EVOLUTION MODEL: 1 Hour(s)
GEDU 50070: MODELING FUTURE HEROES: 3 Hour(s)
GWS: MODELING FUTURE HEROES—A PRACTICAL APPLICATION OF HUMAN VALUES: Target Audience: 4-12 Social Studies Teachers, School Administrators and Counselors. Are there universal techniques for solving problems peacefully that have repeatedly worked in various cultures around the globe? This course is a study in group dynamics and decision-making based on military heroes such as the Tuskegee Airmen and 20 world leaders who sought peaceful solutions to problems. Participants will be immersed in the history of these determined heroes and compare their unique abilities to resolve conflicts and endure challenges. An analysis of the successes of Nelson Mandela, the persistence of the Tuskegee Airmen, the optimism of Dr. Martin Luther King, Jr., the courage of Rigoberta Menchu, the wisdom of Eleanor Roosevelt, and the amazing accomplishments of some impoverished individuals living in South Africa, Tanzania, and Nicaragua, will help to identify conflict-resolution techniques and common values that endured under extreme duress and injustice. Discussion will include how these techniques and values can work for poor, rich, businesses, individuals, and for our families, youth, and schools. A revised version of this course is offered for four credit hours as GRADUATE STUDIES: GEDU 50440. A student may receive credit for only one of these courses.
GEDU 50080: GWS: CHEMICAL ENERGETICS: 3 Hour(s)
GEDU 50090: GWS: TEACHING POETRY: 3 Hour(s)
GEDU 50100: RUNNING THE RIVER: 3 Hour(s)
GEDU 50110: GWS: HS & CLG RESEARCH COLLAB: 1-5 Hour(s)
GWS—HIGH SCHOOL TEACHERS AND THE HIRAM GENOMICS INITIATIVE AS RESEARCH COLLABORATORS: Unique research experiences are designed to strengthen problem-solving and critical thinking skills and to motivate students to take greater control of their learning and to prepare them to take the next step in their academic training. Biology and Life Science teachers will develop their own lab skills through research experiences alongside Hiram faculty and students. Teachers will work with bacteria to isolate, purify, and identify strains from environmental samples, as well as isolate and analyze genes from a bacterial genome. Teachers will design collaborative research projects with Hiram faculty, and then develop implementation plans for their own classrooms.
GEDU 50120: GWS: SCHOLYARD ECOLGCL RESEARCH: 3 Hour(s)
GEDU 50130: GWS: HUMAN ENHANCMT TECHNLGIES: 3 Hour(s)
GEDU 50140: TEACHING THE HOLOCAUST: 3 Hour(s)
GWS—TEACHING THE HOLOCAUST—AN INTENSIVE ONE-WEEK STUDY—Target Audience: Grade 6-12 Social Studies Teachers. This workshop is designed to provide teachers with better insights into one of the pivotal events of the twentieth century, the Holocaust. Participants will gain familiarity with materials that are available for classroom instruction and the methodology necessary for presenting the material. Topics to be addressed include European political history, church history, the history of anti-Semitism, the rise of Nazism, world apathy, rescue and resistance, revisionists and deniers, methodology, and more.
GEDU 50150: GWS: INVESTING IN INQUIRY: 3 Hour(s)
GEDU 50160: GWS: DISCOVERING WONDR OF NATUR: 1 Hour(s)
GWS: DISCOVERING THE WONDERS OF NATURE~
GEDU 50170: GWS: GLOBAL: OUR CHANGING WORLD: 3 Hour(s)
GEDU 50180: GWS: SEC BLACK MIL UNITS WWII: 3 Hour(s)
GEDU 50190: GWS: MEET IN THE MID/CHILD READ: 3 Hour(s)
GEDU 50200: GWS: GLOBAL HEALTH CARE JUSTICE: 3 Hour(s)
GEDU 50210: GWS: FIELD BOTANY: 3 Hour(s)
GEDU 50211: PRACTICAL BOTANY FOR TEACHERS: 3 Hour(s)
PRACTICAL BOTANY FOR TEACHERS—Target Audience: K-12 teachers. This course is designed for Elementary, Middle, and High School teachers of biology, ecology, and science. One area which is sometimes missing in science education is the identification of plants and their structures. This class will focus on identification of common weeds, wildflowers and trees in forests, fields, roadside ditches and even landscaping. Participants will utilize field guides and simple plant keys to learn identification techniques, as well as methods to create an herbarium. Hiram College and the James H. Barrow Field Stations will be the focus areas of the course with field trips to Holden Arboretum, Kent Bog and other nearby sites.
GEDU 50220: GWS: TEACH LIT JOURNALISM PROJ: 3 Hour(s)
GEDU 50230: GWS: DRAMA & WRITING CURR: 3 Hour(s)
GWS—WRITING AND DRAMA ACROSS THE CURRICULUM: Teachers of any content area and any grade level can engage their students in classroom writing and process drama activities. ‘Process drama’ is improvisational drama that encourages students to co-create with their teachers’ ways to solve a dilemma, reflect on historical or current social conditions, or explore new directions to take. In a hands-on approach, participants will experience process drama episodes and writing activities throughout the course that they will apply to their own curricula in a course project. This course supports standards by emphasizing ways for teachers to incorporate oral and written communication skills, problem-solving skills, and real-world relevance into future lessons.
GEDU 50240: GWS: NATURE WORKS: SCH SCIENCE: 3 Hour(s)
GEDU 50260: SCIENCE IN THE SCHOOLYARD: 1-7 Hour(s)
GWS: SCIENCE IN THE SCHOOLYARD: Science in the Schoolyard is a collaborative learning partnership between Hiram College and PreK-6 teachers that involves science conceptual understand-ing, theme-based unit planning, teaching experiences and classroom implementation. Teachers will explore nature and their school environment through hands-on, real-world learn-ing experiences and establish connections with their students, the school and the surrounding community. Science in the Schoolyard emphasizes an integration of schoolyard nature resources with topics in math, social studies, language arts, writing, and art. By extending teachers’ classrooms into the schoolyard and neighborhood, students can engage in learning that is relevant to their world, take pride in the place in which they learn, and connect with their community in a natural way. All expenses, including tuition, fees, teacher stipends and equipment allowances are generously provided by grant funding from the Ohio Board of Regents Improving Teacher Quality Fund.
GEDU 50270: GWS: MUSIC FOR TEACHERS: 1 Hour(s)
GWS—MUSIC FOR TEACHERS WHO DON’T TEACH MUSIC (BUT LOVE MUSIC): This course uncovers the connection between music and science, math, and social studies using a variety of musical works ranging from the Medieval Period to the 20th Century. The main goal of the course is to aid teachers with their instruction of science, math, and social studies by incorporating musical compositions integral to the lesson and to determine how to foster an appreciation of music in your students. Class sessions include discussions of recorded listening materials and handouts, lesson-plan writing, and a small group project. Three live performances by professional ensembles on the campus of Kent State University are required.
GEDU 50280: GWS: RIVER OF WORDS: 0 Hour(s)
GEDU 50290: WEBQUESTS: SOC STUD & SCI: 3 Hour(s)
GWS~INTEGRATING MULTI-MODAL WEBQUESTS IN SOCIAL STUDIES AND SCIENCE. This course is designed to teach participants to create science and social studies content based WebQuests with audio, video, images, animation, and text in order to reach and engage all learners. Review of learning styles, research on instructional effectiveness of WebQuests, connection to the content standards, and implementation of appropriate assessment included. Participants will create one multi-modal WebQuest and begin the assessment included. This course will include 3 face-to-face meetings (4 hours each) as well as discussion, critique, and feedback in an online environment between meetings.

GEDU 50300: GWS:LEVERAGING CHANGE:POL/ECON: 3 Hour(s)
GWS~LEVERAGING CHANGE~THE POLITICS AND ECONOMICS OF GLOBAL POVERTY AND HEALTH CARE: This course and symposium will address critical topics in international health care and issues of disparity within the U.S. health care system, paying attention to the political and economic forces that contribute to these health care disparities/inequities. It will focus on potential solutions to the many problems that exist and how humanities, especially literature and the arts, might contribute to those solutions. During the symposium, participants will engage with researchers, health care professionals, humanities and social science scholars, and artists on issues related to human moral equity and justice, and the role of the biomedical research community and health care planners/providers.

GEDU 50310: MEETING READERS NEEDS: 3 Hour(s)
GWS~MEETINGS READERS' NEEDS~ANOTHER LOOK AT COMPREHENSION: This course will introduce and model for teachers the explicit instruction of specific comprehension strategies such as making connections, developing mental images, inferring, asking questions, and synthesizing theme and main idea of text. Teachers will have opportunities to discuss and 'fine tune' the framework of their literacy program as they examine theories of comprehension and learning. Teachers will create 'anchor lessons' that meet the needs of learners at differing levels, while exploring different genres and titles applicable to their grade level.

GEDU 50320: POPULAR FICTION: LANGUAGE ART: 2 Hour(s)
GWS~WHODUNIT? USING POPULAR FICTION IN THE LANGUAGE ARTS CLASSROOM. This workshop is designed for secondary teachers who are interested in using popular fiction in the language arts curriculum. Participants will develop strategies for effectively using the kind of popular fiction-such as mysteries-that draws in reluctant readers. Taking Dashiell Hammett's The Maltese Falcon as the focus, participants will develop a strategy for teaching popular novels in the secondary curriculum and develop lesson plans that support the Ohio Academic Content Standards using Maltese Falcon or similar popular novels. Participants will be immersed in the novel from a variety of perspectives, including historical context, hot-button discussion topics, pedagogical hurdles and approaches, resources for involving students in the novel, and much more.

GEDU 50330: GWS:CONNECTING READING WRITING: 1 Hour(s)
GWS:CONNECTING READING AND WRITING IN THE WORLD OF SPITE FENCES: Author Trudy Krisher teams up with Jennifer Miller of Hiram College to offer a unique experience for teachers. This 3-day workshop will focus on Krisher's novel 'Spite Fences' to develop strategies to use the book to address reading comprehension and literary appreciation using historical fiction with your students. On the final day of the course, the author will lead a creative writing workshop.

GEDU 50340: THE CREATION OF ADOLESCENCE: 3 Hour(s)
GWS~ THE CREATION OF ADOLESCENCE~(online course) According to popular conceptions, the period of adolescence is fraught with problems. Raging hormones, dysfunctional families, and bad genes are often blamed for youthful violence, suicide, and a host of other disorders and problems. But just how much trouble do teenagers really cause? At what point, historically, were young people singled out into an age-specific cohort? What role do the media, the educational system, and economics play in our conceptions of teenagers? This course will examine the social creation of the 'teenager' and examine the definitions and stages of childhood, adolescence, and youth in traditional tribal societies, Europe, and the United States throughout history. Industrialization, changes in the family, population pressures, economics, employment and unemployment, world tensions, war, and post modernism all had direct and indirect effects on the lives of young people and how they were seen by others. At each era, we will use an interdisciplinary approach to discuss the expressions of youth culture (or lack of culture), the effects youth culture had on other segments of society, and the major theories that arose to explain the behaviors and attitudes of young persons. We will pay special attention to the role of public education in the creation of adolescence and examine the rise of high schools in the United States.

GEDU 50350: IGNITING STREAMS OF LEARNING: 3 Hour(s)
GWS~IGNITING STREAMS OF LEARNING IN SCIENCE~SUPPORTING AND ENHANCING STEM CAREERS USING THE RECOVERING CUYAHOGA WATERSHED AS A LOCAL MODEL: This collaborative program pools the collective resources of faculty, graduate and undergraduate students from Hiram College, Kent State University and Akron University, and utilizes best practices in science education to engage learners in local examples of STEM (science, technology, engineering, and math) applications in the miraculous recovery of the Cuyahoga River. Igniting Streams of Learning involves an in-depth study of the upper and middle Cuyahoga Watershed including habitat analysis, stream water quality testing, transect studies, ecological microhabitat analysis and much more during a two week institute for teachers and high school students, and several follow-up workshops throughout the school year in which a learning module will be developed.

GEDU 50360: GWS: HOLLYWOOD GOES TO SCHOOL: 2 Hour(s)
GWS~HOLLYWOOD GOES TO SCHOOL~As the latest technological form of popular storytelling, feature films convey the great cultural lessons of our time. Filmmakers use the school setting and the teacher character to explore contemporary and social problems and to propose suggestions for their solutions. Selected feature films will be used to explore a variety of these social problems as related to schooling issues. Included will be explorations of how society defines and limits the behaviors and lifestyles of teaching professionals, the 'great teacher myth,' attitudes toward authority in school settings, and cross generational communication between students and adults. These explorations will be used to inform professional practice.
GEDU 50380: PUTT LEARNING IN PERSPECTIVE: 3 Hour(s)
PUTTING LEARNING INTO PERSPECTIVE IN THE NEW LANDSCAPES OF SCIENCE STANDARDS AND ASSESSMENTS— In this workshop, we will explore what we have learned from two decades of research on learning and the brain. We will identify questions of concern to us as teachers and environmental stewards. We will collect data from our own learning experiences as we inquire into local environments (wetlands, streams, and urban forests). Participants will develop an action plan that emerges from their experiences and from field books and teacher resource materials already aligned to revised Core Curriculum, Next Generation Science Standards and the North East Ohio Regional Sewer District Watershed curriculum. Through generative collaborative experiences, teachers will develop an action plan on an important local environmental issue. By shifting our focus from teaching to learning, everyone will experience the value of critical colleagues among our shared STEM community of teachers, professors, professional scientists, and undergraduate students.

GEDU 50390: PHYSICAL SCI-NATURE OF ENERGY: 3 Hour(s)
GWS~PHYSICAL SCIENCE-NATURE OF ENERGY: Teachers will explore and discover concepts related to the Nature of Energy through an inquiry approach to teaching Physical Science. Concepts relating to temperature (thermal energy, conduction, convection, radiation), electrical energy, energy transformations (potential, kinetic), and light and sound (transmission, refraction, reflection) will be investigated. Participants will be provided time to design developmentally appropriate lessons and units of study based on conceptual understanding and inquiry that can be integrated into their own course of study.

GEDU 50400: OWNING UP: 3 Hour(s)
GWS~OWNING UP~ Educators, administrators, counselors, schools and youth organizations are inundated with messages about bullying. This course and curriculum is designed to create a lasting climate of social justice and respect in your building. The Own Up curriculum does just that, it provides education for every member of your community and strategies for long range success. This seminar will cover the curriculum of the Own Up program and certify the participants to implement the program within their school or organization. Classroom strategies addressing conflict resolution skills, technology, and relationship building are some of the areas that will be explored. Creating your own assemblies for students, parent meeting outlines, and staff enrichment information will also be provided. The Own Up curriculum was researched and developed by Rosalind Wiseman, educator and founder of the Empower program in Washington, D.C..

GEDU 50410: EARTH/SPACE SCI IN SCHOOLYARD: 3 Hour(s)
EARTH AND SPACE SCIENCE STANDARDS IN THE SCHOOLYARD: The focus of this course will be to explore developmentally-appropriate strategies to teach Earth and Space Science standards in schoolyards. Northeast Ohio offers many unique resources for study in this area. Field trips will include The Cleveland Museum of Natural History and the Shafman Planetarium, Nelson Ledges State Park, and rock collecting at a local Sand and Gravel company, as well as visits to area school grounds. Emphasis will be placed on understanding Earth & Space Science Standards as they relate to Ohio. Teachers will receive a variety of instructional materials and have access to borrow additional resources and materials for classroom use. Materials and resources include rock collections, soil samplers, stream erosion tables and weather instruments.

GEDU 50420: IDEA-ENVIR AWARENESS INSTITUTE: 2 Hour(s)
IDEA (IN-DEPTH ENVIRONMENTAL AWARENESS) INSTITUTE: Plans are underway to offer a 1-week environmental education workshop for up to 130 or 1300 Ohio classroom teachers, Soil and Water Conservation District (SWCD) Educators, and other nonformal educators. This statewide initiative, scheduled the week of July 20, 2009 at Hiram College, will focus on building awareness and understanding of rivers, lakes, wetlands, soils, and the biodiversity that is threatened by human activities. Resource experts representing local colleges, universities, agencies, and organizations will provide in-depth sessions related to these topics, and a variety of field study options, hands-on activities. Participants will gain certification in Project WILD, WET, PLT, and Healthy Water, Healthy People. This professional development opportunity will help educators be better equipped to provide balanced environmental education programs and meet the requirements for the ‘No Child Left Inside’ legislation. It is estimated that the cost of attending the IDEA Institute will be approximately $350 or $35000 per person (includes meals and air-conditioned college housing.)

GEDU 50430: WHAT WORKS IN EDUCATION?: 3 Hour(s)
WHAT WORKS IN EDUCATION? MARZANO’S BIG NINE...THAT’S WHAT: This workshop will explain the nine strategies using the book ‘Classroom Instruction That Works: Research Based Strategies for Increasing Achievement’ by Robert J. Marzano, Debra J. Pickering and Jane E. Pollock. Teachers will receive practical classroom applications to take back to the classroom that are researched based to have positive effects on student achievement across all content areas and all grade levels.

GEDU 50440: MODELING FUTURE HEROES: 4 Hour(s)
MODELING FUTURE HEROES: Are there universal techniques for solving problems peacefully that have repeatedly worked in various cultures around the globe? This course is a study in group dynamics and decision making based on military heroes such as the Tuskegee Airmen and 20 world leaders who sought peaceful solutions to problems. Participants will be immersed in the history of these determined heroes and compare their unique abilities to resolve conflicts and endure challenges. An analysis of the successes of Nelson Mandela, the persistence of the Tuskegee Airmen, the optimism of Dr. Martin Luther King Jr., the courage of Rigobert Menchu, the wisdom of Eleanor Roosevelt, and the amazing accomplishments of some impoverished individuals living in South Africa, Tanzania, Nicaragua, will help to identify conflict-resolution techniques and common values that endured under extreme duress and injustice. Discussion will include how these techniques and values can work for poor, rich, businesses, individuals, and for our families, youth, and schools.

GEDU 50450: UNIVERSAL DESIGN: 3 Hour(s)
UNIVERSAL DESIGN APPLICATIONS FOR YOUR CLASSROOM~ Universal Design, a concept that originated in architecture but which has spread far beyond, is the process by which products and environments are designed to be accessible and usable by the greatest variety of people, disabled or not, without any special adaptations or modifications. In any classroom, K-12 and beyond, you will see individuals with a variety of learning styles, previous experiences, diagnosed or undiagnosed learning difficulties, and cultural backgrounds. In this course, participating teachers will learn how to apply Universal Design concepts from a pedagogical perspective by learning about best practices, inclusive instructional design, and practical approaches among other topics. Teachers will work, both individually and in groups, to apply strategies of Universal Design and design/redesign lessons for the classroom.
GEDU 50460: BIRD PHOTOGRAPHY: 1 Hour(s)
THE MAGIC OF ELECTRONIC FLASH WITH BIRD PHOTOGRAPHY: Starting at the beginning of photography, assuming one knows little about the subject, this workshop proceeds through the basics (depth-of-field, shutter speed, slr speed, exposure, composition) into advanced techniques for photographing birds-even birds in flight! Using an electronic flash to freeze a bird’s wings razor sharp—even a hummingbird’s wings—will open a fascinating world of bird-flight photography experienced by only a few. Song birds and hummingbirds at household feeders through birds in the filed, such as ducks, geese, seagulls, and hawks, will no longer escape your camera’s eye. Also, these photographic techniques can be used for other areas of photography such as photojournalism and wildlife photography. Included in this course is close up photography of snow flakes (winter), water drops, tiny flowers and other items dwelling in the world of small—a fascinating and entertaining addition to this course. This workshop is designed for digital and film cameras. It is best if these cameras have adjustable lens openings and shutter speeds. A detachable, automatic, electronic flash is not required, but helpful. Fully automatic cameras (those not allowing manual settings) may also be used but may prove somewhat inadequate during the advanced instruction. With the advent of digital photography, many camera shops are now over stocked with used, SLR (single lens reflex), 35-mm film cameras and currently sell them at very reasonable prices. If you have always wanted a non-automatic camera, but didn’t know how to use it, this may be a perfect time to make such an investment. If you have purchased a new digital camera, this course provides for their use as well.

GEDU 50470: GET MOVING!: 3 Hour(s)
GET MOVING! PHYSICAL SCIENCE EXPLORATIONS TO ENERGIZE STUDENTS~ The focus of this course will explore developmentally-appropriate strategies to teach Physical Science standards PK-6. Emphasis will be placed on understanding Physical Science, Scientific Inquiry and Scientific Ways of Knowing, as they relate to Ohio Academic Content Standards. Teachers will explore and discover concepts related to the Nature of Matter, Nature of Energy, and Forces and Motion through an inquiry approach to teaching Physical Science. States and properties of matter, chemical and physical changes, motion, contact and non-contact forces (including speed, direction, mass, collisions, position), sound and light, kinetic and potential energy, and energy transformation will be investigated. Emphasis will be placed on schoolyard physical science explorations. Participants will be provided time to design developmentally appropriate lessons and units of study based on conceptual understanding and inquiry that can be integrated into their own course of study. Teachers will receive and make a variety of instructional materials, and have access to borrow additional resources and materials for classroom use. Additionally, participants have an opportunity to serve as instructors for the week-long Camp Invention program for children entering grades 1-6 that will be hosted by Hiram College August 2-6 (stipend included).

GEDU 50480: MULTIPLE INTELLIGENCES: 1 Hour(s)
USING MULTIPLE INTELLIGENCES IN THE MIDDLE AND HIGH CLASSROOM~ The Multiple Intelligences (MI) approach to teaching is an ideal way for teachers to differentiate (what?) for their students, and increase literacy and reading comprehension. This course will review the theory of multiple intelligences and determine individual MI. Participants will learn practical strategies for incorporating MI in the classroom to highlight student strengths and ensure success in the classroom. Teachers will research and create lesson plans to incorporate MI strategies into their classrooms in the fall.

GEDU 50490: STORYTELLING IN CLASSROOM: 2 Hour(s)
The SPOKEN WORD: STORYTELLING IN THE CLASSROOM~ In this age of cell phones, texting, Facebook and Twitter, have we lost the art of communicating with one another face to face through oral expression? Oral interpretation stimulates creativity and imagination, improves verbal and listening skills, and encourages self-expression and emotional well-being. In this course we will explore the ancient art of storytelling. We will tell our own stories, practice the art of interpreting poetry aloud, play some improvisational theatre games, and perform short plays together. We will create and share lesson plans for incorporating storytelling into the classroom. Participating teachers will choose and prepare poetry for performance and participate in group performances during class.

GEDU 50500: USING MASKS IN CLASSROOM: 1 Hour(s)
The FACE TELLS THE STORY: USING MASKS IN THE CLASSROOM~ Throughout history, and around the world, man has created masks for powerful purposes. Masks change our identity, conceal us—or, maybe even reveal us. We can become someone else, control animals, appease spirits, commune with the dead, or even with the gods. Masks are used in ritual performances, festivals, and for entertainment or protection. From ancient Greece, Africa, China, Japan, Latin America, Bali, the Aztecs, and Native Americans to our contemporary carnivals and Mardi Gras, the mask reveals much about the people who make them. In the classroom, masks can be used to study history, geography, or world culture. Visual Art and role-playing are other possibilities for curricular tie-ins. In this class, participants will investigate a particular culture’s mask-making traditions and share their work with the class. We will sculpt a mask of clay, cast it in plaster bandages, and finish it with paint and other decoration. Participants will keep their mask creation at the end of the class.

GEDU 50510: WOLVES AND CIVILIZATION: 3 Hour(s)
WOLVES AND CIVILIZATION~ By surveying the representation of the wolf in history, myth, folklore, natural history, and popular culture, this course seeks to examine the complexities of the natural and political relationship between humans and wolves. We will use these varying fields to analyze the ideology that now constitutes our understanding of the wolf. We will examine the virtual extinction of the wolf in the lower 48 states of America and why some people want to re-introduce the wolf. Wolves have been re-introduced in Yellowstone, and they have also been re-introduced in the Southwest. As human development has spread and wolf populations expand to include a tiny fraction of their original territory; there is now a tremendous amount of interest in wolves and wolf re-introduction. The readings also demonstrate how the lives of humans and wolves are deeply connected to the margin and the mainstream of our society. For hundreds of years our country engaged in a sometimes organized campaign to exterminate the wolf. The ferocity and sadism of hundreds of years of wolf slaughter calls out for intellectual inquiry. With wolves now reclaiming some former habitat in the lower 48 states, we now ask why this mysterious yet social animal has provoked such violence, compassion, and interest.
GEDU 50520: MULTI-SENSORY STRUC LANGUAGE: 5 Hour(s)
MULTI-SENSORY STRUCTURED LANGUAGE: THE ORTON- GILLINGHAM APPROACH~ Target Audience: PK-12 Teachers, Speech Professionals, School curriculum Directors & Administrators. This course introduces students to the Orton Gillingham approach of teaching reading, writing, and spelling to the dyslexic child as well as others who have struggled with learning language. It employs multi-sensory techniques which engage hearing, seeing, and feeling simultaneously in order to facilitate memory and learning. This approach has successfully taught children to read for more than 70 years. Participants will learn how to apply the multi-sensory approach to instruction as they design and practice teaching lessons to classmates. In addition to learning about the characteristics and needs of the struggling reader, students will examine the structure of the English language including phonological awareness, sounds, syllables, syllable division, morphology, and spelling generalizations, with particular emphasis on the ways in which the writing hand reinforces all learning. Woven into the practical aspects of how to deliver an Orton-Gillingham lesson will be the neurological underpinnings of dyslexia, the oral and written history of the English language, informal and formal assessment, fluency, and comprehension. There will be many useful teaching materials given to participants and creative ways demonstrated that make learning fun. Participants will utilize The Gillingham Manual by A. Gillingham and B. Stillman, as well as other relevant readings.

GEDU 50530: PLACE BASED EDUCATION: 3 Hour(s)
PLACE BASED EDUCATION: USING THE COMMUNITY AS A LEARNING LABORATORY~ Emphasizing the need for students to utilize their local community as a learning environment, this workshop will help teachers gain strategies, instructional plans, and resources to allow students to explore and investigate their local communities. Through local walks, interviews, and field trips, students come to understand ways in which local individuals, businesses and movements have both historically and currently work to impact the nation’s and world’s condition. Teachers will be asked to connect best practices in place based education to create lesson plans that energize student learning and connect students to their community.

GEDU 50540: COMMUNICATION WITH MEDIA: 2 Hour(s)
COMMUNICATING WITH MEDIA SAVVY TO THE MEDIA SAVVY~ In the Digital Age, mass media and personal mediated devices have permeated our personal and professional lives. As a result, a debate has ensued: we’re either more connected than ever before, or we’re consumed and isolated by media. In this short course, we will examine the role of mass and personal media in our lives, and raise questions such as: What is the impact of social networks? Are we better off with or without technology, and how can we use it most effectively? How might we communicate with our students and teach them to use media efficiently, safely, and ethically? If we cannot escape media in the classroom, how might we cope?

GEDU 50550: WETLAND ECOLOGY STUDIES: 3 Hour(s)
WETLAND ECOLOGY STUDIES~ Middle and High School science teachers will be introduced to the fascinating ecology and biodiversity of wetland habitats and explore strategies to integrate wetland studies into their curriculum. The importance of wetland habitats in the water cycle and in species diversity will be explored. Participants will learn how to identify wetland characteristics of lakes, ponds, floodplains, drainage ditches, retention ponds and bioswales, as well as determine areas that are not considered wetlands. Each teacher will receive a wetland determination kit and many ideas and suggestions to involve students in analysis and exploration of these unique habitats. The course will be held at the Hiram College Field Station with field trips to local wetland areas and schoolyards.

GEDU 50560: WHAT IS NORMAL?: 3 Hour(s)
WHAT IS NORMAL? WAYS WE RESPOND TO PHYSICAL AND MENTAL ABNORMALITY~ Whether as a nation, a community, or a classroom, we tend to define our ‘in’ groups partly by the people we exclude. We usually try to ‘normalize’ those who are outside our standards, but if we cannot somehow repair or transform them, we often cast them out because they disturb us deeply. This course examines fiction and nonfiction about physical and mental abnormalities, sometimes from the perspectives of the insiders, sometimes from the perspectives of those who are left out. Class exercises include ways of learning ‘to walk in others’ shoes,’ to be more open and inclusive, to be less fearful of the ‘Other.’ Teachers will describe 5 students they have previously taught who don’t fit the normal stereotype. They will describe what was done to accommodate them and how the rest of the class responded. They will suggest what additional or different accommodations could be done.

GEDU 50570: HUMAN TRAFFICKING: 3 Hour(s)
HUMAN TRAFFICKING~ Target Audience: K-12 Teachers How can there be 27 million slaves in the world when slavery is illegal in every country? Why do freed slaves often voluntarily return to work for their former owners? Why does the global economy help determine the amount of slaves in the world? Does a six-year-old child slave, digging tunnels by hand in the Congo River basin, have anything to do with your cell phones and laptops? Third only to drugs and weapon sales, human trafficking is the largest and fastest growing organized crime activity in the world resulting in a multi-billion dollar industry. Forced factory and agricultural labor, the sex trade, debt bondage, domestic help, children soldiers, and the selling of human organs comprise the many facets of this contemptible trade. There are over 100,000 slaves in the United States secretly held captive and forced into manual labor and the sex trade. Runaway teenagers in United States are easily spotted by trained traffickers and approached on an average of 38 hours after leaving home. One of our country’s primary cities for human trafficking transportation is Toledo, Ohio. In this course we will explore the world slavery problem with emphasis on women and children. The economic reasons slavery is so prolific and the political undertakings currently trying to combat this scourge will also be investigated. The psychological effects of individuals involved in the slave trade, both victims and perpetrators, and the role they play in their communities is a prime concern. Many of the look-the-other-way cultures regarding human trafficking, especially when human trafficking becomes “normalized,” will be explored in detail. The U.S. State Department’s document, “Trafficking in Persons Report 2010,” for the first time, includes figures for slavery in the Unites States. It was presented by Secretary Clinton on June 14, 2010, and will be part of this curriculum. Where human trafficking exists, how it is supported, the psychological culture it needs to flourish, and what can be done about stopping this practice is the basis for this course.

GEDU 50580: INTEGRATING TECHNOLOGY: 1 Hour(s)
INTEGRATING TECHNOLOGY ~ This course will focus on integration of technology to engage 21st Century learners in today’s classrooms. Students will explore and discuss applications for both instruction and assessment through implementation of student blogs, student created websites, learning boards, screencasts, iPad/tablet apps, and presentation applications. Throughout the course itself, students will engage in discussions and personal reflection around how these technological advancements may be changing the way students learn, and how to adapt their instructional strategies to meet the needs of those they teach.
GEDU 50590: CLASSROOM MGMT SKILL&STRATEGY: 1 Hour(s)
CLASSROOM MANAGEMENT SKILLS AND STRATEGIES, GEDU-- Target Audience: PK-5 & Special Education Teachers As demands increase on classroom teachers, there seems to be no time to set class culture or address behavioral disruptions without sabotaging lessons. What if we gave the task to the students? As they become responsible for their own learning, we will be able to continue teaching and meeting the needs of ALL students. Participants will gain experience in various forms of creative class management techniques as well as develop effective strategies to extinguish behavioral issues before they rob the class of valuable learning time. Emphasis is on building students’ confidence, self-monitoring skills, and problem solving abilities. This class takes a collaborative approach to design and develop activities specific for each participant.

GEDU 50600: BUILD RESILIENCY IN CHILDREN: 0.5-1 Hour(s)
BUILDING RESILIENCY IN CHILDREN-- Why is it some children seem to fall between the cracks and get lost in the system or suffer from on going depression? Why are some children succeeding when all the odds are against them? Resiliency factors in some children are more developed than in others and these factors allow children to rebound or spring back from failures, disappointments, or other trauma. A resilient child demonstrates a strong level of social competency, a skill set for problem solving, a good sense of autonomy, and a belief or hope in a better future. How do adults help children develop these valuable skills? The course will look at the literature and research that points to the brain, the environmental, and the social aspects of building resiliency in children. Helping children develop social competency so that they can navigate the world of their peers is important. Showing children how to speak up about injustice and to seek out adults who are willing to help can be empowering. Allowing children to develop more problem-solving skills in the classroom but also at home will enable them to start with small problems and gradually gain competency to handle larger ones. It is also important to help children understand that they do have futures, that there is something beyond the moment, and something to plan or work towards.

GEDU 50610: STRAIGHT TALK WITH CHILDREN: 0.5-1 Hour(s)
STRAIGHT TALK WITH CHILDREN-- Have you ever tried talking to a child or teenager and felt like they just can't hear you? Is it what you are saying as an adult or how you are saying it that kids tune you out? What are the barriers to adult-teen conversations and how can we communicate better with children. This course will focus on learning skills that will help adults understand how to have necessary conversations with youth regarding drugs, alcohol, sex and other risky behaviors. In or fast paced, technology driven world today, it becomes more difficult to find the time to listen to others and to have others hear what you are saying. So it is crucial that parents and adults who interact with children have the resources and tools to communicate effectively with kids. Learning how the brain develops and the social/ emotional stressors that affect children is a key component of this course.

GEDU 50620: LEARNING TO LIVE TOGETHER: 0.5-1 Hour(s)
LEARNING TO LIVE TOGETHER: EXPLORING CULTURAL DIVERSITY-- Where do we come from? What influences our choices, desires and how we interact with other? This course helps the participants explore where they come from culturally and emotionally when it comes to relating to others who are not from the same backgrounds. When people say they are not prejudice or bias about others are they really? Together we will learn about the norms, values and traditions that make up our individual cultures and how it affects how we view others and the world around us. By becoming aware of our own culture’s world view, we can learn more about how our attitudes are shaped and changed by the cultural diverseness that we experience. The course will help to explore and gain knowledge of different cultural practices and world views. It will also open the door to developing the ability to understanding, communicating, and effectively interacting with people from across cultures.

GEDU 50625: CLRM PARTNER PARENT&COMMUNITY: 1 Hour(s)
CREATING CLASSROOM PARTNERSHIPS WITH PARENTS & THE COMMUNITY-- Teachers will gain knowledge about ODE Parental Involvement Policy and discuss how new mandates will impact school districts and the classroom. Teachers will research, discuss, and develop strategies to recruit, motivate, and effectively utilize parent volunteers and community stakeholders in the learning process. Upon completion of this course, participants will have the knowledge and expertise to influence and advocate for best practices regarding parental involvement in their school districts. Target Audience: PK-12 Teachers

GEDU 50630: STOP THE BULLYING I: 0.5-1 Hour(s)
STOP THE BULLYING I: PRE-SCHOOL THRU 4TH GRADE-- Children can begin bullying or other aggressive behavior at a very early age. This course is designed to help teachers, parents and other caregivers recognize aggressive behaviors and provide them with clear and consistent messages that they can use with children to reduce bullying and violence in the home, classroom and daycare settings. We will explore the different types of bullying that occur by age and gender since boys and girls express their aggressive behaviors differently. By participating in small group exercises, the class will learn about setting fair guidelines and the importance of using those guidelines consistently. The class will learn and practice the conflict resolution method of S.E.A.L. (Stop, Explain, Affirm, Lock) to show how even young children can learn to resolve their conflicts. It will also show how adults can model conflict resolution. Finally, we will discuss the adult responsibility of dealing with childhood bullying, the legal aspects for children and adults, and what agencies and service are available in the community to help.

GEDU 50640: STOP THE BULLYING II: 0.5-1 Hour(s)
STOP THE BULLYING II: 5TH GRADE THRU 8TH GRADE-- Whether you are male or female, young or mature, the experience of being bullied at some time in your life remains with you forever. Today, the pre-teens and teens are seeing a significant rise in the episodes of bullying, particularly among the young adolescent girls. From cyberbullying to the ‘silent treatment,’ this workshop looks at our culture and the factors that influence our children and create this growing trend of bullying. It will examine the current media culture and its influence on teens regarding violence and gender roles that encourage relational aggression in girls and boys. The workshop will look at the new laws regarding bullying in schools and explore concrete ways for adults and students to participate in positive ways to resolve conflicts and raise awareness of bullying. Teachers will be able to develop clear classroom guidelines and be able to teach the conflict resolution method of S.E.A.L. to their students.
GEDU 50660: BIOLOGICAL DIV/ECOLOGICAL SAMP: 3 Hour(s)
BIOLOGICAL DIVERSITY AND ECOLOGICAL SAMPLING~ Biodiversity and Species Richness are terms that we hear all the time and are addressed in state and national standards. But what do these terms actually mean? How can we incorporate the study of biodiversity into our curriculum? This field-based course will explore biological sampling as one method for studying biodiversity. Participants will learn various techniques to sample species and environments in and around the schoolyard, including transects, quadrats, random pairs and more. The role of environmental parameters (pH, dissolved O2, moisture, N, P, K) will be explored.

GEDU 50660: IT’S ALIVE! LIFE SCI IN SCHYRD: 3 Hour(s)
IT’S ALIVE! LIFE SCIENCE IN THE SCHOOLYARD~ This course will explore developmentally-appropriate strategies to teach PK-8, in Life Science, Scientific Inquiry and Scientific Ways of Knowing, as they relate to the new Ohio Academic Content Standards. Teachers will explore and discover concepts related to living organisms, nonliving things, food chains/webs, environmental changes, habitats, and biomes. Throughout the course, teachers will become very familiar with common Ohio plants and animals. Emphasis will be placed on schoolyard explorations. Many strategies to make observations, ask questions, design investigations, and gather data will be presented, along with a variety of instructional ideas and materials to bring “Life” into your classroom science curriculum. Participants will be provided time to design developmentally appropriate lessons and units of study based on conceptual understanding and inquiry to be integrated into their own course of study. Teachers will receive and make a variety of instructional materials, and have access to borrow additional resources and materials for classroom use.

GEDU 50670: PHYSICAL GEO IN ONE WK: 3 Hour(s)
PHYSICAL GEOGRAPHY IN ONE WEEK~ Physical geography is all around us, yet often forgotten in our curricula because it fits in both science and social studies. This course will introduce teachers to the study of maps, weather, climate, landforms, and glaciers as a means to understand and interpret the landscape of NE Ohio and how it influences water flow, soil formation, location of natural resources (gas, coal, oil, etc.), biotic characteristics, and land use issues. This course includes several day-long and half-day field trips throughout Northeast Ohio to observe interesting features of the land, including the Hiram College Field Station, Mentor Headlands, Big Creek and Grand River, Bass Lake Preserve and more. Strategies to incorporate physical geography into the curriculum will be discussed.

GEDU 50680: PREPARE CHILD LEARN TO READ: 1 Hour(s)
ONE-DAY WORKSHOP PREPARING YOUR CHILD FOR SUCCESS IN LEARNING TO READ~ This workshop will explore ways to connect a young child’s life experiences to the skills needed in order to learn to read, write and spell. Attendees will learn how to transition a child from the concrete world of creative play and toys to the symbolic world of letters and numbers. Using carefully constructed games and activities, all the skills required in the visual, auditory, and kinesthetic fields for successful reading can be understood and mastered in this hands-on, interactive workshop. All children, especially those who might have the potential for struggling with learning to read will benefit from this systematic approach.

GEDU 50690: WHAT IS HUMAN?: 3 Hour(s)
WHAT IS HUMAN?~ Biotechnologies, including enhancement technologies, reproductive and genetic technologies, and technologies that blur the boundaries between human and animal, human and machine, and of human mortality, already impact society and challenge our understanding of a key question at the core of the humanities: “What does it mean to be human?” The humanities provide the kind of critique and ethical foresight needed to define related concepts such as excellence, fairness, lifespan and the natural. The primary objectives of this course are: 1) to provide teachers with a basic overview of current and proposed biotechnological developments that influence our understandings of human nature, 2) to introduce new texts and explore how familiar texts can connect to key questions these biotechnologies are raising about human limits, origins and possibilities, and 3) to generate practical strategies for incorporating this interdisciplinary subject matter into the Language Arts classroom as a way of demonstrating for students the relevance of fictional texts and of humanistic inquiry to their lives. Ultimately, this course helps prepare Ohio teachers to meet the new Common Core Standards, especially the mandate for Language Arts teachers to include more informational as well as literary texts and to meet new cross-disciplinary literary standards. This institute is generously supported by the Ohio Humanities Council, a state affiliate of the National Endowment for the Humanities.

GEDU 50700: LINGUISTICS FOR TEACHERS: 1 Hour(s)
LINGUISTICS FOR TEACHERS~ This course will introduce teachers to ways that the science of linguistics could help in their teaching of language issues, such as grammar, spelling, language disorders, and reading. The course will begin with linguistic theories of language development and how humans process and use language generally, but will mostly consist of specific language issues that teachers encounter daily in their classrooms and offer ideas about what to do with these issues. Lesson development will include topics about language acquisition, syntax, dialects, phonology and teaching of spelling, and semantics and vocabulary.

GEDU 50710: MIND, BRAIN, EDUC IN 21ST CENT: 2 Hour(s)
MIND, BRAIN, AND EDUCATION IN THE 21ST CENTURY~ Theoretical perspectives on cognitive development and learning in children and adolescents have changed drastically in the last 50 years. Research from psychology, education, and neuroscience provide new and exciting insights for teachers and administrators. In this class, we will review some traditional theories of cognitive development, as well as recent findings. In addition, we will introduce the new field of educational neuroscience; discuss its potential and its limitations for changing educational practice in the 21st century. Participants will be asked to consider personal experiences in relation to theoretical predictions. In addition, lesson plans informed by best practices will be constructed.

GEDU 50720: BASIC AM SIGN LANGUAGE: 1-2 Hour(s)
BASIC AMERICAN SIGN LANGUAGE FOR THE CLASSROOM~ Gain classroom attention without raising your voice. As a teacher, you do not need to be fluent in sign language to reap the benefits of American Sign Language in the classroom. After learning a few basic signs, teachers can control class noise levels, disruptive student behavior, handle discipline problems and reinforce positive behavior without yelling. Incorporate American Sign Language into elementary school, home school, special education and preschool lesson plans. Course activities will utilize “Signing Time Classroom Edition” (optional purchase) to get participants comfortable with sign language and ready for the new school year. Classroom resources and tips for signing in the classroom, lesson plans, and activities are included.
GEDU 50721: TEACHING ASL IN CLASSROOM: 1 Hour(s)
TEACHING AMERICAN SIGN LANGUAGE IN THE CLASSROOM~ Target Audience: PK-Elementary and Special Education Teachers, Home School Teachers. Gain classroom attention without raising your voice. As a teacher, you do not need to be fluent in sign language to reap the benefits of American Sign Language in the classroom. After learning a few basic signs, teachers can control class noise levels, disruptive student behavior, handle discipline problems and reinforce positive behavior without yelling. Incorporate American Sign Language into elementary school, home school, special education and preschool lesson plans. Course activities will utilize the ‘Signing Time Classroom Edition’ (optional purchase) along with other handouts and materials to get participants comfortable with sign language. Classroom resources and tips for signing in the classroom, lesson plans, and activities are included. This 2nd class will be a continuation of the summer class for teachers. It is not required that you took the class in the summer. We will review what we have learned; along with learning the signs for animals. We will also learn simple everyday phrases to add to your classroom.

GEDU 50722: AM SIGN LANGUAGE FUN & GAMES: 2 Hour(s)
AMERICAN SIGN LANGUAGE FUN AND GAMES FOR THE WHOLE CLASSROOM~ Target Audience: PK-Elementary and Special Education Teachers, Home School Teachers. Gain classroom attention without raising your voice. As a teacher, you do not need to be fluent in sign language to reap the benefits of American Sign Language in the classroom. After learning a few basic signs, teachers can control class noise levels, disruptive student behavior, handle discipline problems and reinforce positive behavior without yelling. Incorporate American Sign Language into your elementary school, home school, special education and preschool lesson plans. Course activities will utilize ‘Signing Time Classroom Edition’ (optional purchase) to get participants comfortable with sign language and ready for the new school year. Classroom resources and tips for signing in the classroom, lesson plans, and activities are included.

GEDU 50725: AM SIGN LNG LEARNING CLASSRM: 2 Hour(s)
AMERICAN SIGN LANGUAGE FOR LEARNING IN THE CLASSROOM~ Gain classroom attention without raising your voice. As a teacher, you do not need to be fluent in sign language to reap the benefits of American Sign Language in the classroom. After learning a few basic signs, teachers can control class noise levels, disruptive student behavior, handle discipline problems and reinforce positive behavior without yelling. Incorporate American Sign Language into your elementary school, home school, special education and preschool lesson plans. Course activities will utilize ‘Signing Time Classroom Edition’ (optional purchase) to get participants comfortable with sign language and ready for the new school year. Classroom resources and tips for signing in the classroom, lesson plans, and activities are included.

GEDU 50730: GOOGLE TOOLS IN THE CLASSROOM: 1 Hour(s)
GOOGLE TOOLS IN THE CLASSROOM~ You’ve used Google to search for classroom materials and lesson plans and even to do some personal research. Learn how to put Google Tools to work for you and your students and incorporate many free features that could enhance student projects and encourage collaboration. Learn how to use Google docs, spreadsheets, presentations and forms; start a class or student project website; embed a calendar for students and parents; create lessons incorporating Google Earth; and learn how to help students use Google’s many search functions more effectively.

GEDU 50740: BIOLOGICAL DIV/ECOLOGICAL SAMP: 4 Hour(s)
BIOLOGICAL DIVERSITY AND ECOLOGICAL SAMPLING~ Biodiversity and Species Richness are terms that we hear all the time and are addressed in state and national standards. But what do these terms actually mean? How can we incorporate the study of biodiversity into our curriculum? This field-based course will explore biological sampling as one method for studying biodiversity. Participants will learn various techniques to sample species and environments in and around the schoolyard, including transects, quadrats, random pairs and more. The role of environmental parameters (pH, dissolved O2, moisture, N, P, K) will be explored.

GEDU 50750: CURRENT ISSUES DEV & EDUC PSYC: 2 Hour(s)
CURRENT ISSUES IN DEVELOPMENTAL AND EDUCATIONAL PSYCHOLOGY~ Target Audience: PK-6 Teachers In the early 21st century, teachers are faced with an increasing number of new concerns in the classroom. From psychotropic medications, to social media, to bullying, the modern teacher must navigate a variety of new challenges. This class will address important topics related to the classroom and the child development. With a focus on ages 5-12, we will explore new research findings, in an attempt to separate fact from fiction, reality from myth. Participants will analyze case studies of related issues and will research best and promising practices.

GEDU 50760: iPAD SUMMER WORKSHOP: 1 Hour(s)
iPAD SUMMER WORKSHOP~ Target Audience: Grades 9-12 Teachers The new Common Core Standards being adopted by the State of Ohio require students to become proficient in technology and digital literacy as well as become independent, critical-thinkers as they develop 21st Century skills. By implementing iPads in the classroom curriculum, students have the opportunity to foster these abilities and to get a head-start as they continue in their schooling and career paths. Learn how to incorporate iPads into a classroom curriculum by learning about the following: starting an iPad pilot program from an administrative point of view; Creating a PLN (Personal Learning Network); and using specific apps in the classroom such as FlipBoard, QuickOffice Pro, Phoster, iMovie, and Story Starter to enhance student engagement and learning. Participants will have the opportunity to use an iPad for the duration of the class, but it is preferred that you bring your own or one from your school. Participants will be asked to create and present a lesson for their specific class and grade level using the iPads. In addition, participants will create a proposal to take back to their school district presenting rationale for implementing iPads in their curriculum.

GEDU 50761: iPAD BASICS FOR BEGINNERS: 1 Hour(s)
iPAD BASICS FOR BEGINNERS~ This course is an introduction to the iPad and will emphasize applications that can be easily incorporated to enhance classroom instruction. Basic iPad skills will include settings, organizing and utilizing apps, iTunes, iCloud, and much more. Participants will be guided through a wide range of applications and have opportunities to create and share documents and media. Classes will be held at James A. Garfield Elementary School, Garrettsville, Ohio. Target Audience: K-6 Teachers
GEDU 50770: PORTAGE CO CRISI INTER TEAM CO: 2 Hour(s)
PORTAGE COUNTY CRISIS INTERVENTION TEAM COLLABORATION--
Target Audience: Teachers, Administrators & school staff members
(bus, custodial, secretarial, cafeteria) Crisis Intervention Team (CIT) is
a collaborative effort between law enforcement and mental health to
educate police officers who handle individuals with mental health issues.
This five-day program is designed for school personnel to increase
awareness of mental health issues and develop crisis management skills.
Topics include crisis with kids, depression & suicide prevention, child
abuse, bipolar disorder, bullying, substance abuse, domestic violence, de-
escalation principles, stress management and much more.

GEDU 50780: REAL COMM IN FRLG CLASSROOM: 1 Hour(s)
REAL COMMUNICATION IN THE FOREIGN LANGUAGE CLASSROOM--
Target Audience: K-12 Foreign Language Teachers Are you tired of verb
conjugations and uninspired work-sheets? Is there an audible groan when
you ask your students to open their workbooks? I was there years ago
and had the good fortune of being introduced to a different philosophy
of teaching a foreign language, focused on the art and science of real
communication. That was 28 years ago and I have never looked back
(and never used a workbook since!). This course will involve participants
in open-ended activities, grounded in grammar and syntax, yet created
with the premise of real communication. Through a variety of activities
which can be adapted for any level, you will connect with your students
as they connect with each other in your target language. You will
take home reproducible and adaptable ideas which you will be able to
implement this coming academic year.

GEDU 50781: REAL COMM IN FRLG THRU ART: 1 Hour(s)
REAL COMMUNICATION IN YOUR FOREIGN LANGUAGE CLASSROOM
THROUGH ART-- As teachers of foreign languages, we desire to have our
students embrace the culture. One of the difficult areas to grab and hold
students’ attention can be the paintings of the great masters. It can be
challenging for students to connect to artists so far removed from their
lives. However, when we focus on interpretation and communication, we
can create an atmosphere designed to produce open-ended discussions
and engaging activities, yet, grounded in syntax and grammar (and they
will learn a few facts about history and artistic technique along the
way)! In this course participants will experience how to use art in their
classrooms in imaginative ways. Through art we will demonstrate how to
introduce grammatical ideas, reinforce concepts, and use the interpretive
and communicative techniques in a field trip situation. Target Audience:
K-12 Foreign Language Teachers

GEDU 50790: NONFICTION/BIOL/MATH/LANG ARTS: 2 Hour(s)
CONNECTING CREATIVE NONFICTION TO BIOLOGY, MATH, AND
LANGUAGE ARTS: A WORKSHOP FOR HIGH SCHOOL TEACHERS-- New
Ohio science standards and the Common Core standards deal with
traditional disciplinary goals but also with interdisciplinary goals, for
example connecting nonfiction reading in a multitude of disciplines
including STEM courses. Hiram College will be conducting a month-
long series of events, tentatively called Cool Science Reads, in spring
2013 around the book Four Fish: The Future of the Last Wild Fish by Paul
Greenberg. In this workshop, we will discuss the book and brainstorm
ways to bring together discussions and activities around creative
nonfiction, concepts in ecology, mathematical modeling, as well as the
impact of personal and societal decision-making in the sciences and
language arts.

GEDU 50800: OH SAY CAN YOU SEE-US HIST/ART: 3 Hour(s)
‘OH SAY, CAN YOU SEE’: EXPLORING THE FIRST CENTURY OF US
HISTORY THROUGH NORTHEASTERN OHIO ART MUSEUMS-- This six-
day workshop is designed for 25 Ohio middle and high school teachers
of social studies, history, government, American literature, fin art and art
history. Participants will explore the historical development of the United
States during a very tumultuous time, from approximately 1776-1876,
through material culture-paintings,sculptures, prints, and (after 1840)
photographs-found in the extraordinarily rich collections of Northeast
Ohio art museums in Cleveland, Akron and Youngstown. Visual artifacts
bring thepast to life and make it accessible and understandable
for young learners. Participants will discover how the study of America
through material culture can assist with their own comprehension of
critical issues in our nation's history and help them develop tools for
engaging their students in interpreting history through visual arts.

GEDU 50810: INDEPENDENT STUDY: 1-4 Hour(s)

GEDU 50820: CLASS MGMT&STRATEGY:PREP OTES: 1 Hour(s)
CLASS MANAGEMENT SKILLS AND STRATEGIES: PREPARING FOR
OTES-- This class will help you prepare in part for your OTES evaluation
with all the changes currently under consideration in Ohio; one thing
you CAN control is your classroom environment. As demands increase
on classroom teachers, there is no time to set class culture or address
behavioral disruptions without sabotaging lessons. One suggestion:
Make the students be responsible for their own learning, and you will
be able to continue teaching and meeting the needs of your entire
class. Participants will gain experience in various forms of creative
class management techniques as well as develop effective strategies
for extinguishing behavioral issues before they rob the class of valuable
learning time. Emphasis is on building students' confidence, self-
monitoring skills, and problem solving abilities. This class takes a
collaborative approach to design and develop activities specific for each
participant, enabling all to return to the classroom with routines that
support cooperative learning structures that eliminate inappropriate
behaviors. This workshop is designed to help you on the performance
aspect of the Ohio Teacher Evaluation System.

GEDU 50830: 21ST CENTURY TEACHING & LEARNI: 1 Hour(s)
21ST CENTURY TEACHING AND LEARNING-- The new Common Core
Standards being adopted by the State of Ohio require students to
become proficient in technology and digital literacy as well as become
independent, critical-thinkers as they develop 21st Century skills. As
a result, teachers must continuously master new technology in order
to help build and strengthen these skills within their students and
help students to become college and career ready in the process.
In this course, participants will learn how to help build and strengthen
career and academic skills through hands-on 21st Century approaches
and activities. Participants will explore how to incorporate Common Core
State Standards by utilizing different aspects of technology, digital literacy,
and project-based learning into their own curricula and classrooms. This course is technology based,
so participants are asked to bring their own iPad, tablet or laptop during
class.

GEDU 50840: 21ST CENTURY TEACHING & LEARNI: 1 Hour(s)
21ST CENTURY TEACHING AND LEARNING-- The new Common Core
Standards being adopted by the State of Ohio require students to
become proficient in technology and digital literacy as well as become
independent, critical-thinkers as they develop 21st Century skills. As
a result, teachers must continuously master new technology in order
to help build and strengthen these skills within their students and
help students to become college and career ready in the process.
In this course, participants will learn how to help build and strengthen
career and academic skills through hands-on 21st Century approaches
and activities. Participants will explore how to incorporate Common Core
State Standards by utilizing different aspects of technology, digital literacy,
and project-based learning into their own curricula and classrooms. This course is technology based,
so participants are asked to bring their own iPad, tablet or laptop during
class.
GEDU 50840: REAL COMM FRLG CLASS THRU ART: 1 Hour(s)
STRATEGIES IN REAL COMMUNICATION IN YOUR FOREIGN LANGUAGE CLASSROOM THROUGH ART~ As teachers of foreign languages, we desire to have our students embrace the culture. One of the difficult areas to grab and hold students’ attention can be the paintings of the great masters. (It can be challenging for students to connect to artists so far removed from their lives.) However, when we focus on interpretation and communication, we can create an atmosphere designed to produce open-ended discussions and engaging activities, yet, grounded in syntax and grammar. (And they will learn a few facts about history and artistic technique along the way!) In this course participants will experience how to use art in their classrooms in imaginative ways. Through art we will demonstrate how to introduce grammatical ideas, reinforce concepts, and use the interpretive and communicative techniques in a field trip situation.

GEDU 50850: PREK-12 FORM INSTR/DATA ASSESS: 2 Hour(s)
PREK-12 FORMATIVE INSTRUCTION AND DATA-DRIVEN ASSESSMENT~This course will provide an overview of best practice in teaching and assessment including strategic planning, formative instruction, formative and summative assessment, student growth measures. Course topics will also include balanced assessment systems, providing support for teacher-candidates in lesson planning and assessment design, and the collection of valid, reliable data for making decisions about student growth.

GEDU 50860: IMPLEMENTING FIP I: 1 Hour(s)
IMPLEMENTING FORMATIVE INSTRUCTIONAL PRACTICES I~ This course will provide an overview of best practice in teaching and assessment including strategic planning, formative instruction, formative and summative assessment, student growth measures. Significant time will be spent in team discussion of content and implementation of the Battelle FIP systems—specifically modules 1 and 2.

GEDU 50870: IMPLEMENTING & LEADING FIP I: 2 Hour(s)
IMPLEMENTING AND LEADING FORMATIVE INSTRUCTIONAL PRACTICES I~ This course will provide an overview of best practice in teaching and assessment including strategic planning, formative instruction, formative and summative assessment, student growth measures. Significant time will be spent preparing to lead grade-level or department teams in discussion of the content of the Battelle FIP systems—specifically modules 1 and 2.

GEDU 50880: FORMATIV/SUMMATIV ASSESSMENT: 2 Hour(s)
FORMATIVE & SUMMATIVE ASSESSMENT FOR STUDENT LEARNING ~ This course examines the goals, benefits, and uses of both summative and formative assessments. Students will learn how to create and analyze classroom assessments in four main categories (selected response, written response, performance assessment and personal communication) and how to integrate these assessments in day to day instruction. There will be an emphasis on formative assessments that involve students in self-assessment and goal-setting for improved achievement.

GEDU 50890: IMPLEMENTING FIP III: 1 Hour(s)
IMPLEMENTING FORMATIVE INSTRUCTIONAL PRACTICES III ~ This course will provide an overview of best practice in teaching and assessment including strategic planning, formative instruction, formative and summative assessment, student growth measures and differentiating planning, teaching and assessment of gifted learners. Significant time will be spent in team discussion of content and implementation of the Battelle FIP systems—specifically module 5 and the gifted module.

GEDU 50895: IMPLEMENTING FIP III: 2 Hour(s)
IMPLEMENTING FORMATIVE INSTRUCTIONAL PRACTICES III ~ This course will provide an overview of best practice in teaching and assessment including strategic planning, formative instruction, formative and summative assessment, student growth measures and differentiating planning, teaching and assessment of gifted learners. Significant time will be spent preparing to lead grade-level or department teams in discussion of the content of the Battelle FIP systems—specifically module 5 and the gifted module.

GEDU 51240: FIELD STUDIES HS CLASSROOM: 2 Hour(s)
FIELD STUDIES FOR THE HIGH SCHOOL CLASSROOM ~ High school teachers will work with science faculty and Field Station staff to design a curriculum and collaborative program with Hiram College that enhances their existing curricula and connects their students to the natural world via field studies. As part of the curriculum development process, teachers will design a collaboration with Hiram College for the upcoming school year. This will include creation of a materials and equipment request to support the collaboration and curriculum. Participating teachers will invite 4-6 high school students to a 2 ½-day field studies experience. These students will work with faculty, Hiram College students and their teachers to learn the necessary field studies to help implement the curriculum.

GEDU 51250: FIELD ECOLOGY RESEARCH: 2 Hour(s)
FIELD ECOLOGY RESEARCH ~ This course is designed for High School teachers of biology, ecology, and environmental science. High school teachers will work with science faculty and Field Station staff to design a curriculum and collaborative program with Hiram College that enhances their existing curricula and connects their students to the natural world via field studies. As part of the curriculum development process, teachers will design a collaboration with Hiram College for the upcoming school year. This will include creation of a materials and equipment request to support the collaboration and curriculum. Participating teachers will plan and coordinate the week-long high school student field ecology research experience. These students will work with faculty, Hiram College students and teachers to learn the necessary field studies to help implement the curriculum.

GEDU 51570: IMMIGRATION & BORDER CROSSINGS: 3 Hour(s)
IMMIGRATION & BORDER CROSSINGS ~ Economic and political controversy besieges the Mexican-American border. Arguments against immigration range from keeping out "unwanted aliens" to fighting a billion dollar drug trafficking business. Arguments in favor speak of social justice and economic benefits. In this course, students will try to understand the forces creating these problems. Most importantly, the course will take a very close look at the plight of the migrating children and study the perspectives of the Border Patrol, the immigrants from Mexico and other Latin American countries, the U.S. residents close to the border, the U.S. businesses using immigrant labor and/or moving to Mexico to get cheaper labor, the drug runners and the Mexican drug wars, and the politicians who try to reduce the complexities to "sound bites." Students will learn to discern the ethical issues, including questions of discrimination and racism.
GEDU 52370: THE AMERICAN COLD WAR: 3 Hour(s)
THE AMERICAN COLD WAR ~ This seminar will explore historians’ evolving understanding of the United States’ involvement in the Cold War. Readings will examine the Cold War in both its domestic and international contexts. The class will place a particular emphasis on how historians have analyzed the connections between domestic social relations and international developments, how the Cold War allowed key social categories to be simultaneously understood locally and globally. Through close examination of recent historical works on the Cold War, students will develop both an understanding of important transformations during this critical era and an appreciation for the ways historians work. We will pay attention to how historians have exposed new archives to contextual analysis in order to change historical narratives about the Cold War.

GEDU 58000: SEM.: 1-4 Hour(s)
SEM.: 1-4 Hour(s)

GEDU 58100: EVOLUTION: 3 Hour(s)
EVOLUTION ~ Evolutionary theory is the cornerstone of all modern biology, whether molecular, organismal, or behavioral. The theory of evolution is "true -- and the truth only makes us free," according to the late invertebrate paleontologist Stephen Jay Gould. We will examine parts of Charles Darwin’s fundamental text "On the Origin of Species," and will then examine the fundamental principles of evolution using population genetics, biogeography, behavioral biology and molecular genetics - which form the basis of modern evolutionary biology. We will finish by discussing human evolution to ascertain whether we follow the same "rules" of evolution as all other living organisms. Throughout the course, the emphasis will be placed upon the methods used to provide the vast array of evidence for evolution and its processes.

GEDU 58110: GENOMICS-BIOINFORMATICS: 3 Hour(s)
GENOMICS & BIOINFORMATICS FOR THE CLASSROOM ~ This course is designed to provide the content knowledge and hands-on experience needed for high school teachers to bring genomics and bioinformatics into their courses. You will learn how to implement in your courses a free online gene and genome analysis project on a microorganism of your choice and also how you can connect genome analysis to a wet lab project. You will also have the opportunity to put what you learned into practice by helping teach high school students in the Hiram Bio-innovation Institute.

GEDU 58120: CONTACT&CONFLICT: EARLY AM LIT: 3 Hour(s)
CONTACT & CONFLICT: EARLY AMERICAN LITERATURE (BEGINNINGS TO 1820) ~ American Literature, particularly before 1820, was a time of genesis--of contact (and subsequent conflict) between human beings sharing this space that we now call the United States. We will examine the historical, political, religious, and pre/post-societal implications that spurned the literature of this time period. With a 21st century lens, we will explore various forms of literary criticism of readings by authors such as Mary Rowlandson, Red Jacket, Benjamin Franklin, and Olaudah Equiano.

GEDU 58130: AMERICAN ENVIRONMENTAL HISTORY: 3 Hour(s)
AMERICAN ENVIRONMENTAL HISTORY ~ This course will introduce students to the history of environmental issues and environmental activism in North America. Students will consider how Native Americans interacted with the natural environment prior to the European arrival, how the Europeans who entered North America looked upon the natural environment and how their views and practices differed from those of the Native Americans, and how the European settlement in North America affected the natural environment. Students will also explore how the growth of industrial capitalism and westward expansion affected the natural environment, and how Americans viewed the "wilderness" and the environment in the nineteenth century. Finally, students will explore the rise of a conservation movement and social activism to protect and preserve the environment, and they will study closely the rise and growth of a modern environmental movement in the late twentieth and early twenty-first century.

GEDU 58140: WRITING CREATIVE NONFICTION: 3 Hour(s)
WRITING CREATIVE NONFICTION ~ This course is designed to introduce participants to forms of nonfiction that have as their purpose not only the presentation of “facts” and research, but also the inclusion of personal voice; a target audience of good general readers (not just academic ones); attention to literary techniques beyond straight exposition; the opportunity for imaginative decisions about writing that are more commonly associated with “creative” writing. According to Sue William Silverman in her book Fearless Writing, the genre of creative nonfiction “is a long river with many moods and currents.” We will explore several of them, allowing participants to be more present in their nonfiction writing than perhaps they had before, more relaxed, and more open to surprise.

GEDU 58150: POPULAR FICTION IN LNG ART: 1 Hour(s)
USING POPULAR FICTION IN THE LANGUAGE ARTS CLASSROOM —BORDER FICTION ~ This workshop is designed for secondary teachers who are interested in using popular fiction in the language arts curriculum. Participants will develop strategies for effectively using the kind of popular fiction—such as immigration stories—that draws in reluctant readers. Taking Luis Alberto Urrea’s Into the Beautiful North as the focus, participants will develop a strategy for teaching popular novels in the secondary curriculum and develop lesson plans that support the Common Core State Standards for Language Arts using Into the Beautiful North or similar popular novels. Participants will be immersed in the novel from a variety of perspectives, including historical context, hot-button discussion topics, pedagogical hurdles and approaches, resources for involving students in the novel, and much more.

GEDU 58160: IMPLEMENTING FIP II: 1 Hour(s)
IMPLEMENTING FORMATIVE INSTURCTIONAL PRACTICES II ~ This course will provide an overview of best practice in teaching and assessment including strategic planning, formative instruction, formative and summative assessment, student growth measures. Significant time will be spent in team discussion of content and implementation of the Battelle FIP systems—specifically modules 3 and 4.

GEDU 58170: IMPLEMENTING & LEADING FIP II: 2 Hour(s)
IMPLEMENTING & LEADING FORMATIVE INSTRUCTIONAL PRACTICES II~ This course will provide an overview of best practice in teaching and assessment including strategic planning, formative instruction, formative and summative assessment, student growth measures. Significant time will be spent preparing to lead grade-level or department teams in discussion of the content of the Battelle FIP systems—specifically modules 3 and 4.
ENGL 12500: GREAT WORKS OF LITERATURE:IM - 4 Hour(s)
GREAT WORKS OF LITERATURE:IM - This course will explore a group of well-known works of literature organized around the idea of Utopia. We will explore origins of utopianism, how it has changed and been criticized over time, and its relevance to us today. Considered a reading course, the class will emphasize recall, analysis, and understanding of literature. This course fulfills the Interpretive Methods requirement.
Core: Interpretive Methods

ENGL 14000: SURVEY IN DRAMATIC LIT:IM - 3 Hour(s)
SURVEY IN DRAMATIC LITERATURE:IM - This course provides an introduction to the variety, complexity, and originality of works written for stage presentation. The students study different styles of dramatic literature through individual plays chosen to represent diverse time periods and literary styles. The course concentrates on developing the student's critical capabilities through short responsive papers on sensitivity to historical and stylistic influences and on general techniques for reading plays. By considering serious and comic plays, both ancient and contemporary, the course offers a student an overview of the contributions drama has made to the fine arts throughout history. Also offered as Theater 14000. A student may receive credit for only one of these courses. This course fulfills the Interpretive Methods requirement.
Core: Interpretive Methods

ENGL 18000: WKSP: 1 Hour(s)
WORKSHOP - This workshop will provide the opportunity for students to examine a special topic in English. Through readings, discussions and written assignments there will be opportunities to evaluate the topic at issue. Workshops may be taken Pass/No Credit only. Students may take no more than nine workshops for credit toward graduation. Workshops can be used as elective credit only. (For PGS students only.)

ENGL 20000: HISTORY OF WESTERN THEA I:IM - 3 Hour(s)
HISTORY OF WESTERN THEATRE I:IM - This course surveys the development of the Western theatre from its origins through the Renaissance and introduces the theatre of the Orient. Along with select plays, the student will study acting styles, actors, theatre architecture, costuming, and scene design. Also offered as THEA 20000. A student may receive credit for only one of these courses. This course fulfills the Interpretive Methods requirement. Previously offered as THEA/ENGL 251/25100.
Core: Interpretive Methods

ENGL 20100: HISTORY OF WESTERN THEA II:IM - 3 Hour(s)
HISTORY OF WESTERN THEATRE II:IM - Beginning in 1660 England, this course studies plays, playwrights, acting styles, actors, theatre architecture, costuming, scene design, and the development of the role of the director in the U.S. and Europe up through the present. This course will also cover a survey of Third World Theatre. Also listed as Theater 20100. A student may receive credit for only one of these courses. This course fulfills the Interpretive Methods requirement. Previously ENGL 252/25200
Core: Interpretive Methods

ENGL 20600: INTRO TO LITERARY STUDIES:IM - 4 Hour(s)
INTRODUCTION TO LITERARY STUDIES:IM - A basic introduction to the study of literature, with an emphasis on British and American examples. Through discussion and writing, students study the major genres in Western Literature, practice textual analysis, and are introduced to significant theories of literary criticism. Several critical papers and one documented research paper are required. This course fulfills the Interpretive Methods requirement.
Core: Interpretive Methods

ENGL 20900: SHAKESPEARE IN PERFORMANCE:CM - 3 Hour(s)
SHAKESPEARE IN PERFORMANCE:CM - Performance is the way in which dramatic texts come to life, and performing a play is an indispensable heuristic to knowledge about it. In this course, advanced students of Shakespeare shall investigate one play in its entirety, learning each scene by staging it. Becoming familiar with the work of the actor and director as well as with that of the critic, scholar, and reviewer, students will keep a daily journal and write analyses of scenes in preparation for staging work in class. The instructor will not serve as a director; rather, students will explore scenes in their own groups. Readings will include critical essays, scholarly discussions of textual issues, and reviews of performances. Also listed as THEA 20900. This course fulfills the Creative Methods requirement.
Core: Creative Methods

ENGL 21900: READ AM LIT:IM, UD: 1-4 Hour(s)
READINGS IN AMERICAN LITERATURE:IM, UD - This course will present some of the masterpieces, both major and minor, of American literature. The course may be organized around a major theme (such as 'Nature in American Literature'), may concentrate on important works of a single author ('The Poetry of Emily Dickinson' or 'Hemingway's Novels'), or may examine examples of a particular literary genre ('The American Short Story,' 'Journals and Diaries in American Life'). Recent offerings include: 'American Renaissance,' 'Harlem Renaissance,' and 'Ohio and the Western Reserve.' Suitable for major and non-majors. This course fulfills the Interpretive Methods requirement and the Understanding Diversity at Home requirement.
Core: Interpretive Methods; Understanding Diversity Home

ENGL 22200: READ BRIT LIT:CA, IM - 1-4 Hour(s)
READINGS IN BRITISH LITERATURE:CA, IM - This course will present some of the masterpieces, both major and minor, of British literature. The course may be organized around a theme (such as 'Depictions of Class in British Literature'), may concentrate on important works of a single author ('Jane Austen's Contribution to the Novel'), or may examine examples of a particular literary genre ('Modern British Poetry' or 'The Development of the English Mystery'). Recent offerings include: 'Charles Dickens,' 'English Renaissance Poetry,' and 'Utopias and Dystopias.' Fills both Cultural Analysis and Interpretive Methods. Not recommended for English majors.
Core: Social/Cultural Analysis Meth; Interpretive Methods
ENGL 22600: READ WORLD LIT:IM,EW 1-4 Hour(s)
READINGS IN WORLD LITERATURE:IM,EW~ This course will present some of the masterpieces, both major and minor, of world literature. The course may be arranged around a theme (such as 'Post-colonialism' or 'The Epic Impulse'), may concentrate on important works of a single author or geographical area ('The Novels of West Africa,' 'Nabokov's Russian and American Novels'), or may examine examples of a specific genre of writing (such as 'African and Australian plays' or 'English Poetry in Asia'). Recent offerings include: '20th-Century Indian Literature' and 'Postcolonial Literature.' Not recommended for English majors. This course fulfills the Interpretive Methods requirement and the Exploring the World requirement.
Core: Experiencing the World; Interpretive Methods

ENGL 23500: CONTEMPORARY POETRY: 4 Hour(s)
CONTEMPORARY POETRY~ English language poetry during the last years of the 20th century and the early 21st century has become turbulent with competing styles and personalities. This course will focus upon four or five distinctive poets of the present day, including newcomers as well as established writers.

ENGL 24100: LIT PERSPECTIVE ON WOMEN:IM,CA: 3 Hour(s)
LITERARY PERSPECTIVES ON WOMEN:IM,CA~ Gender expectations have shaped women's roles in literature and their work as writers. This course examines several facets of the complex dilemmas faced by women artists within their historical context. Its perspectives include such concerns as the debate about women's innate nature, their role in both the domestic and outside world, their contributions, and their current status within literary culture. This course fulfills the Interpretive Methods requirement and the Social and Cultural Analysis requirement. Counts toward the Gender Studies Minor.
Core: Social/Cultural Analysis Meth; Interpretive Methods

ENGL 25200: ENGLISH LANG:LINGUISTIC INTRO: 3 Hour(s)
THE ENGLISH LANGUAGE: A LINGUISTIC INTRODUCTION ~ This course traces the historical development of the English language from its Indo-European origins down to present day U.S. speech, with a special emphasis on the various contemporary American dialects. In studying this long evolution of our native tongue, students will be introduced to modern linguistic techniques and terminology. Some fieldwork in local dialects will be required. A revised version of this course is offered for three (3) credit hours as English (252 or 25200). A student may receive credit for only one of these courses.

ENGL 25400: ENGLISH LANG LINGUISTIC INTRO: 4 Hour(s)
THE ENGLISH LANGUAGE: A LINGUISTIC INTRODUCTION ~ This course traces the historical development of the English language from its Indo-European origins down to present day U.S. speech, with a special emphasis on the various contemporary American dialects. In studying this long evolution of our native tongue, students will be introduced to modern linguistic techniques and terminology. Some fieldwork in local dialects will be required. A revised version of this course is offered for three (3) credit hours as English (252 or 25200). A student may receive credit for only one of these courses.

ENGL 25500: HOW WE TALK: DIALECTOLOGY:MM: 3 Hour(s)
DIALECTOLOGY:MM~ This course explores the elements of North American dialects, defining them and discussing issues surrounding dialect, such as media stereotypes and cultural perceptions of dialects. Students study the history, syntax, lexicon, and (especially) the phonology of the major American dialects, then produce a dialect study. This course fulfills the Modeling Methods requirement.
Core: Modeling Methods

ENGL 25700: HISTORY OF FILM AND CINEMA: 3 Hour(s)
HISTORY OF FILM AND CINEMA:IM ~ This course considers the emergence of film in its dual roles as art form and popular entertainment. It reflects particularly on the establishment of film genres, including mainstream narrative movies, experimental films, and documentaries beginning in the early 20th century. It will consider important directors, producers, actors, and films that have influenced the cinema and filmmaking. We will analyze not only the aesthetic elements that make up particular films and genres but also the social and cultural contexts in which particular cinematic styles and topics emerged. We will also reflect on what the assigned films can teach us about contemporary films and popular culture. This course fulfills the Interpretive Method requirement.
Core: Interpretive Methods

ENGL 26100: SHAKESPEARE:IM: 3 Hour(s)
SHAKESPEARE:IM~ This introductory course features major plays by Shakespeare with an emphasis on their place in the theater. We shall also consider historical context, language, genre, and theoretical influences on recent criticism. Plays representing early and late periods such as Twelfth Night, I Henry IV, Hamlet, Measure for Measure, King Lear, Anthony and Cleopatra, and the Winter's Tale may be included. Counts toward ENTR minor. This course fulfills the Interpretive Methods requirement. Also listed as Theatre Arts 26100.
Core: Interpretive Methods

ENGL 28000: SEM.: 1-4 Hour(s)
SEMINARY~

ENGL 28100: INDEPENDENT STUDY: 1-4 Hour(s)
INDEPENDENT STUDY~
**ENGL 29300: VISION OF ENGLAND I: 1 Hour(s)**
**VISIONS OF ENGLAND I: MAKING THE NATION THROUGH WRITING & LANDSCAPE** - This course explores how the English landscape influenced concepts of English nationhood, literature, and society, and how these concepts, in turn, influenced the way that the English people imagined and treated their land in the nineteenth century. William Morris (1834-1896) serves as the central focus of this exploration because his life became the intersection of developing trends in many fields: literature, visual arts, architecture and landscape architecture, social philosophy, and political activism. The course is largely about the ideology of the land: viewing the land, using the land, and invoking the land. Literature takes part in the creation of ideologies and can question them. Students will read about the growing nationalism connected to the land of England and the origins of the nation as seen in its land and places. Students will also read works that deal with industrialization and urbanization. Students who take this course must also register for Interdisciplinary Studies 294 or 29400, which is a study-abroad trip during the three-week semester. (Previously offered as INTD 293).
Corequisite: INTD 29400

**ENGL 29500: PREQUEL: SHAKESPEARE’S ENGLAND: 1 Hour(s)**
**SHAKESPEARE’S ENGLAND** - This is a preparatory course for INTD 29500. This course will be offered and should be taken before travel to England with Shakespeare’s England trip abroad. This class is a twelve week, 1 hour course introducing students to four Shakespearean plays that will sample how Shakespeare used the English language, the medium of live enactment, and available dramatic formulas, to depict his country onstage. It will consider the plays to help differentiate approaches taken by dramatic critics and theatrical practitioners when approaching plays, and also as a beginning point for presentations, discussions, and assignments during upcoming travel to England during the Study Abroad trip ‘Shakespeare’s England.’ Cross-listed with THEA 29500.

**ENGL 29800: FIELD EXPERIENCE: 1-4 Hour(s)**
**FIELD EXPERIENCE**

**ENGL 32800: STUDIES IN AMERICAN LIT:IM: 3 Hour(s)**
**STUDIES IN AMERICAN LITERATURE:IM** - This course offers in-depth examination of significant contemporary works of American literature. It builds on the concepts introduced in ENGL 206 or 20600 and prepares students for the advanced study and research of 400 or 4000-level courses. Students will read both primary and secondary texts and produce a short research paper. The course may be organized around a theme, concentrate on important works of a single author, or focus on examples of a particular literary genre. Recommended for English majors. Prerequisite: none. ENGL 20600 or junior/senior standing recommended. This course fulfills the Interpretive Methods requirement and the Experiencing the World requirement.
Core: Experiencing the World; Interpretive Methods

**ENGL 33100: STUDIES IN WORLD LIT:IM, EW: 3 Hour(s)**
**STUDIES IN WORLD LITERATURE:IM, EW** - This course offers in-depth examination of significant works of world literature. It builds on the concepts introduced in English 206 or 20600 and prepares students for the advanced study and research of 400 or 4000-level courses. Students will read both primary and secondary texts and produce a short research paper. The course may be organized around a theme, concentrate on important works of a single author, or focus on examples of a particular literary genre. Recommended for English majors. Prerequisite: none. ENGL 20600 or junior/senior standing recommended. This course fulfills the Interpretive Methods requirement and the Experiencing the World requirement.
Core: Experiencing the World; Interpretive Methods

**ENGL 33200: STUDIES IN GENRE:IM: 3 Hour(s)**
**STUDIES IN GENRE:IM** - This course offers in-depth examination of significant works in a single literary genre, such as drama, poetry, the short story, the essay, or film. It introduces basic concepts of literary analysis and key terminology for the genre being covered. Students will read both primary and secondary texts and produce a short research paper. Recommended for non-majors as well as English majors. This course fulfills the Interpretive Methods requirement.
Core: Interpretive Methods

**ENGL 35000: AMERICAN LIT I:CA, UD: 4 Hour(s)**
**AMERICAN LITERATURE I:CA, UD** - This course will introduce students to literature from the American colonial, revolutionary, and Romantic periods (the 1490’s through 1900), including major authors, works, and genres. In addition to specific texts, the course will consider the impact on literature of significant cultural and historical developments of the period, such as North and South American colonization and the cultural contact zone; developing American cultural identities, racial conflicts; immigration; industrialism; and westward expansion. ENGL 20600 or junior/senior standing recommended. This course fulfills the Social and Cultural Analysis requirement and the Understanding Diversity in the USA requirement. Prerequisite: none.
Core: Social/Cultural Analysis Meth; Understanding Diversity Home

**ENGL 35100: AMERICAN LITERATURE II:IM: 4 Hour(s)**
**AMERICAN LITERATURE II:IM** - American Literature II will look at novels and poetry in various movements such as: Romanticism, Naturalism, Realism, Modernism and Postmodernism. We will also look at what modes of literary theoretical inquiry developed during these periods. By doing so, students will gain an understanding of the formation of the American Canon in the late 19th and 20th centuries. ENGL 20600 or junior/senior standing recommended. Prerequisite: none. This course fulfills the Interpretive Methods requirement.
Core: Interpretive Methods

**ENGL 35300: MEDIEVAL LITERATURE:IM, CA: 4 Hour(s)**
**MEDIEVAL LITERATURE:IM, CA** - This course will explore the development of literature in the British Isles from the eighth century through the fifteenth century, including major authors, works, and genres. Cultural and historical contexts, such as the rise and decline of feudalism, pilgrimage and crusading, and the Black Death will inform the discussion and analysis. ENGL 20600 or junior/senior standing recommended. This course fulfills the Interpretive Methods requirement and the Social and Cultural Analysis requirement. Prerequisite: none.
Core: Social/Cultural Analysis Meth; Interpretive Methods
ENGL 35400: RENAISSANCE LITERATURE:CA,IM: 4 Hour(s)
RENAISSANCE LITERATURE:CA,IM~ This course will explore the development of literature in the British Isles from the early sixteenth century through the mid seventeenth century, including major authors, works, and genres. Cultural and historical contexts such as the growth of printed materials, the Protestant Reformation, and the beginnings of European colonialism will inform the discussion and analysis.
ENGL 20600 or junior/senior standing recommended. This course fulfills the Interpretive Methods requirement and the Social and Cultural Analysis requirement. Prerequisite: none.
Core: Social/Cultural Analysis Meth; Interpretive Methods

ENGL 35500: 18TH CENTURY BRIT LIT:CA,IM: 4 Hour(s)
18TH CENTURY BRITISH LITERATURE:CA,IM~ This course will introduce students to British literature from the late seventeenth and eighteenth centuries, including major authors, works and genres. In addition to specific texts, the course will consider significant cultural and historical developments of the period, such as the rise of the novel as a genre and the Enlightenment, and their impact on the literature. ENGL 20600 or junior/senior standing recommended. Prerequisite: none. This course fulfills the Interpretive Methods requirement and the Social and Cultural Analysis requirement.
Core: Social/Cultural Analysis Meth; Interpretive Methods

ENGL 35600: 19TH CENTURY BRIT LIT:CA,IM: 4 Hour(s)
19TH CENTURY BRITISH LITERATURE:CA,IM~ This course will introduce students to literature from the British romantic and Victorian periods (the 1790s through 1900), including major authors, works, and genres. In addition to specific texts, the course will consider significant cultural and historical developments of the period, such as industrialization, imperialism, and early feminism, and their impact on literature. ENGL 20600 or junior/senior standing recommended. Prerequisite: none. This course fulfills the Interpretive Methods requirement and the Social and Cultural Analysis requirement.
Core: Social/Cultural Analysis Meth; Interpretive Methods

ENGL 35700: 20TH CENTURY BRIT LIT:CA,IM: 4 Hour(s)
20TH CENTURY BRITISH LITERATURE:CA,IM~ This course will introduce students to literature of the British Isles and its colonies that was written in the twentieth century, including major authors, works, and genres. In addition to specific texts, the course will consider significant cultural and historical developments of the period, such as the decline of empire, World War I, and World War II, and their impact on the literature. ENGL 20600 or junior/senior standing recommended. Prerequisite: none. This course fulfills the Interpretive Methods requirement and the Social and Cultural Analysis requirement.
Core: Social/Cultural Analysis Meth; Interpretive Methods

ENGL 35900: WORLD LITERATURE:EW,IM: 4 Hour(s)
WORLD LITERATURE:EW,IM~ English language literature is found on every continent of the world. British and American colonial influence resulted in Australian, African, and Asian literatures in English, as well as Caribbean and Canadian literature in North America. Class members will read and discuss examples of these works. Non-English world literature from the Middle Ages through the modern period may also be studied. ENGL 20600 or junior/senior standing recommended. This course fulfills the Interpretive Methods requirement and the Experiencing the World requirement. Prerequisite: none.
Core: Experiencing the World; Interpretive Methods

ENGL 38000: SEM: 1-4 Hour(s)
SEMINAR~

ENGL 38100: SPC TPC: 1-4 Hour(s)
SPECIAL TOPICS~

ENGL 41800: ADV AMER LIT: 4 Hour(s)
ADV STUDIES IN AMERICAN LIT: SPECIAL TOPICS IN AMERICAN LIT~ This course will engage students in advanced study and research in a topic in American literature. Recent topics include slave and captivity narratives and the aesthetics of sublimation. Students will present a significant documented essay after a concentrated introduction to the methodology of contemporary literary study. Prerequisites: English (206 or 20600) and Junior standing.
Prerequisite: (ENGL 206 or ENGL 20600)

ENGL 42800: ADV BRIT LIT: 4 Hour(s)
SPECIAL TOPICS IN BRITISH LITERATURE~ This course will engage students in advanced study and research in a topic in British literature. Recent topics include gender in Victorian literature and the English country house. Students will present a significant documented essay after a concentrated introduction to the methodology of contemporary literary study. Prerequisites: ENGL (206 or 20600) and Junior standing.
Prerequisite: (ENGL 206 or ENGL 20600)

ENGL 43800: ADV WRLD LIT: 4 Hour(s)
SPECIAL TOPICS IN WORLD LITERATURE~ This course will engage students in advanced study and research in a topic of world literature. Recent topics include Indian literature. Students will present a significant documented essay after a concentrated introduction to the methodology of contemporary literary study. Prerequisites: ENGL (206 or 20600) and Junior Standing.
Prerequisite: (ENGL 206 or ENGL 20600)

ENGL 47000: LITERARY THEORY: 4 Hour(s)
LITERARY THEORY~ This introductory course in contemporary literary theory probes issues basic to language, interpretation, and culture. In response to a broad range of recent theoretical essays, we shall break ground on questions concerning the nature of the text, the (ir)relevance of historical context, the role of the reader/critic, the ‘death’ of the author, the (in)determinacy of meaning, and the politics of gender/ethnicity, and class. Prerequisite: English (206 or 20600) and Junior standing.
Prerequisite: (ENGL 206 or ENGL 20600)

ENGL 48000: SENIOR SEMINAR: 1-3 Hour(s)
SENIOR SEMINAR~ English majors must complete this course in their senior year. This revision and workshop course requires students to significantly rework a research paper from one of their 400 or 40000-level literature courses. The revision must include more elaborate research of primary and secondary sources, more extensive and complete exploration of a subject, and a more theoretical and sophisticated approach to the literary essay. This research project will help students to achieve achieve a historical and contemporary understanding of their subject. Students will write a one-page introduction that explains their interest in and relationship to the project. Students will identify journals or conferences that would be suitable arenas for publication and presentation. Students will present their work in a public forum. Also listed as WRIT (480 or 48000). Corequisite ENGL 48010.
Corequisite: ENGL 48010
ENGL 48010: SENIOR SEMINAR PART I: 1 Hour(s)
SENIOR SEMINAR PART I ~ English majors must complete this course in their senior year. This revision and workshop course requires students to significantly rework a research paper from one of their 400 or 4000-level literature courses. The revision must include more elaborate research of primary and secondary sources, more extensive and complete exploration of a subject, and a more theoretical and sophisticated approach to the literary essay. This research project will help students to achieve a historical and contemporary understanding of their subject. Students will write a one-page introduction that explains their interest in and relationship to the project. Students will identify journals or conferences that would be suitable arenas for publication and presentation. Students will present their work in a public forum. Also listed as WRIT 48010. Corequisite ENGL 48000.

Corequisite: ENGL 48000

ENGL 48100: INDEPENDENT RESEARCH: 1-4 Hour(s)
INDEPENDENT RESEARCH~

ENGL 49800: INTERNSHIP: 4 Hour(s)
INTERNSHIP~ Developed in consultation with the student's major faculty advisor, the internship will be tailored to the interests and needs of the student, and can be served in a wide variety of private and public organizations. Hiram College's internship program permits students to bridge the distance between the theory they learn in the classroom and the application of their knowledge. The academic department establishes prerequisites for the application procedure. Students should check with individual departments for specific requirements and guidelines for the experience, as they may vary by discipline. Prospective interns work with the faculty advisor, who will monitor the experience and grade the academic component of the internship.

ENGL 53320: CONTACT & CONFLICT: EARLY AM LIT: 3 Hour(s)
CONTACT & CONFLICT: EARLY AMERICAN LITERATURE (BEGINNINGS TO 1820) ~ American Literature, particularly before 1820, was a time of genesis--of contact (and subsequent conflict) between human beings sharing this space that we now call the United States. We will examine the historical, political, religious, and pre/post-societal implications that spurned the literature of this time period. With a 21st century lens, we will explore various forms of literary criticism of readings by authors such as Mary Rowlandson, Red Jacket, Benjamin Franklin, and Olaudah Equiano.

ENGL 58120: CONTACT & CONFLICT: EARLY AM LIT: 3 Hour(s)
CONTACT & CONFLICT: EARLY AMERICAN LITERATURE (BEGINNINGS TO 1820) ~ American Literature, particularly before 1820, was a time of genesis--of contact (and subsequent conflict) between human beings sharing this space that we now call the United States. We will examine the historical, political, religious, and pre/post-societal implications that spurned the literature of this time period. With a 21st century lens, we will explore various forms of literary criticism of readings by authors such as Mary Rowlandson, Red Jacket, Benjamin Franklin, and Olaudah Equiano.

English Language (ENLA)

ENLA 18000: WKSP: 1 Hour(s)
WORKSHOP ~ Workshops may be taken Pass/No Credit only. Students may take no more than nine workshops for credit toward graduation. Workshops can be used as elective credit only.

ENLA 20000: INTERMEDIATE ENGLISH GRAMMAR: 4 Hour(s)
INTERMEDIATE ENGLISH GRAMMAR~ This course is designed for students whose first language is not English. It assists students as they develop and enhance knowledge of English and the American idiom through a systematic study of important grammatical concepts. Presentations of grammatical structures are supported by explanations and discussions about the rules that govern them and how they function in everyday usage. International students who must take ENLA 20000 will satisfy the Foreign Language requirement by merit of successful completion of this class. These activities are designed to provide students with the opportunity to use and internalize newly acquired language skills. Placement or permission of instructor

ENLA 28000: SEM.: 1-4 Hour(s)
SEMINAR: ~

ENLA 28100: INDEPENDENT STUDY: 1-4 Hour(s)
INDEPENDENT STUDY~

Entrepreneurship (ENTR)

ENTR 10100: SCIENCE & THE ENTREPRENEUR: 2 Hour(s)
SCIENCE AND THE ENTREPRENEUR~ Scientists are constantly tinkering with ways to improve current designs or solve problems. They look for further applications of current products and develop ideas into useful applications that add value to the discipline and society as a whole. Scientists take lessons from the world around them as well as find inspiration for discoveries through creativity, curiosity and necessity. The scientist, by nature, is an entrepreneur. This course will examine the innovation, application, development and collaborative relationships of the entrepreneurial scientist as well as analyze the thought processes behind the discoveries, risks and research of a scientist. The topics will extend over the disciplines of chemistry, biology, environmental science, computer science and materials science as well as looking into the business aspects of bringing an idea or product to market. This course will draw materials from books, current literature and personal accounts of professionals.

ENTR 10700: ENTREPRENEUR THRU EDUCATION:ES: 4 Hour(s)
EXPLORING INTERSECTIONS: EXAMINING ENTREPRENEURSHIP THROUGH AN EDUCATIONAL LENS:ES~ This course will examine opportunities for intersecting education, entrepreneurship, and social issues. It will explore the educational slant of certain social entrepreneurship and non-profit ventures, and will consider the strengths and challenges of each approach. Students will ethically consider how organizations may impose a particular worldview and the potential implications of this worldview on those they serve and those they are educating, understanding that no educational tool or strategy is free of specific ideologies or values. Students will also develop and implement an educational plan/application of learning to support Hiram College's own student run venture (focusing on fair trade goods) by designing educational events around the merchandise in the store. This course is also listed as EDUC 10700. This course is aligned with the Educational Studies Major/Minor Program Goals and Outcomes. This course counts toward the Entrepreneurship Minor. This course fulfills the Meaning, Ethics, and Social Responsibility requirement.

Core: Meaning/Ethics/Soc Responsibil
ENTR 20510: ENTR MIND/CREAT&INNOVATION:CM~ 4 Hour(s)
ENTREPRENEURIAL MINDSET/CREATIVITY AND INNOVATION:CM~
Creativity and innovation are key elements in developing an entrepreneurial mindset. In this course students will be exposed to new approaches to thinking creatively. These approaches will change the way students create ideas, identify problems, and develop solutions. In this class we will convey these methods through interaction, reflection, and experiential learning in groups and individually. Creativity is about the creative process: what it is, how to improve it, how to work with it. Using a project-focused approach, students will learn about creative thinking as it applies to the development of innovations and inventions in the arts, sciences, and business. This course focuses on alternative representations of the opportunity recognition process. Students will learn how to move from an idea as a vague concept to an innovation as a well-designed idea. This course is designed to continue to expose you to new ways to enhance your creativity. This course also explores how teams screen creative ideas to determine whether or not they are worth pursuing, how to work within a team to develop an idea and present it to others. You need to be willing to risk expressing your creative ideas and thought and possibly looking or acting foolish in the quest for insight and innovation. Counts toward ENTR minor. This course fulfills the Creative Methods requirement.
Core: Creative Methods

ENTR 20600: SOCIAL ENTREPRENEURSHIP: 4 Hour(s)
SOCIAL ENTREPRENEURSHIP~ Social entrepreneurship is the application of the mindset, processes, tools, and techniques of business entrepreneurship to the pursuit of a social and/or environmental mission. This course aims to provide a broad theoretical perspective and practical framework for understanding social entrepreneurs and the social ventures they create ranging from local social organizations to large international social ventures leading global change. The course introduces students to the possibilities of social entrepreneurship, the entire social venture creation process, and social enterprise as an emerging business form that prioritizes the generation of social as well as economic value. Prerequisite: ENTR 20510 or permission.
Prerequisite: ENTR 20510

ENTR 22100: FIRESIDE CHAT SEMINARS: 2 Hour(s)
FIRESIDE CHAT SEMINARS~ This course explores entrepreneurship based upon the experiences of a broad range of local entrepreneurs. During the twelve weeks, at least ten entrepreneurs will share their paths in establishing a successful enterprise, including some of the obstacles and missteps they made along the way. Students will also attend Integrated Entrepreneurship’s idea competition and will analyze the idea opportunities and critique the presentations. Offered every fall and spring 12 week. Counts toward ENTR minor.
Prerequisite: ENTR 20510 or (ENTR 205 or ENTR 20500).

ENTR 28000: SEM:~ 4 Hour(s)
SEMINAR:~

ENTR 28100: INDEPENDENT STUDY: 1-4 Hour(s)
INDEPENDENT STUDY~

ENTR 28500: SPECIAL ENTERPRISE DEVELOPMENT: 4 Hour(s)
SPECIAL ENTERPRISE DEVELOPMENT~ This course will focus on the basic elements needed to start a business, and culminate in the development of a business plan for a student-run enterprise. Concepts covered will include: opportunity identification, feasibility analysis, legal structure, marketing/communication, customers and markets, leadership, management and organization, operations plan, and financial planning - sales forecasting, income statements and cash flows. Prerequisites: ENTR (205 or 20500) or basic MGMT/ACCT/MKTF/COMM courses
Prerequisite: (ENTR 205 or ENTR 20500)

ENTR 29800: FIELD EXPERIENCE: 1-4 Hour(s)
FIELD EXPERIENCE~

ENTR 30100: ENTREPRENEURIAL MARKETING: 4 Hour(s)
ENTREPRENEURIAL MARKETING~ This Entrepreneurial Marketing (EM) course is structured to bring traditional marketing theory, concepts, and frameworks together with the rapidly evolving technology and social media perspectives into an integrative framework called "entrepreneurial marketing" (EM). EM represents a strategic type of marketing built around six core elements: opportunity, innovation, calculated risk taking, resource leveraging, proactive behavior, and customer intensity. We will explore how marketing and entrepreneurship affect and are affected by one another. We will examine entrepreneurial and marketing concepts to determine how they apply to, and how they can aid the practice of, the other. We will look at the role of marketing in entrepreneurial ventures, and the role of entrepreneurship in marketing efforts of all firms. Attention will be devoted to understanding why marketers resist entrepreneurship as well as the common mistakes entrepreneurs make when it comes to marketing. Implications will be drawn from the latest trends in marketing and in entrepreneurship. Handson cases will be used to assess real world problems at the marketing entrepreneurship Interface with primary learning activity being a 'live EM planning project'.
Prerequisite: MGMT 22500
Prerequisite: MGMT 225 or MGMT 22500

ENTR 30600: THE ENTREPRENEURIAL PROCESS: 4 Hour(s)
THE ENTREPRENEURIAL PROCESS~ The course focuses on entrepreneurs, entrepreneurial ventures, and the entrepreneurial process through lecture, case studies, and the analysis of enterprise plans. There is an emphasis on developing skills conducive to venture success, including opportunity identification, creative thinking, problem solving, innovation, organizing, planning, goal setting, market analysis, decision making, communicating, and team building. Additionally, the course looks at how entrepreneurs, as creative visionaries, develop innovative strategies aimed at goal achievement by effectively linking internal core competencies to external competitive advantage, resulting in successful ventures. The course is intended to provide the student with the basic knowledge necessary to create new business ventures and to innovate within existing organizations. Pre-requisite: ENTR 20510 or (ENTR 205 or 20500). Counts toward ENTR minor.
Prerequisite: ENTR 20510 or (ENTR 205 or ENTR 20500)

ENTR 30700: ENTREPRENEURIAL FINANCE: 4 Hour(s)
ENTREPRENEURIAL FINANCE~ Entrepreneurial Finance is a required course for the minor in Entrepreneurship. This course provides students with the essential tools and technical knowledge to manage a new business venture. Entrepreneurial Finance discusses, illustrates and analyzes the following major topics for a successful manager: the way to pursue your entrepreneurial dreams, analyzing financial statements, managing cash flow, avoiding behavioral decision bias, raising debt and equity capital, valuing your business and marketing your venture.
Prerequisite: ACCT 22500
Prerequisite: ACCT 22500
ENTR 32100: INTEGRATIVE ENTREPRENEURSHIP: 3 Hour(s)
INTEGRATIVE ENTREPRENEURSHIP~ The course is designed to build
upon the base knowledge that was acquired in ENTR205 and ENTR306. It
will provide a strong conceptual framework for the study, understanding,
and application of entrepreneurship. The overall approach to the course
is designed around working with “real world” start-up companies. This
course will meet off-site throughout the entire 3-week semester at the
Shaker Launch House Incubator. Working in small groups, students will
be assigned to work with and analyze a start-up company that is
contemplating going to market with a new venture. Students will be
interfacing with the assigned entrepreneur throughout the entire course/
process, analyzing the feasibility of the venture and making a final “Go
to market” recommendations presentation. Counts toward ENTR minor.
Prerequisites: ENTR (205 or 20500) or ENTR 20510 and ENTR 3(06 or
30600).
Prerequisite: (ENTR 205 or ENTR 20500) or ENTR 20510 and (ENTR 306 or
ENTR 30600)
ENTR 38000: SEM.: 1-4 Hour(s)
SEMINAR~
ENTR 38100: SPC TPC.: 1-4 Hour(s)
SPECIAL TOPIC~
ENTR 48000: BUSINESS PLAN PRACTICUM: 1-4 Hour(s)
BUSINESS PLAN PRACTICUM~ The course is designed to bring together
all of the elements of entrepreneurship - in the context of an original
enterprise concept that the students themselves conceive and develop as
a viable, sustainable, and truly innovative new venture. The centerpiece
of the course is the end result - a new venture. The new venture is detailed
through an enterprise plan developed by the students. the expectation
is that each plan will be of sufficient quality to be presented to potential
investors. Prerequisites: ENTR (205 or 20500) or ENTR 20510 and ENTR
(306 or 30600) and ENTR (321 or 32100). Junior and Senior standing.
only. A minimum GPA of 2.0. Faculty Permission required. Counts toward
ENTR minor.
Prerequisite: (ENTR 205 or ENTR 20500) or ENTR 20510 and (ENTR 306 or
ENTR 30600) and (ENTR 321 or ENTR 32100 or ENTR 320 or ENTR
32000)
ENTR 48100: INDEPENDENT STUDY: 1-4 Hour(s)
INDEPENDENT STUDY PRACTICUM~ The Independent Study is
designed by the student in conjunction with a Hiram College faculty
member. The product of the Independent Study is detailed academic
research. The intent is to have the student research directly correlate the
entrepreneurial processes to their chosen major. Prerequisites:
ENTR 20510 or (205 or 20500) and ENTR (306 or 30600) and ENTR (320 or
32000). Junior or Senior standing. A minimum GPA of 2.5. Faculty
Permission.
Prerequisite: ENTR 20510 or (ENTR 205 or ENTR 20500) and (ENTR 306 or
ENTR 30600) and (ENTR 320 or ENTR 32000)
ENTR 48510: STUDENT RUN VENTURE II: 2 Hour(s)
STUDENT RUN VENTURE INTERNSHIP-PART II (SRV)~ This course is a
continuation of ENTR48500. In addition to continuing to manage the daily
operations of their assigned SRV, students will also develop (or revise)
the SRV’s business plan (organization, marketing and financial). Students
will also be responsible for developing a succession plan to assist the
transition for next year’s group of SRV interns. Prerequisites: ENTR (485 or
48500) or permission of Instructor. Counts toward ENTR minor.
Prerequisite: (ENTR 485 or ENTR 48500)
ENTR 48900: EXPERIENTIAL LEARNING: 4 Hour(s)
EXPERIENTIAL LEARNING (INTERNSHIP)~ The objective of the
Integrated Entrepreneurship Experiential Learning Program is to enable
students to acquire practical experience, which will broaden their
knowledge of systems, organizations, and cultures while integrating
the formal study of entrepreneurship and their chosen major. Such
experience aids in the development, maturity, and confidence of the
student. Prerequisites: ENTR 20510 or (205 or 20500) and ENTR (306 or
30600) and ENTR (320 or 32000). Junior or Senior standing and a
minimum GPA of 2.0. Faculty Permission. Counts toward ENTR minor.
Prerequisite: ENTR 20510 or (ENTR 205 or ENTR 20500) and (ENTR 306 or
ENTR 30600) and (ENTR 320 or ENTR 32000)

Environmental Studies (EVST)
EVST 18000: WKSP: 1 Hour(s)
WORKSHOP~ Workshops may be taken Pass/No Credit only. Students
may take no more than nine workshops for credit toward graduation.
Workshops can be used as elective credit only.
EVST 20000: SEED SCHOLARS: 1 Hour(s)
SEED SCHOLARS ~ The purpose of the Sustainability, Environment, and Engaged Design Scholars program (SEEDS) is to cultivate the next generation of sustainability leaders and pioneers of positive social change. Over the course of the academic year SEEDS collaborate to develop, implement, and maintain new and existing means for advancing sustainability and community resilience on Hiram’s campus and beyond. Meeting times are devoted to planning and coordinating SEEDS activities, including: special projects, research and progress updates, event planning, and development of communication and dissemination strategies. Permission Only. Pass/No Credit.

EVST 20100: PERMACULTURE BASICS: 3 Hour(s)
PERMACULTURE BASICS: BEYOND SUSTAINABILITY~ Permaculture is a set of principles and decision-making strategies for organizing human settlements in ways that work with, rather than against, nature. Using the best of traditional, local, and scientific knowledge; careful observation of natural patterns; and techniques that integrate principles of ecology, permaculture provides guidance in designing systems that are intended to be not only sustainable but resilient and regenerative. Through a variety of class activities the course will explore applications of permaculture within the contexts of water, soil, food, energy, sociocultural, and other systems. Students will acquire the knowledge and skills necessary to apply permaculture principles in their own lives and communities.

EVST 20500: ENVIRONMENTAL EDUCATION: 4 Hour(s)
ENVIRONMENTAL EDUCATION~ The goal of this course is to provide students, including those interested in classroom and environmental education, naturalists, and youth leaders, with the skills, experiences, and understandings necessary to help audiences interpret their natural surroundings and define their relationship and interactions with nature and the environment. This will be accomplished by emphasizing an understanding of natural history and fundamental environmental concepts, and providing opportunities to plan, teach and evaluate nature and environmental education based on best practices and developmentally appropriate strategies. The James H. Barrow Field Station and surrounding park districts and environmental education centers will be our classroom as we attempt to develop a foundation for conceptual understanding of environmental concepts. The course will focus on environmental literacy and current research in environmental education. Students will develop skills to foster learning through experiences teaching children, adults and families at the Hiram College Field Station, local schools and nearby natural areas. Assessment of learning outcomes and program evaluation strategies will be practiced. Students will be certified to teach national curricula, such as project WILD and Project WILD Aquatic. A segment of the course will be taught at Hiram’s Northwoods Field Station in the Upper Peninsula of Michigan. Surrounded by 100,000 acres of national forest, lakes, streams and bogs, Northwoods provides the ideal location to develop a land ethic and reflect on the many ways people change nature and nature changes people. At Northwoods, we will live communally ~ sleeping in cabins ~ and each of us will be responsible for camp maintenance, daily chores, and cooking. Field trip fee. This course is also listed as Education (205 or 20500).

EVST 20900: ENVIRONMENTAL GEOLOGY-W/LAB:SM: 4 Hour(s)
ENVIRONMENTAL GEOLOGY-W/LAB:SM~ An introduction to the relationship between humans and their physical environment in the field of geology. Topics covered include plate tectonics, earthquakes, volcanoes, soil weathering and pollution, landslides and mass wasting, subsidence and collapse, surface and ground water pollution, and solid and hazardous waste management. Laboratory exercises include basic rock and mineral identification, interpretation of topographic and geological maps, earthquakes, surface and ground water processes, and several field trips to local areas of interest. Student must also register for a EVST 20900 lab. Also listed as Geology (209 or 20900). This course fulfills the Experimental Scientific Methods requirement. The breakdown between lecture and lab hours is for administrative office use only. This course may only be taken as 4 credit hours. Core: Experimental Scientific Method

EVST 21000: INTERDISCIPLINARY READINGS: 1 Hour(s)
INTERDISCIPLINARY READINGS IN ENVIRONMENTAL STUDIES~ Through reading and discussion, explores the diverse disciplines and perspectives through which environmental themes are addressed. From the fine arts to the sciences to creative writing, students will develop their ability to integrate diverse views of the environment and better understand the complex relationships between humans and non-human nature. This course is specifically designed for sophomores considering an EVST major or minor. It provides students with an opportunity to explore their interests in Environmental Studies and consider possible “Areas of Emphasis” within the major. Offered annually. Prerequisite: C+ or higher in INTD 22500. Prerequisite: INTD 22500

EVST 21500: HUMAN SETTLEMENTS:CA: 4 Hour(s)
HUMAN SETTLEMENTS:URBANIZATION, SPRAWL, AND TRANSITIONS:CA~ For the vast majority of human history, people have lived in small groups. Urbanizing processes, which began millennia ago, have accelerated rapidly in recent centuries and have brought about some dramatic changes in how people live. With reference to biological evolution, we will identify fundamental human needs in order to establish a basis for assessing the degrees to which different kinds of settlements (e.g., foraging societies, early and industrial cities, and sprawl) meet those needs and for discerning the ways they influence quality of life. We give special consideration to the environmental and social consequences of settlement design and land use and explore some novel alternatives intended to aid the transition to a more sustainable model. Elective: fits within ‘human social systems’ emphasis. Prerequisites: INTD (225 or 22500) or SOAN (155 or 15500) Cross-listed with SOAN This course fulfills the Social and Cultural Analysis requirement. Prerequisite: (INTD 225 or INTD 22500) or (SOAN 155 or SOAN 15500)
Core: Social/Cultural Analysis Meth

EVST 21600: EARTH & SPACE SCIENCE: 3 Hour(s)
UNCOVERING EARTH AND SPACE SCIENCE ~ This course provides a hands-on, field-based approach to learning about Earth and Space science. Through lectures, demonstrations, and field trips, students will develop a working knowledge of geology, including geologic history, plate tectonics, the hydrologic cycle and how thermal energy transfers throughout Earth’s spheres. Also, the solar system and Earth-Sun-Moon complex with be explored. Field trips will allow us to explore local natural resources to collect rocks and learn about geologic history and astronomy.
EVST 23210: MANAGING SUSTAINABILITY: 4 Hour(s)
MANAGING FOR SUSTAINABILITY: ORGANIZATIONAL ECOLOGY~
Organizational ecology examines the relationship between organizations - for-profit and not-for-profit - and nature. It envisions an industrial ecosystem in which energy and material use is optimized, waste and pollution are minimized, and there is an economically and environmentally viable role for every product of a manufacturing process. Successful organizations such as Herman Miller, Seventh Generation, Interface Inc., and Henkel will be examined to discover how their business practices foster positive relationships with all of the stakeholders including their natural environment. A revised version of this course is also offered as EVST 23200 for three (3) credit hours. Also listed as Economics 23210.

EVST 24000: AMERICAN ENVIRONMENTAL HISTORY: CA, UD: 4 Hour(s)
AMERICAN ENVIRONMENTAL HISTORY: CA, UD~ This course will introduce students to the history of environmental issues and environmental activism in North America. Students will consider how Native Americans interacted with the natural environment prior to the European arrival; how the Europeans who entered North America looked upon the natural environment and how their views and practices differed from those of the Native Americans; and how the European settlement in North America affected the natural environment. Students will also explore how the growth of industrial capitalism and westward expansion affected the natural environments, and how Americans view the ‘wilderness’ and the environment in the nineteenth century. Finally, students will explore the rise of a conservation movement and social activism to protect and preserve the environment, and they will study closely the rise and growth of a modern environmental movement in the late twentieth century. This course fulfills the Social and Cultural Analysis requirement and the Understanding Diversity in the USA requirement. Also offered as History 24000.
Core: Social/Cultural Analysis Meth; Understanding Diversity Home

EVST 24100: PRINCIPLES OF ECOLOGY-W/LAB: SM: 4 Hour(s)
PRINCIPLES OF ECOLOGY-W/LAB: SM~ Ecology is the study of species interactions with their environment. In this course we will examine the ecology of plants and animals from the level of the individual to the ecosystem. Important areas of focus will include adaptation to the environment, habitat use, the behavior of populations, community structure and function, and the movement of energy and nutrients through ecosystems. The course will be taught at the J. H. Barrow Field Station and will include weekly field laboratories and independent research projects. This course is designed and required for the Environmental Studies Major or Minor, and it fulfills the lab science distribution requirement, but does not count toward a Biology Major.
This course fulfills the Experimental Scientific Methods requirement.
Prerequisite: permissions of instructor.
Core: Experimental Scientific Method

EVST 24500: INTRODUCTION TO GRANT WRITING: 3 Hour(s)
INTRODUCTION TO GRANT WRITING~ This is a writing-intensive course where we examine the different components of a grant proposal, discuss differentgrant formats, identify potential sources of grant funding, critically evaluate an actual grant proposal, and write a finalized draft of a grant. For the critical grant evaluation, we assess a proposal that was initially submitted and not funded, analyze its reviewers’ criticisms, and assess the revisions made to the proposal that resulted in its resubmission and funding. Although the grants used as examples and in the critical review are environmental grants, this course provides the basics for grant writing that are applicable to other disciplines. Individual students will choose a project or idea for which they will write a grant. As we go over each grant component, students will draft that portion of their grant. Feedback will be provided for draft improvements at each step so that students will have written a complete grant proposal by the end of the course.

EVST 25000: INTRO WILDLIFE MGMT-W/LAB: SM: 4 Hour(s)
INTRODUCTION TO WILDLIFE MANAGEMENT AND TECHNIQUES-W/LAB: SM~ Human population, attitudes, land use and climate changes are explored in relation to wildlife. Game and non-game species management plans are reviewed. Laws, values, ethics, endangered species, zoos, and poaching are a few of the topics studied. Major substantive questions regarding future habitat and species decline are examined. The student will develop a better understanding of the relationships between wildlife and humans for food, space, habitat and, ultimately, survival. Laboratories will cover management techniques and wildlife identification, and will include field experience. Must also register for a lab. Prerequisites: none. Also listed as Biology 250 or 25000. This course fulfills the Experimental Scientific Methods requirement.
Core: Experimental Scientific Method

EVST 25900: ENVIRONMENTAL ART: CM: 3 Hour(s)
ENVIRONMENTAL ART: CM~ This course will incorporate environmental awareness with creative artistic responses to issues through the contemporary visual arts. It is intended to stimulate students seeking to learn about art placed in natural environments, art originating from natural objects, as well as to express statements on the environment through art. The primary studio focus will be on students creating their own art work in response to the study of environmental issues as well as what is learned from readings about contemporary environmental artists and their works. This course is also offered for four (4) credit hours as EVST 26000. This course fulfills the Creative Methods requirement. Also listed as Art 259 or 25900.
Core: Creative Methods

EVST 27000: ENVIRONMENTAL ETHICS: ES: 4 Hour(s)
ENVIRONMENTAL ETHICS: ES~ The questions that have developed over the last century concerning our use of resources and our effects on our environment require raising fundamental conceptual and theoretical questions about our moral obligations. The discipline of environmental ethics aims at developing the necessary conceptual frameworks for addressing these questions and at the application of these frameworks both to questions of environmental policy and to questions concerning individual behavior. In this course, we will examine various attempts to include nature and natural objects within the realm of our moral obligations and the attempts to apply these ethical theories to particular environmental problems such as pollution, global warming, wilderness preservation, biodiversity. This course fulfills the Meaning, Ethics, and Social Responsibility requirement. Also listed as Philosophy 270 or 27000.
Core: Meaning/Ethics/Soc Responsibil
EVST 27800: ECOLOGY-W/LAB: 4 Hour(s)
ECOLOGY-W/LAB:~ In this introductory course we explore the relationships of organisms to one another and their environment. Topics may include climatology, biomes, terrestrial and aquatic ecosystems, biogeography, species interactions, population biology, community structure and dynamics, niche theory, energy flow and nutrient cycles, landscape ecology, and other relevant concepts that provide a basis for ecological understanding and investigation. The course includes lecture and laboratory components. Labs emphasize the application of the scientific method and the development of skills related to sampling and data interpretation, and will include outdoor field work. Cross-listed with BIOL 27800.
Prerequisite: (INTD 22500 or INTD 225) or (BIOL 151 or BIOL 15100)

EVST 28000: SEM: 4 Hour(s)
SEMINAR-- Offered to examine specific topics such as Contemporary Environmental Issues; Bioregions and Georegions of the Planet; Nature Interpretation; Biological Environmental Monitoring; Conserving Ecology.

EVST 28100: INDEPENDENT STUDY: 1-4 Hour(s)
INDEPENDENT STUDY-- Prerequisites. Permission and Sophomore standing.

EVST 28600: NATURE INTERPRETATION:SM: 4 Hour(s)
NATURE INTERPRETATION:SM-- This course deals with making observations about the natural world around us and developing and communicating resultant explanations of its structure, composition, and dynamics based on available scientific information. Specifically, exploration of regional geological history, the structural features it produced, regional climates, and past and present ecosystems are studied through relevant field trips to areas of interest. Field trip locations include Lake Erie, local rivers, forests, bogs, rock outcrops, marshes, and many areas of the Hiram College Field Station. Additionally, various nature education facilities and organizations will be visited to study how the public is informed and how natural resources are managed at each site. Each student will be required to develop her or his own nature education presentation. This course fulfills the Experimental Scientific Methods requirement. This course is also offered in a revised format for 3 credit hours as EVST 28500.
Core: Experimental Scientific Method

EVST 29800: FIELD EXPERIENCE: 1-4 Hour(s)
FIELD EXPERIENCE--

EVST 30300: ENVIRONMENTAL SOCIOLOGY:CA: 4 Hour(s)
ENVIRONMENTAL SOCIOLOGY:CA-- While humans are distinct in their capacity to create culture, they remain always a part of, and dependent on, nature. This course is an examination of the ongoing dialogue between human social processes and the biophysical environment within which they take place. Readings will highlight the ways in which social structures and the individual behaviors that reflect them both shape and are shaped by the environment. We will study "environmental problems" through a sociological lens, focusing on the cultural, economic, political, and other social systems and processes that give rise to them. In particular, we will examine the ways in which these systems and processes organize patterns of everyday life and consider strategies for re-organizing those patterns in the effort to respond to and mitigate socio-ecological problems. Some sections of this course may be considered service learning (SL). This course fulfills the Social and Cultural Analysis requirement. This course is also offered as Sociology 30300 Prerequisite: INTD (225 or 22500) or SOAN (155 or 15500) Prerequisite: (INTD 225 or INTD 22500) or (SOAN 155 or SOAN 15500)
Core: Social/Cultural Analysis Meth

EVST 30500: AVIAN BIOLOGY: 1 Hour(s)
AVIAN BIOLOGY ~ Avian Biology encompasses the whole of ornithology from evolution and systematics to physiology and neurobiology to behavior and ecology. Birds have been the most well-studied and documented group of non-primate animals throughout human history. Birds have been the subjects of ground-breaking research from Darwin’s proposal of the theory of evolution to the very recent flood of neuroscience discoveries of brain plasticity and growth. With the acute studies of scientists like Rachel Carson, birds have helped us change the way we look at the environment. In this course, we will survey the state of knowledge of bird biology using ornithological research as an entry point into the fields of evolution, anatomy and physiology, neuroscience, ecology, behavior, and conservation. We will emphasize evolution, phylogenetics, physiology, life history, and behavior. We will begin to build identification and field observation skills. This is the first of two companion courses and provides the foundation for further study of birds in Field Ornithology.
Corequisite: EVST 30600

EVST 30600: FIELD ORNITHOLOGY: 4 Hour(s)
FIELD ORNITHOLOGY ~ Field Ornithology involves the active study of birds in the wild and builds on a foundational knowledge of avian biology and evolution. This class focuses on mastering field identification skills (recognizing birds by sight, sound, and behavior) and observing and describing avian diversity, ecology, behavior and conservation. This is a study away course with an extended field trip to ornithological hotspots within the southeastern United States.
Corequisite: EVST 30500

EVST 31000: INTRO TO GIS-W/LAB:MM: 4 Hour(s)
INTRODUCTION TO GEOGRAPHIC INFORMATION SYSTEMS (GIS)-W/LAB:MM ~ This course provides an introduction to Geographic Information Systems (GIS) computational systems that manage, analyze, and display geographic knowledge. The course covers fundamental concepts in geography, mapping, and spatial analysis as applied to GIS. It combines lectures, associated readings, and discussions with practical lab-based instruction on basic tools and techniques for managing, processing, displaying, and interpreting spatial data using the current ArcGIS software suite of tools from ESRI (Environmental Systems Research Institute). The broad applicability of this technology to analyze processes occurring on the surface of the planet make this course particularly useful for students who are interested in investigating natural (e.g., environmental, biological, geological) and human-driven (demographic, economic, historical, transportation, etc.) processes. This course fulfills the Modeling Methods requirement.
Core: Modeling Methods
EVST 32000: GIS APPLICATIONS-W/LAB: 4 Hour(s)
GEOGRAPHIC INFORMATION SYSTEMS (GIS) APPLICATIONS-W/LAB~
Geographic information systems (GIS) allow us to manage, manipulate, 
generate, analyze, and display spatial data about the world around us 
(land use, hydrology, soils, road/ street networks, populations, etc.), 
past and present, and apply these functions in studies and decision-
making and planning efforts. In this course, students will increase their 
understanding about GIS and the use of digital data through theoretical 
and practical components. We will apply this technology in a variety 
of lab exercises and in a course project, supported by lectures and 
relevant readings and discussions. Practical work will be conducted 
utilizing the current ArcGIS software package from ESRI (Environmental 
Systems Research Institute). This course builds upon knowledge and 
skills developed in an introductory GIS course. Practical activities use 
spatial data and advanced GIS functions in spatial analyses applicable to 
various disciplines (ecology, conservation, economics, political science, 
marketing, history, etc.) and will develop working knowledge of GIS 
for real-world situations. Here, students identify real-world problems, 
research the variables associated with the problem, and compile and 
analyze spatial datasets to communicate or propose solutions to real-
world problems. Prerequisite: Must have taken Introduction to GIS course 
(with minimum grade of C), or have equivalent experience and obtain 
permission. Prerequisite: EVST (310 or 31000) Must also register for a 
lab. Prerequisite: (EVST 310 or EVST 31000)

EVST 33800: ENVIRONMENTAL ACTIVISM &POLICY: 4 Hour(s)
ENVIRONMENTAL ACTIVISM & POLICY~ While the direct environmental 
impacts of certain human activities are obvious, the effects of social 
policies are less visible. Environmental policies, however, exerts powerful 
environmental influences by shaping the social context within which people act—encouraging certain behaviors and discouraging others. 
Environmental policies, like all social policies, are shaped by competing interests and forms of activism. In this course, we will explore the 
relationships between various rival interests and the kinds of activism 
they motivate, the creation and modification of environmental policies, 
and the socio-environmental consequences of those interacting 
processes. Prerequisite: INTD 22500 or permission of instructor. Offered alternating years. 
Prerequisite: (INTD 225 or INTD 22500)

EVST 34300: CONSERVATION BIOLOGY-W/LAB: 4 Hour(s)
CONSERVATION BIOLOGY-W/LAB~ Conservation Biology is the study of 
species diversity in human-impacted landscapes. As human populations 
grow and the demand for natural resources increases human activities 
inevitably erode the integrity of natural ecosystems. This erosion leads to the 
loss of species, both locally and globally. In this course we will 
study what biodiversity is, how it arises and why it is important both for ecosystem functions and human well-being. We will also examine 
how human economic activities impact the natural world, the ecological 
mechanisms at work in the process of species extinction, and how 
research in conservation biology has led to the development of ways 
to halt or even reverse species loss. A revised version of this course 
is offered as EVST/BIOL 34400 for three (3) hours. This course is also 
listed as Biology 34400. Students must also register for a EVST 34300 
lab. Prerequisite: EVST/BIOL (241 or 24100) or BIOL (341 or 34100) 
or permission. The breakdown between lecture and lab hours is for 
administrative office use only. This course may only be taken as 4 credit 
hours. Prerequisite: (BIOL 241 or BIOL 24100) or (EVST 241 or EVST 24100) or 
(BIOL 341 or BIOL 34100) or (BIOL 278 or BIOL 27800) or (EVST 278 (may 
be taken concurrently) or EVST 27800)

EVST 35500: WETLANDS, RIVERS & COAST AREAS: 4 Hour(s)
WETLANDS, RIVERS, AND COASTAL AREAS~ The geological origins, 
structure, functional dynamics, and species ecology of wetland, fluvial, 
and coastal ecosystems. Historic relationships of human cultures and 
civilizations to surface waters. Current human impacts, legislative 
protection, and management procedures will be considered. Field trips 
and practical experiences will be conducted to areas that exemplify 
concepts studied. Prerequisites: sophomore standing.

EVST 38000: SEM:: 1-4 Hour(s)
SEMINAR~

EVST 38100: SPC TPC:: 1-4 Hour(s)
SPECIAL TOPICS~

EVST 38700: FOOD:EATERS,EATING& THE ENV:CA: 4 Hour(s)
FOOD:EXAMINING EATERS, EATING, AND THE ENVIRONMENT:CA~ Food is a principal ingredient in sociocultural systems and conveys 
much about a society and its relationship with the biophysical world. 
This course explores the social significance of food, including: the 
determinants of what and how people in a society eat, the meanings 
associated with certain foods, how food norms reflect and perpetuate 
certain kind of social inequality, changes in food production and 
consumption processes, and the consequences of these for the health of 
people and the environment. Prerequisite: SOAN 15500 or INTD 22500 
Prerequisite: (INTD 225 or INTD 22500) or (SOAN 155 or SOAN 1500)

EVST 48000: SENIOR SEMINAR: 4 Hour(s)
SENIOR SEMINAR~ Through this capstone seminar, students pursue 
independent, interdisciplinary research on a topic strongly tied to their 
individual Area of Emphasis. This research culminates in a formal paper 
and public presentation. The seminar meetings act as a gathering place 
for students and faculty to focus on the development of specific skills, 
share ideas, and discuss questions and challenges related to their 
research. Prerequisites: INTD 22500 and EVST 21000. Offered each 
spring.

EVST 48100: INDEPENDENT RESEARCH: 1-4 Hour(s)
INDEPENDENT RESEARCH~ Provides an on-campus alternative to the 
internship (Environmental Studies 498 or 49800). Students investigate an 
environmental concern through library research, personal investigation, 
interviews, etc., and produce a paper, report, or brochure that assembles 
findings and conclusions. Students must receive approval from the 
Environmental Board before registering for this course. Prerequisites: 
Environmental Studies core courses, senior standing, and permission of 
Environmental Studies advisor(s).

EVST 49800: INTERNSHIP: 1 Hour(s)
INTERNSHIP~ Students register for this course after having completed 
the 120-hour internship. The internship requirement ensures that EVST 
students have a structured opportunity to engage in experiential learning 
and to reflect on the connection between academic scholarship and 
experience in a professional environment. Students gain perspective on a 
particular path within Environmental Studies as they apply their academic 
knowledge, gain new knowledge and develop new skills, and explore their 
professional and personal interests. In this course, students are guided 
through reflection and professional development exercises. Prerequisites: 
Junior or Senior standing. Offered each spring.

Ethics (ETH)

ETH 18000: WKSP:: 1 Hour(s)
WORKSHOP~ Workshops may be taken Pass/No Credit only. Students 
may take no more than nine workshops for credit toward graduation. 
Workshops can be used as elective credit only.
ETH 19800: SERVICE LEARNING FIELD EXPERIENCE: 1 Hour(s)
SERVICE LEARNING FIELD EXPERIENCE—The Experiential Learning Field Experience allows students to request the addition of a service learning field experience to complement an existing undergraduate college course for one (1) additional credit hour. Students will receive a separate Pass/Pass No Credit grade for the service learning field experience from the Ethics 29800 instructor. Students will devote a minimum of 40 hours of work during the semester towards their service learning field experience. At least 30 of these hours must be in direct service with an organization. The remainder of the time may be devoted to orientation training or travel related to service with the organization. Students will also complete a reflection project which may be completed in a variety of ways (i.e., journal, portfolio, formal writing assignment, class presentation, or a combination of these). The final project will ideally meet a requirement for the student’s primary course, but if there is no requirement for the primary course, the student must arrange a reflective project assignment with the Ethics 29800 instructor. Students may not take Ethics 29800 more than three times for credit, and may only take Ethics 29800 once per semester. This course is Pass/No Credit Only. Students must be identified with a Service Learning Attribute.

ETH 20100: ETHICS BOWL: 1 Hour(s)
ETHICS BOWL—Ethics Bowl provides college credit for participation in preparation for the annual ethics bowl debate competitions. This preparation develops abilities for ethical analysis as well as practices skills in presentation and debate. Each week enrolled students meet to discuss the 15 cases provided for the competition and collaboratively develop ethical positions and arguments to support them. To receive credit for this work, students must attend 1 hour of case discussions, prepare arguments for discussion between meetings, and contribute to the collaborative document of our case analyses. Students may additionally travel and compete with the Ethics Bowl Team in the Regional Competition. This course may be repeated and is offered every semester in which the Ethics Bowl Team plans to compete. The course is PASS/NO CREDIT, is offered for 0 and 1 credits. Counts towards the Ethics Minor.

ETH 27200: ETHICAL THINKING:ES: 4 Hour(s)
ETHICAL THINKING:ES—Ethical life depends upon identifiable intellectual capacities as well as virtues of character. This course aims to develop the intellectual virtues that are a necessary condition of an ethical life. This requires two sorts of skills—those of critical thinking and of dialogue. The first set of skills enables the analysis of arguments, exposure of fundamental assumptions, and the rigorous statement of criticism of moral values and ethical frameworks, the ability to mediate ethical discussions, seek shared ground, formulate issues in non-prejudicial or unnecessarily judgmental terms, the ability to re-frame ethical problems and open new ground for discussion. This course will cultivate these skills while engaged in analysis and discussion of some of the most pressing moral difficulties we face. This course fulfills the Meaning, Ethics, and Social Responsibility requirement. Also listed as PHIL (272 or 27200).

Core: Meaning/Ethics/Soc Responsibil

ETH 28000: SEM:: 1-4 Hour(s)
SEMINAR~

ETH 28100: INDEPENDENT STUDY: 1-4 Hour(s)
INDEPENDENT STUDY~

ETH 29800: FIELD EXPERIENCE: 1-4 Hour(s)
FIELD EXPERIENCE~

ETH 30100: ETHICS SERVICE & REFLECTION: 4 Hour(s)
ETHICS SERVICE AND REFLECTION—This is a service learning course. Students will be placed in a service location off campus, typically in an agency or non-profit institution, where their work will put them in contact with ethical issues that can be identified and described by their co-workers, and where they can observe and learn from professionals who respond to these issues in the course of their daily work. The class assignment includes a reflective journal and a significant paper on an ethical issue inherent in the work of the agency where the service is performed.

ETH 38000: SEM:: 1-4 Hour(s)
SEMINAR~

ETH 38100: SPC TPC:: 1-4 Hour(s)
SPECIAL TOPICS: ~

ETH 48000: SENIOR SEMINAR: 1-4 Hour(s)
SENIOR SEMINAR~

ETH 48100: INDEPENDENT RESEARCH: 1-4 Hour(s)
INDEPENDENT RESEARCH~

ETH 49800: INTERNSHIP: 4 Hour(s)
INTERNSHIP~

First-Year Program

FYEN 10101: FIRST-YEAR ENDURING QUESTIONS: 4 Hour(s)
First Year Enduring Questions Seminar ~ The Enduring Questions Seminar is designed to provide an exposure to college-level intellectual inquiry through critical reading, in-depth discussion, oral presentations, and informal and formal writing. Each course is centered on a fundamental enduring question, theme, or topic such as “What is Justice?” or “What is a Life Well-Lived?” Through the careful and considerate examination of the course topic, students will develop their ability to write well; to think critically; to communicate clearly; to read, interpret, and engage with relevant texts; and to identify, evaluate, and use research appropriately. As a part of their Enduring Questions Seminar, students will also participate in the Common Questions Hour, a common intellectual experience with all first-year students. Grounded in the common reading and the ethics theme, the Common Questions Hour will consist of lectures, discussions, reflections, and group activities engaging everything from the curricular, the co-curricular, and the practical. Furthermore, presenters and discussions will introduce the five Cs of Hiram Connect: Curriculum, Career, Calling, Character and Community. Students in all sections will be required to complete and be prepared to discuss thoughtfully all course readings, to give at least one oral presentation, to maintain and develop an ePortfolio, to reflect on their learning regularly, and to write at least three projects or essays—culminating in a signature assignment—totaling at least 5,000 words of formal, revised written work. This course aligns with the Ohio Transfer Module (OTM) requirements for English Composition: First Writing Course (TME 001).
FYUR 10201: FIRST-YEAR URGENT QUESTIONS: 4 Hour(s)
FIRST YEAR URGENT QUESTION SEMINAR ~ The Urgent Questions Seminar will focus on broad questions that speak to the problems of our contemporary world. These more topical and timely courses might include topics such as: Climate Change, Addiction, Artificial Intelligence, Racial Justice, etc. These seminars seek to improve the students’ college-level writing and analytical abilities by emphasizing research across disciplines. In addition, students will present their research in a more formal setting (multi-course audience or a class-wide poster session). These courses are an integral part of Hiram’s general education curriculum and a requirement for graduation.

French (FREN)

FREN 101EX: BEGINNING FRENCH I: 0 Hour(s)
FREN 201EX: BEGINNING FRENCH II: 0 Hour(s)
FREN 201EX: INTERMEDIATE FRENCH I: 0 Hour(s)
FREN 10100: BEGINNING FRENCH I: 4 Hour(s)
BEGINNING FRENCH I~ This course is an introduction to basic grammar and vocabulary. It provides development of skills in listening, speaking, reading, and writing for the beginning student. Supplemental laboratory and practice drill sessions.
FREN 10200: BEGINNING FRENCH II: 4 Hour(s)
BEGINNING FRENCH II~ A continuation of French 101 or 10100. Supplemental laboratory and practice drill sessions. Prerequisite: French 101 or 10100 or equivalent.
FREN 18000: WKSP: 1 Hour(s)
WORKSHOP~ Workshops may be taken Pass/No Credit only. Students may take no more than nine workshops for credit toward graduation. Workshops can be used as elective credit only.
FREN 20100: INTERMEDIATE FRENCH I:EW: 4 Hour(s)
INTERMEDIATE FRENCH I:EW~ Review and continuing study of grammar. Supplementary reading with conversation and composition. This course fulfills the Experiencing the World requirement. Prerequisite: French 102 or 10200 or equivalent.
FREN 20200: INTERMEDIATE FRENCH II:EW: 4 Hour(s)
INTERMEDIATE FRENCH II:EW~ Study of aspects of contemporary French and francophone culture. Grammar review with discussion of current topics, vocabulary building, and situational conversation. First course that counts toward the major or minor in French. This course fulfills the Experiencing the World requirement. Prerequisite: FREN 103 or 10300, or, FREN 201 or 20100 or equivalent.
FREN 20300: COMP AND CONVERS ABROAD:EW: 3 Hour(s)
COMPOSITION AND CONVERSATION ABROAD:EW~ Offered off campus only. Daily contact with native speakers in normal situations give students the opportunity to work naturally toward greater fluency. The reading and discussion of newspapers and weekly magazines, keeping a personal journal, help students to acquire vocabulary, awareness of current issues, and familiarity with everyday language. Prerequisite: French (104 or 10400) or (202 or 20200) or equivalent. This course fulfills the Experiencing the World requirement. Prerequisite: (FREN 104 or FREN 10400)
Core: Experiencing the World
FREN 20500: FRENCH PHONETICS:EW: 3 Hour(s)
FRENCH PHONETICS:EW~ A study of French sounds, intonation, rules of pronunciation. Students will learn and use the international phonetic alphabet in order to correct and improve their accent, diction and pronunciation. The course will include intensive group and individual practice. This course fulfills the Experiencing the World requirement.
FREN 21500: ADVANCED READING:EW: 4 Hour(s)
ADVANCED READING:EW~ Readings in modern French literature. Representative works from 20th century writers from France and other francophone countries. The purpose of this course is to acquire the ability to read fluently and critically. This course fulfills the Experiencing the World requirement. Prerequisite: FREN (104 or 10400) OR (202 or 20200) or equivalent.
FREN 22000: ADV COMP & CONVERSATION:EW: 4 Hour(s)
ADVANCED COMPOSITION AND CONVERSATION:EW~ Intensive oral and written practice. Advanced grammar and systematic acquisition of vocabulary. A choice of texts on a variety of topics (history, contemporary issues, art and music) as well as literary readings will be used as a basis for discussion, oral presentations and papers. Prerequisite: FREN (104 or 10400) or equivalent. This course fulfills the Experiencing the World requirement.
FREN 25000: HIST OF FRENCH CIVILIZATION:EW: 4 Hour(s)
HISTORY OF FRENCH CIVILIZATION:EW~ A study of the important events in the political, cultural and artistic development of France. Prerequisite: French (104 or 10400) or equivalent. This course fulfills the Experiencing the World requirement.
FREN 28000: SEM.: 1-4 Hour(s)
SEMINAR~
FREN 28100: INDEPENDENT STUDY: 1-4 Hour(s)
INDEPENDENT STUDY~
FREN 29800: FIELD EXPERIENCE: 1-4 Hour(s)
FIELD EXPERIENCE~
FREN 32000: LYRIC POETRY: 3 Hour(s)
LYRIC POETRY~ Introduction to the rules of versification, and study of lyric poetry from the Renaissance and the 19th and 20th centuries. Prerequisite: French (215 or 21500) or permission.
FREN 33000: 17TH CENTURY LITERATURE: 4 Hour(s)
STUDIES IN THE LITERATURE OF THE 17TH CENTURY~ This course focuses on classicism: prose, the moralists, and theatre. Authors to be studied include Corneille, Racine, Moliere, LaFontaine, LaFayette, Pascal, LaRochefoucauld, and LaBruyere. Prerequisite: French (215 or 21500) or permission.
Prerequisite: (FREN 215 or FREN 21500)

FREN 35000: 19TH CENTURY LITERATURE: 4 Hour(s)
STUDIES IN THE LITERATURE OF THE 19TH CENTURY~ Development from the romantic novel to realism and naturalism. Constant, Balzac, Stendhal, Flaubert, Maupassant, Zola. Prerequisite: French (215 or 21500) or permission.
Prerequisite: (FREN 215 or FREN 21500)

FREN 36000: 20th CENTURY LITERATURE: 4 Hour(s)
STUDIES IN THE LITERATURE OF THE 20TH CENTURY~ Study of representative authors in prose and theatre: possibilities include Proust, Gide, Mauriac, Malraux, Bernanos, Colette, Giraudoux, Anouilh, Beckett, Ionesco, Claudel, Camus, Sartre, Beauvoir, Duras. Prerequisite: FREN (215 or 21500) or permission.
Prerequisite: (FREN 215 or FREN 21500)

FREN 38000: SEM.: 1-4 Hour(s)
SEMINAR~ This course may study a chosen theme or trace the development of a particular genre, and may include literature of other francophone countries. Possible topics: Romanticism, Women in literature, the novel of Quebec, French-language literature of Africa.

FREN 38100: SPC TPC: 1-4 Hour(s)
SPECIAL TOPICS:~

FREN 48000: SENIOR SEMINAR: 1-4 Hour(s)
SENIOR SEMINAR~

FREN 48100: INDEPENDENT RESEARCH: 1-4 Hour(s)
INDEPENDENT RESEARCH~

FREN 49000: SENIOR PRESENTATION: 1 Hour(s)
SENIOR PRESENTATION~ Each senior major will research, prepare and present a paper on an approved topic involving the literature or culture of France or another French-speaking country. Students may register for one-credit hour in the fall and one-credit hour in the spring to fulfill capstone requirement.

FREN 49800: INTERNSHIP: 4 Hour(s)
INTERNESHIP~ Developed in consultation with the student's major faculty advisor(s), the internship will be tailored to the interests and needs of the student and can be served in a wide variety of private and public organizations. Hiram College's internship program permits students to bridge the distance between the theory they learn in the classroom and the application of their knowledge. The academic department establishes prerequisites for the application procedure. Students should check with individual departments for specific requirements and guidelines for the experience as they may vary by discipline. Prospective interns work with the faculty advisor who will monitor the experience and grade the academic component of the internship.

German (GERM)

GERM 101EX: BEGINNING GERMAN I: 0 Hour(s)
GERM 102EX: BEGINNING GERMAN II: 0 Hour(s)
GERM 201EX: INTERMEDIATE GERMAN I: 0 Hour(s)

GERM 10100: BEGINNING GERMAN I: 4 Hour(s)
BEGINNING GERMAN I~Introduction to basic German grammar. A course designed to develop skills in listening, speaking, reading, and writing. Supplemental lab and drill practice.

GERM 10200: BEGINNING GERMAN II: 4 Hour(s)
BEGINNING GERMAN II~A continuation of German 101. Supplemental lab and drill practice. Prerequisite: German 10100 or equivalent, placement.
Prerequisite: GERM 10100

GERM 28000: SEM.: 4 Hour(s)
SEMINAR~

History (HIST)

HIST 12100: EUROPE 500-1450:CA,EW: 4 Hour(s)
KNIGHTS PEASANTS AND FRIARS EUROPE 500 TO 1450:CA,EW~ The course examines the state of Western Civilization after the decline of Rome and analyzes the emergence of Medieval Civilization. Considerable attention will be given to the original accomplishments of the High Middle Ages and the waning of the era and its blending into the Modern Age. Emphasis is on cultural and social history. This course fulfills the Social and Cultural Analysis requirement and the Experiencing the World requirement.
Core: Social/Cultural Analysis Meth; Experiencing the World

HIST 12200: MDRN EUROPE: 1450-PRESNT:CA,EW: 4 Hour(s)
BREAD BARRICADES AND BOMBS MODERN EUROPE 1450 TO PRESENT:CA,EW~ Begins with the Renaissance and Reformation, continues with the Scientific Revolution and the Enlightenment in the 17th and 18th centuries, moves on to the French and Industrial Revolutions, and to the most recent age. Cultural history is stressed throughout, but every effort is made to integrate the more conventional forms of history in the course. A student may not receive credit for both First Year Seminar (124 or 12400) and History (122 or 12200). This course fulfills the Social and Cultural Analysis requirement and the Experiencing the World requirement.
Core: Social/Cultural Analysis Meth; Experiencing the World

HIST 12400: ANCNT MEDITERRANEAN WRLD:CA,EW: 4 Hour(s)
The ANCIENT MEDITERRANEAN WORLD:CA,EW~ This course will provide an introduction to Ancient History from the beginnings of civilization in the Fertile Crescent to the end of the Roman Empire in the West. Although the Greeks and Romans will receive considerable attention, the class will also deal with other cultures of the region, beginning with Sumeria and Egypt, and including the Hebrews, Assyrian and Persian empires, Phoenicians and Carthaginians, and Celts. The course will focus on major features of society and government, religion, and intellectual life, rather than detailed political narrative. Students will read extensively in primary sources from the ancient period—literature, law-codes, religious texts, etc. This course fulfills the Social and Cultural Analysis requirement and the Experiencing the World requirement.
Core: Social/Cultural Analysis Meth; Experiencing the World
HIST 12800: WORLD HISTORY 1000-1800:CA,EW: 4 Hour(s)
WORLD HISTORY 1000-1800:CA,EW~ This course explores how various civilizations strengthened their societies at home and formed connections with the broader world through the use of innovative cultural, social, and economic structures. Major themes considered in this course include the tremendous growth of commercial culture in Song dynasty China (960-1279), the creation of nomadic empires across Eurasia, the contribution of aristocratic women to literature in Heian Japan and medieval Europe, the challenges faced by the Aztecs and Incas in the Americas, the maintenance of empire by Mogul rulers in India, and the development of the trans-Atlantic slave trade. Throughout the course we will examine how different cultures adapted to the challenges of their periods in an attempt to survive and prosper. This course fulfills the Social and Cultural Analysis requirement and the Experiencing the World requirement.
Core: Social/Cultural Analysis Meth; Experiencing the World

HIST 13800: WORLD HIST 1750-PRESENT:CA,EW: 4 Hour(s)
WORLD HISTORY, 1750-PRESENT:CA,EW~ This course analyzes how a variety of global civilizations have attempted to negotiate a path between tradition and modernity in recent centuries. Major themes entertained include wide-ranging reform movements in Meiji Japan (1868-1912) and late Ottoman Turkey; industrialization as a transformative influence in early modern China and early to mid-nineteenth century Great Britain; the role of European and Japanese imperialism in Africa and Manchuria respectively; French decolonization in Vietnam and Algeria; and the struggle for greater social, economic, and racial equality in places such as South Africa, India, Venezuela, and Bangladesh. Over the course of the semester, we will assess the various dimensions of maintaining or altering indigenous traditions. Likewise, we will consider the struggle over borrowing systems of thinking and technology from abroad or keeping these alien influences at bay. This course fulfills the Social and Cultural Analysis requirement and the Experiencing the World requirement.
Core: Social/Cultural Analysis Meth; Experiencing the World

HIST 14000: US HISTORY TO 1865:CA,UD: 4 Hour(s)
U.S. HISTORY TO 1865:CA,UD~ An introduction to the history of the United States, from the earliest European contacts through the end of the Civil War. Major topics will include the economic and religious motivations of the European colonists, their conquest of Indian societies, the War for Independence, the Constitution, the development of political parties, the commercial and industrial revolutions, westward expansion, immigration, religious revivalism and reform, and the onset of sectional conflict culminating in the Civil War. Throughout the course, we shall confront the origins of a central paradox in the history of the United States: the existence and importance of slavery in a nation founded on ideals of freedom and equality. This course fulfills the Social and Cultural Analysis requirement and the Understanding Diversity in the USA requirement.
Core: Social/Cultural Analysis Meth; Understanding Diversity Home

HIST 14100: US HISTORY 1865 TO PRESENT:CA,UD: 4 Hour(s)
U.S. HISTORY 1865 TO PRESENT:CA,UD~ A history of American political, economic, and social life from 1865 to the present. The course examines the impact of the Civil War on American life, the period of Reconstruction, and the processes of industrialization, urbanization, and immigration in the late nineteenth and twentieth centuries. The course also surveys World War I, modernization in the 1920s, the Great Depression and the New Deal, World War II, the Cold War, the affluent society, the Vietnam era, and life in modern America. This course fulfills the Social and Cultural Analysis requirement and the Understanding Diversity in the USA requirement.
Core: Social/Cultural Analysis Meth; Understanding Diversity Home

HIST 14200: AM TRADITION OF CONSERVATION: 4 Hour(s)
THE AMERICAN TRADITION OF CONSERVATION ~ This course will look into America’s historical relationship with the natural world. Topics of conservation, environmentalism and ethics will be covered.

HIST 14300: THE OHIO FRONTIER: 4 Hour(s)
THE OHIO FRONTIER ~ This course is an examination into the history of Ohio in the eighteenth century. During this period, Ohio changed from an undefined wilderness to the first state created out of the Northwest Territory. The region known as the Ohio Country was fought over by two European powers, multiple English colonies, numerous indigenous tribes and the fledgling American republic. Attention will be directed toward the social, political and cultural conflicts as well as the accommodations that drove settlement patterns and cultural development in early Ohio.

HIST 18000: WKSP: 1 Hour(s)
WORKSHOP~ This workshop will provide the opportunity for students to examine a special topic in History. Through readings, discussions and written assignments there will be opportunities to evaluate the topic at issue. Workshops may be taken Pass/No Credit only. Students may take no more than nine workshops for credit toward graduation. Workshops can be used as elective credit only. (For PGS students only.)

HIST 20400: AMERICAN REVOLUTION:CA,UD: 4 Hour(s)
THE ERA OF THE AMERICAN REVOLUTION, 1750-1800:CA,UD~ In the American popular memory of today, the Revolution is sealed in the iconography of a generation of ‘Founding Fathers.’ Through an in-depth consideration of changes in American society over the second half of the eighteenth century, we will resuscitate the conflicts, the possibilities, and the disappointments of this era. Shifting beliefs and alliances enabled Americans to mobilize for war. Americans not only fought against the British for independence, they also vigorously fought with one another over what the Revolution should mean in their daily lives. The Revolution was significant for the lives of all Americans, whether ordinary artisan or wealthy merchant, woman or man, slave or free. By studying the series of events that pushed Americans from resistance to Revolution and beyond to the establishment of a new federal government under the Constitution, we will witness repeated battles over the distribution of power, wealth, and status within American society. This course fulfills the Social and Cultural Analysis requirement and the Understanding Diversity in the USA requirement.

HIST 20600: EMERGNC OF MDRN IRELAND:CA,EW: 3 Hour(s)
GUNMEN ORANGEMEN AND FENIANS:CA,EW~ The emergence of modern Ireland. What exactly is the IRA? Why are the English and the Irish continually at war? In order to answer these questions, we must examine the complex relationships among the people of the two territories by exploring the history of Ireland beginning in the sixteenth century. A related theme that we will address is the interplay between religion, social institutions, and politics. The course will also sharpen your use and understanding of the historical sources to reason about the past. This course fulfills the Social and Cultural Analysis requirement and the Experiencing the World requirement.
Core: Social/Cultural Analysis Meth; Experiencing the World
HIST 20700: MODERN JAPAN 1600-PRESENT: 4 Hour(s)
MODERN JAPAN 1600 - PRESENT~ This course explores modern Japan from military consolidation and the establishment of a strictly regulated system under the Tokugawa to the economic boom that followed in the wake of the Pacific War. Students will be asked to challenge the notion that Japan was ever completely isolated culturally and to assess how both native and foreign institutions shaped Japan's evolution in the modern period. Major themes entertained in this course include the Tokugawa administrative structure; bakufu-han relations; the commercial economy and urbanization; the influence of imperialism; Meiji period reforms; changing gender and class roles; rapid industrialization; democracy and its opponents; the impact of Japanese militarism on the nation and East Asia; the Allied Occupation; and Japan's economic recovery.

HIST 20800: ASIA'S GLOBAL POWER:CA,EW: 4 Hour(s)
UNDERSTANDING ASIA'S GLOBAL POWER:CA,EW~ This course will track the period that defines East Asia's 'modern era.' It will be an overview of Chinese, Japanese, Korean, and borderland histories, covering roughly the 17th century to the present. Some prevalent themes that will be dealing with are colonialism, nationalism, modernity, gender, state-building, popular media, and the construction of history. We will be using oral histories, still images, and documentaries as a means to understand and analyze the past through various textual mediums. This course fulfills the Social and Cultural Analysis requirement and the Experiencing the World requirement.
Core: Social/Cultural Analysis Meth; Experiencing the World

HIST 21200: SPIRITUAL AWAKENINGS-EARLY AM:CA,UD: 3 Hour(s)
SPIRITUAL AWAKENINGS IN EARLY AMERICA:CA,UD~ This course will explore the two religious revivals historians have referred to as the Great Awakening and the Second Great Awakening. The time frame of our inquiry will be roughly 1730 to 1850. While these two Protestant revivals will receive close attention, the definition of spiritual awakening will be more broadly conceived to encompass a wide range of other spiritual innovations within the time frame of our inquiry. Students will study topics as diverse as the Seneca revitalization movement of Indian prophet Handsome Lake, the founding of Mormonism, and the birth of African-American Christianity in the plantation South. Students will be asked to consider the social contexts for revival religion. What developments in secular society seem to inspire movements for religious revival? Alternatively, we will explore how religious impulses reorder secular life. How did various sects reconfigure sexual and social behavior within their communities? Did revivals cause a redistribution of power within American? This course fulfills the Social and Cultural Analysis requirement and the Understanding Diversity in the USA requirement.
Core: Social/Cultural Analysis Meth; Understanding Diversity Home

HIST 21300: SELLING SHANGHAI:EW: 3 Hour(s)
SELLING SHANGHAI:EW~ The city of Shanghai, in modern times, has always been both a fantastic chimera and a tangible place of unlimited possibilities. As a metropolis, it is recognized as something that virtually all Westerners know as Chinese, but most Chinese recognize it as a location that is an eclectic blend of Chinese and many other cultural influences from abroad. The Shanghai that we will explore in this course is a marketplace of commodities and services as well as ideas. We will discover that Shanghai, more so than most cities in China, is a location where virtually anything is possible, but where all have to come to terms with the culture of the city itself (and with the Jiangnan region generally) in order to have success there. In the course, we will consider how goods are sold, how services are marketed, and how and why organized crime has had such a prominent presence there. The first two weeks will be spent gaining an understanding of the cultural and historical significance of Shanghai. In the last week, students will have the opportunity to design an entrepreneurial enterprise for the city of Shanghai. Students will study a practical example of a company that has experience negotiating the market in China as a way of planning their own enterprise with Shanghai as the base for entry into the Chinese market. This course fulfills the Experiencing the World requirement.
Core: Experiencing the World

HIST 22010: ANCIENT HEALTH/MEDICINE:CA: 4 Hour(s)
ANCIENT HEALTH AND MEDICINE:CA ~ Who was Hippocrates and why do doctors still take a "Hippocratic Oath"? Did ancient Romans inadvertently poison themselves with lead from their water systems? Did Greek doctors actually perform brain surgery, without the aid of antibiotics or anesthesia? Were Roman baths a revolutionary advance in cleanliness and sanitation, or a warren of bacteria and disease? What caused the plague that struck Athens in the middle of the Peloponnesian War, and did the Athenians know how to stop it? These are only some of the questions we will investigate in this class as we examine ancient Greek and Roman medicine from a variety of perspectives. From the radical innovation of a logical and rational approach to disease by the first Greek doctors, to the evidence uncovered by archaeologists in Roman sewers, and the data extracted from ancient skeletons, we will explore what life and death were really like in the ancient Mediterranean. This course is accepted as an elective towards the Biomedical Humanities, Sociology, and Public Health programs.
Core: Social/Cultural Analysis Meth

HIST 22100: CONCUBINES MOTHER/SAINTS:CA,EW: 4 Hour(s)
CONCUBINES MOTHER & SAINTS:CA,EW~ European women and the family C. 200-1500: This class is designed to explore the major developments in the history of women and family from c. 200 to c. 1500, with a special emphasis on social and cultural history. The core of the course will investigate late Roman, early Christian, and early Germanic women's roles and how these three cultures fused in medieval Europe related theme that we will examine is the interplay between religion, social institutions, and politics. This course fulfills the Social and Cultural Analysis requirement and the Experiencing the World requirement.
Core: Social/Cultural Analysis Meth; Experiencing the World
HIST 22200: KINGS AND VIKINGS: CA, EW: 3 Hour(s)
KINGS AND VIKINGS: THE FORMATION OF ENGLAND: CA, EW ~ The formation of England. This class is designed to explore the social, religious, and political history of early medieval Britain from the end of the Roman occupation to the Norman conquest. The course investigates the formation of the kingdom of England and the role that the Vikings played in that development. In order to assess the Scandinavian influence on Britain, we will also study the Vikings at home and in their various overseas kingdoms. A related theme that we will examine is the interplay between religion, social institutions, and politics. This course fulfills the Social and Cultural Analysis requirement and the Experiencing the World requirement.
Core: Social/Cultural Analysis Meth; Experiencing the World

HIST 22300: MEDIEVAL TOWNS & TRADE: CA, EW: 3 Hour(s)
MEDIEVAL TOWNS AND TRADE: CA, EW OR ~ This class explores the development of medieval urban life, its links to the market economy, and the roles of several important medieval entrepreneurs. We will examine late antique urban decline, gift/plunder economies of the early Middle Ages, and the revival of towns and commerce in the central and late Middle Ages, which we will see was the result of entrepreneurial activity, some individual, some collective. We will also analyze the interplay between political, social, religious, and economic institutions. Indeed, we will examine entrepreneurs in the market economy such as great merchant and banking families like the Fuggers and the Bardi, educational entrepreneurs such as Peter Abelard, and even religious entrepreneurs like Francis of Assisi. The course will also sharpen your use and understanding of the historical method--the critical use of both narrative and record sources to reason about the past. Counts toward Entrepreneurship Minor. This course fulfills the Social and Cultural Analysis and Experiencing the World requirement.
Core: Social/Cultural Analysis Meth; Experiencing the World

HIST 22400: MOD EURO WOMEN AND GENDER: CA, EW: 4 Hour(s)
SPINSTERS & SUFFRAGISTS: CA, EW ~ Modern European women and gender. This class is designed to explore the major developments in the history of women, gender, and the family from c. 1500 to the present with a special emphasis on social and cultural history. The core of the course will investigate how the modern ideals of liberty and equality have been both denied to and applied to women. The course will also examine European institutions and events that have shaped women's lives, in particular, political and industrial revolutions and the world wars. A related theme that we will discuss is the interplay between ideas, social institutions, and politics. This course fulfills the Social and Cultural Analysis requirement and the Experiencing the World requirement. Counts towards a Gender Studies Minor.
Core: Social/Cultural Analysis Meth; Experiencing the World

HIST 22700: THE BRITISH EMPIRE: CA, EW: 3 Hour(s)
COLONIZATION & EXPLOITATION: CA, EW ~ The British Empire. This class explores the political, economic, and intellectual history of the British Empire. The course investigates the formation of the empire and its role in the modern world. We will study the interplay among ideas, social institutions, and politics; this examination will help us to understand how and why the British influenced the cultures of the peoples they ruled. The course will also sharpen your use and understanding of the historical method-the critical use of both narrative and record sources to reason about the past. This course fulfills the Social and Cultural Analysis requirement and the Experiencing the World requirement.
Core: Social/Cultural Analysis Meth; Experiencing the World

HIST 22900: REFORM & REVOLT 1450-1650: CA, EW: 4 Hour(s)
REFORM & REVOLT, 1450-1650: CA, EW ~ The course will concentrate on the continental Protestant and Catholic Reformations with extensive reading of primary sources and periodical literature. Economic, intellectual, political, and social trends will also be examined as well as the interrelationship between aesthetic trends and history. A major theme of the course will be the waning of the Middle Ages and the tentative beginnings of the modern era. This course fulfills the Social and Cultural Analysis requirement and the Experiencing the World requirement. This course is equivalent to the former HIST 33100.
Core: Social/Cultural Analysis Meth; Experiencing the World

HIST 23000: HISTORY OF LABOR IN THE U.S: CA, UD: 4 Hour(s)
WORKERS UNIONS BOSSES & CAPITALISTS: CA, UD ~ History of labor in the United States. The economic and technological transformations that carried the United States into the industrial age brought significant changes in the patterns of everyday life. This course examines the effects of such changes from the perspective of working people in the 19th and 20th century United States. Topics include the development of the market economy and industrial modes of production, class formation, working-class political organization, immigration, slavery and emancipation, the sexual division of labor, the rise of corporate capitalism, consumption and the commercialization of leisure, the welfare state, the global economy, and the nature of work in ‘postindustrial’ society. Also listed as Economics 23000. This course fulfills the Social and Cultural Analysis requirement and the Understanding Diversity in the USA requirement.
Core: Social/Cultural Analysis Meth; Understanding Diversity Home
HIST 23100: SUPREME COURT IN US HISTORY: This course will introduce students to the U.S. Supreme Court and its role and influence in U.S. history. Students will examine how the Court has resolved issues that have emerged over time. Some of those issues include questions of national versus state power; the property rights of slaveholders versus the rights of minorities to equal protection of the laws versus the power of the states to make their own laws; the power of governments to regulate business in the public interest versus the right of business to conduct its own affairs; and the various rights of private citizens versus the power of governments to act in the public interest. Students will examine how the Supreme Court has changed its interpretation of the Constitution over time, both reflecting and shaping changes in American society. This course fulfills the Social and Cultural Analysis requirement. Core: Social/Cultural Analysis Meth

HIST 23200: EARLY MODERN OCCULT: This course investigates Early Modern (ca. 1450-1750) European beliefs and practices related to magic and the occult, including witchcraft and its prosecution, ideas about ghosts, vampires, and other spirits, and scholarly occult traditions such as astrology, spiritual and natural magic, and alchemy. The class explores how these ideas and activities reflected and influenced fundamental structures and transformations in Early Modern society and culture—for example, the links between changes in European legal systems and the rise of witchcraft trials, or the connections between the Renaissance and intellectual speculations on the occult. It also addresses how historians and other scholars approach and explain Early Modern beliefs and actions that, from our point of view, seem irrational or deluded. This course fulfills the Social and Cultural Analysis requirement and the Experiencing the World requirement. Core: Social/Cultural Analysis Meth; Experiencing the World

HIST 23300: HIST OF ENGLAND TO 1485: Although some attention will be given to England before 1066, the period after the Conquest will be emphasized. The course will deal chiefly with cultural, economic and social history, though special attention will be given to the development of constitutional and legal institutions. Much use will be made of primary documents. Recommended for pre-law students. This course fulfills the Social and Cultural Analysis requirement and the Experiencing the World requirement. Core: Social/Cultural Analysis Meth; Experiencing the World
HIST 24500: CORE: SOCIAL/CULTURAL ANALYSIS METH; EXPERIENCING THE WORLD

requirement.

Social and Cultural Analysis requirement and the Experiencing the World short papers and oral presentations to the class. This course fulfills the States failed to achieve its objectives in Vietnam. Students will also experiencing pleasures, challenges, and the mundane of everyday life new evidence of North Koreans as individuals and social sub-groups study, students will develop their own understandings of what happened in Vietnam; we still argue with each other about the morality of the war, the reasons for the American failure, and the consequences of that war. Different scholars and policy makers and Vietnam veterans have reached different conclusions. In this course, students will seek to develop a clear understanding of the various factors that led to the US involvement in Vietnam in the 1950s, 1960's, and early 1970's. They will explore the pressures that produced a US policy of containing Communism. They will examine the goals of the US involvement in Vietnam and the strategy and tactics employed by the American forces. They will study the political consequences of the Vietnam policy here in the United States. Students will examine the views and the actions of those Americans who opposed the war. Students will also explore the different perspectives of the Vietnamese in the conflict, both Vietnamese who supported the US war effort and those who opposed it. Through this study, students will develop their own understandings of what happened in the Vietnam conflict, why the tragedy unfolded, and why the United States failed to achieve its objectives in Vietnam. Students will also develop their writing and speaking skills through the preparation of short papers and oral presentations to the class. This course fulfills the Social and Cultural Analysis requirement and the Experiencing the World requirement.

Core: Social/Cultural Analysis Meth; Experiencing the World

HIST 24600: HISTORY OF NORTH KOREA: 4 Hour(s)

HISTORY OF NORTH KOREA ~ North Korea, formally named the Democratic People's Republic of Korea, is also known as the "Hermit Kingdom." Situated in a peninsula that divides millions of families along a demilitarized zone, the DPRK remains the most isolated country in the world and the last bastion of the Cold War. The first step to understanding the DPRK would be to understand its historical roots. This course will examine the Korean peninsula before WWII and reflect on Cold War propaganda of enemy states. By reading DPRK poems, interviews, documentaries, and media, students are pushed to think beyond notions of the evil axis, a diabolic dictator, and his faceless horde to demonstrate an informed understanding of the values and attitudes of North Koreans. We will explore regional and global strategies to maintain national sovereignty during an ongoing civil war. We will also search for new evidence of North Koreans as individuals and social sub-groups experiencing pleasures, challenges, and the mundane of everyday life

HIST 24900: AM ENTREPRENEURSHIP 1865-PRESENT: 4 Hour(s)

AMERICAN ENTREPRENEURSHIP 1865-PRESENT ~ Students in this course will explore the history of entrepreneurship in the United States in the post-Civil War era. Students will focus on the strategies, successes, and failures of business entrepreneurs of the last century and a half, as well as the various movements organized to challenge and change some of the strategies of these business entrepreneurs, notably the labor movement, the movement for progressive reform, and the environmental movement. Students will also explore the strategies, successes, and failures of social entrepreneurs and of producer and consumer cooperatives in modern U.S. history. Students will consider what social, economic, and individual factors have helped to promote entrepreneurship, and what social, economic, and individual factors have held back the efforts of entrepreneurs. Students will also consider the impact of various forms of entrepreneurship on the natural environment. Students will do a final course project in which they analyze a specific example of American entrepreneurship. This course fulfills the Meaning, Ethics, and Social Responsibility requirement.

Core: Meaning/Ethics/Soc Responsibil

HIST 24900: THE WORLD OF ANCIENT ROME: 4 Hour(s)

THE WORLD OF ANCIENT ROME ~ This course examines the Roman achievement, beginning with the establishment of Roman power in Italy and ending with world domination. The focus will be on social and cultural rather than military history.

HIST 25210: TUDOR-STUART ENGLAND:IM ~ This course explores the political, legal/constitutional, social, and religious history of Britain during the reigns of the Tudors and the Stuarts, a period when Britain changed dramatically because of the Protestant Reformation, transformations in the European political scene, and the expansion of the English state itself. The class will investigate Constitutional developments and new political ideas and their connection to Parliament's ascent. The course emphasizes the interpretation of primary sources, which will illuminate how political and religious changes influenced the different ranks of society – nobles, gentry, and commoners. Recommended for pre-law students.

Core: Interpretive Methods

HIST 25300: DEPRESSION/NEW DEAL/WWII: 3 Hour(s)

THE DEPRESSION, THE NEW DEAL, AND WORLD WAR II ~ The period between the stock market crash of 1929 and the dropping of two atomic bombs on Japan in 1945 was an especially wrenching time for people around the world. This course examines American responses to the Great Depression and to World War II and the impact of those events on American life. Students will probe the causes of the Depression, the goals and strategies of Franklin Roosevelt's New Deal, the effects of the New Deal on American life, the American mobilization for World War II, the conduct of the war, and the impact of the war on U.S. society.

This course fulfills the Social and Cultural Analysis requirement and the Understanding Diversity in the USA requirement.

Core: Social/Cultural Analysis Meth; Understanding Diversity Home
HIST 25400: GENDER & SEXUALITY IN US:CA,UD: 3 Hour(s)
HISTORY OF GENDER AND SEXUALITY IN THE U.S.:CA,UD~ This course will survey some of the major issues in the history of American gender and sexuality. Several themes will organize this course: cross-cultural encounters, male-female sexual politics, and the formation of homosexual and heterosexual identities. We will track these themes from the era of colonial settlement until the present day. As settlers arrived in the colonies they found Indians to possess gender roles and sexual practices at odds with their own. Looking more squarely at the colonists’ own communities we will witness a surprising degree of tolerance towards behaviors still taboo in may modern circles. Sodomy and abortion seem to have been accepted as part of man’s fate in a fallen world. The late eighteenth and early nineteenth centuries seem to have given birth to a vigorous assault on the female body by moral reformers and physicians in Northern society. As we turn to the twentieth century we will consider the breakdown of Victorian mores, as well as the emergence of homosexual identity, both as imposed by outsiders as well as defined by the gay community. This course fulfills the Social and Cultural Analysis requirement and the Understanding Diversity in the USA requirement.
Core: Social/Cultural Analysis Meth; Understanding Diversity Home

HIST 25450: WORLD WAR & REVOLUTION:CA,EW: 3 Hour(s)
EUROPE: CRISIS AND WAR 1890-1950:CA,EW~ The 19th century propelled Europe to a leading position in economic productivity, political power, and intellectual life. Many European governments were becoming more democratic in the later 1800s, and violent upheavals like wars and revolutions seemed to belong to the past. Yet the new century did not bring the era of continued European peace, progress, and prosperity that an observer in 1890 might have expected. Instead, Europe found itself devastated by two world wars and racked by multiple revolutions. In many states, the trend towards democracy was reversed by the rise of totalitarian governments like the Communist regime in Russia and the Fascist ones in Italy and Germany. The horrors of the world wars and the Holocaust led intellectuals to question the bedrock ideas of Europe’s civilization. This course will examine this ‘age of catastrophes’ in Europe, focusing on the linked political, social, economic, and intellectual upheavals of this troubled era. This course fulfills the Social and Cultural Analysis requirement and the Experiencing the World requirement.
Core: Social/Cultural Analysis Meth; Experiencing the World

HIST 25500: EUROPEAN SOCIETY & WAR:CA,EW: 4 Hour(s)
EUROPEAN SOCIETY AND WAR:CA,EW~ This class explores Europe’s persistent encounter with war by investigating three main topics. First, how have armed forces reflected and affected the states, societies, and economies that created them? Second, how have Europeans sought to justify and explain their resort to armed violence? Finally, what was the actual experience of war for both soldiers and non-combatants (particularly women)? The course surveys these issues for different periods, revealing how Europe’s experience of armed conflict has changed over time. Throughout, the class focuses on the connections between warfare and society. This would count as a European History course for History majors. This course fulfills the Social and Cultural Analysis requirement and the Experiencing the World requirement.
Core: Social/Cultural Analysis Meth; Experiencing the World

HIST 25650: HIST GEN&SEX E ASIA:CA,EW: 3 Hour(s)
HISTORY OF GENDER & SEXUALITY IN EAST ASIA:CA,EW~ This course is designed to examine the history of gender and sexuality in East Asia, covering the geographical areas that today are China, Korea, and Japan. The course begins in the 17th century with the Manchu takeover of China, when neighboring countries began to question Sinocentrism and the efficacy of Confucian rule. The course ends in the early 20th century as Confucian tradition was reinvented to indigenize gender issues against cosmopolitan movements such as the rise of “new woman” and “modern girl.” We will consider the historical multiplicity of genders and sexuality by studying the evolving values and principles of neo-Confucianism. In order to understand the ways in which gender and sexuality were constructed and represented in modern East Asia, we will also focus on themes of governance, (Chinese, Japanese and Western) imperialism, militarization, globalization, and popular media. Counts toward Gender Studies Minor This course fulfills the Social and Cultural Analysis requirement and the Experiencing the World requirement.
Core: Social/Cultural Analysis Meth; Experiencing the World

HIST 25700: US CIVIL RIGHTS MOVEMENT: 3 Hour(s)
The Civil Rights Movement in the United States 1954-1980~ This course examines the movement by African Americans and their supporters in the mid-twentieth century to achieve full civil rights, economic opportunity, and social equality. Students will explore the economic, cultural, and political changes that laid the foundation for the civil rights movement. They will study the ideas and strategies of various movement leaders, and will evaluate the impact of the movement on American society as a whole.

HIST 26100: CIVIL WAR IN THE US:CA,UD: 4 Hour(s)
The Civil War in the United States:CA,UD~ A century and a half has passed since the American republic was torn apart by the terrible Civil War, a war fought initially to bring the union back together, and won, ultimately, for universal freedom. Students in this course will probe the divisions and conflicts that preceded the Civil War, conflicts over slavery, states’ rights and federal power, and the spread of slavery into the new territories and states. Students will examine the efforts of abolitionists and the efforts of pro-slavery activists, as well as the desperate attempts by men in Congress to compromise away the most divisive issues. Students will consider the causes of the Civil War and how and why Americans were unable to avoid war. Students will examine the war strategies on both sides, the policies of the two administrations, and the public reactions to the war. Students will analyze the significance and the effects of the Emancipation Proclamation and the recruiting of black troops by the United States. Students will consider and analyze the outcome of the war and the efforts to reconstruct the nation and define the meaning of liberty and equality for the newly freed slaves. This course fulfills the Social and Cultural Analysis requirement and the Understanding Diversity in the USA requirement.
Core: Social/Cultural Analysis Meth; Understanding Diversity Home
HIST 26200: SLAVERY AND ABOLITION IN US: 3 Hour(s)
SLAVERY & ABOLITION IN THE U.S. ~ This course will introduce students to the origins and nature of slavery in North America and to the ideas, strategies, and struggles of antislavery activists in the 18th and 19th centuries. Students will consider how and why slavery was introduced into North America; what the slave experience was like and how it changed over time; what the connections were between slavery and race; and how slaveholders sought to justify and defend their so-called peculiar institution. Students will also explore what prompted the rise of an antislavery movement, how the abolition movement changed over time, what ideas and strategies abolitionists embraced, and what impact abolitionists had in ending slavery and pushing the nation into the Civil War. The course will include a mock trial of the abolitionist John Brown and a walking tour of John Brown sites and underground railroad stops in nearby Hudson, Ohio. There will be a small fee for this trip to pay for transportation.

HIST 26210: SLAVERY & ABOLITION:CA,UD: 4 Hour(s)
SLAVERY & ABOLITION IN AMERICAN HISTORY:CA,UD 4 hour(s): ~ Students in this course will describe the origins and nature of slavery in North America and will analyze and evaluate the ideas, strategies, and struggles of antislavery activists in the 18th and 19th centuries. Students will explain how and why slave labor was introduced into North America, describe what the slave experience was like and how it changed over time, identify and interpret the connections between slavery and race, and evaluate how slaveholders sought to justify and defend their so-called peculiar institution. Students will also develop arguments about what prompted the rise of an antislavery movement, explain how the abolition movement changed over time, assess the ideas and strategies that abolitionists embraced, and appraise the impact of abolitionists in ending slavery and pushing the nation into Civil War. During the final module of the course, students will debate the issues raised by John Brown's raid on the federal arsenal at Harper’s Ferry in 1859 and will evaluate the significance of John Brown's activism in U.S. history. Fills both Cultural Analysis and Understanding Diversity in the USA. Core: Social/Cultural Analysis Meth; Understanding Diversity Home

HIST 26220: FIGHTING SLAVERY, THEN & NOW:UD: 3 Hour(s)
FIGHTING SLAVERY, THEN AND NOW: ~ Examines the antislavery movement in the US from the antebellum era to the present, including its ideological, social, political, economic, and religious ramifications. Students will engage with original historical writings as well as make comparisons between antebellum antislavery and the present movement that opposes today's "slavery," i.e., human trafficking/coerced labor.

HIST 26300: COLONIZATION OF N AMERI:CA,UD: 4 Hour(s)
SAINTS SINNERS & SLAVES:CA,UD~ The colonization of North America. This course will survey the diverse cultures produced by the colonization of North America. While ultimately dominated by the British, both French and Spanish settlers made incursions into the continent. Native Americans and Africans were central to the colonization process as well. As the Iroquois forged alliances in Canada, Africans cultivated rice in South Carolina. The British colonists had their own internal divisions. Righteous Puritans tried to erect a metaphorical 'City on a Hill' in New England, while planters scrambled for profits from tobacco in the Chesapeake. Quakers tried to create a peaceful coexistence with Indians in Pennsylvania, while the Scotch-Irish strained such harmony as they flooded into the backcountry. How did such a diverse set of colonists form a single nation? Did they, in fact, form a single nation? We will follow the history of the colonies through their settlement in the seventeenth century, and through their growth and transformations in the eighteenth century, until their political break from Britain in war. This course fulfills the Social and Cultural Analysis requirement and the Understanding Diversity in the USA requirement. Core: Social/Cultural Analysis Meth; Understanding Diversity Home

HIST 26400: THE INDIANS' NEW WORLD:CA,UD: 3 Hour(s)
THE INDIANS NEW WORLD:CA,UD~ Native American history from European contact to reservations. This course will examine the history of the indigenous peoples of North America from the arrival of European invaders until the massacre at Wounded Knee, the final major military engagement in the will consider many facets of the Indian experience. Even before Native Americans set eyes on Europeans they had to deal with the microbes Europeans spread before them. After contact, we will consider how trade and the military conflicts reordered the cultures of Indians and Europeans alike. Indian cultures would prove remarkably resilient. Most remarkable perhaps were the various pan-Indian revitalization movements promoted by Indian prophets such as Neolin. The American Revolution would prove a decisive moment in Indian history. During the war itself, Euro-Americans scorched Indian country. In addition, the removal of Britain from American shores would unleash an inexhaustible desire for land in the trans-Appalachian West. Yet hope for amicable relations were reborn as various tribes like the Cherokee proved willing to adopt many of the trappings of American culture. Ultimately, however pressures for removal would carry the day as reservations were erected across the West. This course fulfills the Social and Cultural Analysis requirement and the Understanding Diversity in the USA requirement. Core: Social/Cultural Analysis Meth; Understanding Diversity Home

HIST 26500: AFRICAN/AM HIS1865-PRES:CA,UD: 4 Hour(s)
AFRICAN-AMERICAN HISTORY 1865 TO THE PRESENT:CA,UD ~ This course will introduce students to the experiences and culture of African Americans from the end of the Civil War to the present. Students will examine the impact of the Civil War and emancipation on African Americans, the Reconstruction period, and life in the Jim Crow South in the late nineteenth century. The course will continue with an exploration of African-American struggles for equality in the early twentieth century; the Great Migration to the North; the Harlem Renaissance and African American life in the 1920s; the impact of the Great Depression on African Americans; and African Americans in World War II. The course will conclude with a focus on the Civil Rights Movement and current issues in African-American life. Fills both Cultural Analysis and Understanding Diversity in the USA. Core: Social/Cultural Analysis Meth; Understanding Diversity Home
HIST 26600: AFRICAN AMER HIST TO 1865: 4 Hour(s)
AFRICAN-AMERICAN HISTORY TO 1865: This survey will focus upon the experiences and culture of African Americans and their influence on the development of American culture. The survey covers major topics in African bondage, and emancipation, as well as larger cultural issues, such as the relationship between slavery, the family, and gender and the development of unique African-American institutions such as slave spirituals. This course fulfills the Social and Cultural Analysis requirement and the Understanding Diversity in the USA requirement.
Core: Social/Cultural Analysis Meth; Understanding Diversity Home

HIST 26900: 1960s IN THE USA: 3 Hour(s)
POWER PROTEST & PEACE: This course focuses on the ferment of the late 1950s and early 1960s. It will consider how the evolution of civil rights activism, events such as the 1963 March on Washington, and the Cuban Missile Crisis fueled the growth of the American peace movement. The course will also explore the impact of the Vietnam War on American culture and politics. This course fulfills the Social and Cultural Analysis requirement and the Understanding Diversity in the USA requirement.
Core: Social/Cultural Analysis Meth; Understanding Diversity Home

HIST 27300: WOMEN IN AMERICAN HISTORY: 4 Hour(s)
WOMEN IN AMERICAN HISTORY: An examination of the cultural, social, economic, and political activities of women in American history. Within a chronological, narrative framework, the course focuses on four themes of women's past experience in American life: the family, work, sexuality, and socio-political activism. This course fulfills the Social and Cultural Analysis requirement and the Understanding Diversity in the USA requirement.
Core: Social/Cultural Analysis Meth; Understanding Diversity Home

HIST 27400: BISHOP, WITCH, HERETIC: 3 Hour(s)
BISHOPS WITCHES & HERETICS: This course explores the history of the medieval church by investigating the structure of the church, how the church dealt with the forces of unity and dissent, and why the church suffered continual deformation and reformation. In the process, we will challenge the modern theory that the medieval church was a monolithic institution. A related theme we will examine is the interplay between religion, social institutions, and politics. This course fulfills the Social and Cultural Analysis requirement and the Experiencing the World requirement.
Core: Social/Cultural Analysis Meth; Experiencing the World

HIST 27500: ROMAN BRITAIN: 3 Hour(s)
ROMAN BRITAIN: Britannia is mentioned sparingly by the Roman historians, but much of our knowledge about the conquest, settlement, and governance of the province is derived from archaeology. Therefore, a study of Roman Britain comes alive when students can visit and study Romano-British sites and museums in England and Wales. This course will trace the conquest of the island, beginning with Claudius in 43 and essentially ending in 122 under Hadrian, who set the province's northern limit with a wall. The peaceful conditions of the third and early fourth centuries brought prosperity and stability to Britain. Urbanization in the province was rapid. The native aristocracy quickly adapted the working country villas, familiar throughout the Empire, to a British context. Unrest throughout the western Empire gradually undermined the province's stability and eventually led to the withdrawal of the Romans from Britain in the 400s. Administration of the province, growth of industry and trade, influence of Roman religion on native cults, and aspects of daily life will be covered in the course. Students will study how the Romans transformed a native Celtic population into a distinctly Romano-British culture which integrated a Mediterranean outlook and values into its society and economy. A four credit hour version of this course is HIST 27510. (also listed previously as Classics 275).

HIST 27800: HIST TRAVEL WRITING ASIA: 3 Hour(s)
HISTORY OF TRAVEL WRITING IN ASIA: This course will explore how travel writing has impacted the way we understand Asian peoples and regions. In a study of genre and as a critique of ideology, this course examines how travel books by Europeans and Asians from the 18-20th centuries created Asian subjects and will ask a number of questions: How has travel and exploration writing produced 'the Orient'? How has it produced Euro-Americans' concept of themselves in relation to something called 'the non-west'? How have colonized Asians selected and invented from materials transmitted to them by a dominant or metropolitan culture? How did Asian autoethnographies create forms of self-representation in the context of colonial subordination and help mobilize colonial resistance? This course fulfills the Social and Cultural Analysis requirement and the Experiencing the World requirement.
Core: Social/Cultural Analysis Meth; Experiencing the World

HIST 28000: SEM:: 4 Hour(s)
SEMINARY

HIST 28100: INDEPENDENT STUDY: 1-4 Hour(s)
INDEPENDENT STUDY
HIST 29800: FIELD EXPERIENCE: 1-4 Hour(s)
FIELD EXPERIENCE~

HIST 38000: SEM:: 1-4 Hour(s)
SEMINAR~

HIST 38100: SPC TPC:: 1-4 Hour(s)
SPECIAL TOPICS: ~

HIST 39310: CHINA: TRAD & CHG:BACKGROUND: 1 Hour(s)
CHINA: TRADITION AND CHANGE: BACKGROUND~ As a prerequisite for INTD 39300 and Study Away trip to China in the subsequent semester, the course will introduce students to China's history, geography, philosophies, religious traditions, and cultural values. The course will also address issues associated with the process of cultural transition and practical considerations for preparation for the trip abroad. The course will provide the broader context for understanding the readings, sites, and interactions when the students travel to China.
Corequisite: INTD 39300

HIST 48000: SENIOR SEMINAR: 4 Hour(s)
SENIOR SEMINAR ~ For seniors concentrating in history. Students acquaint themselves with the general literature in their field of concentration, expand their reading background, learn how to evaluate historical writing and are introduced to the methods and problems of historical research and exposition. Writing a research paper is an integral part of the course. Required of all majors. This seminar must be successfully completed in order to be graduated as a history major. Prerequisite: a 2.5 grade point average in the major or alternatively at least a B (3.0) in History 38000.

HIST 48100: INDEPENDENT RESEARCH: 1-4 Hour(s)
INDEPENDENT RESEARCH~

HIST 49800: INTERNSHIP: 8 Hour(s)
INTERNSHIP~ Internships can be arranged in many fields to accommodate student interests, including experience in historical archives.

HIST 52370: THE AMERICAN COLD WAR: 3 Hour(s)
THE AMERICAN COLD WAR ~ This seminar will explore historians’ evolving understanding of the United States’ involvement in the Cold War. Readings will examine the Cold War in both its domestic and international contexts. The class will place a particular emphasis on how historians have analyzed the connections between domestic social relations and international developments, how the Cold War allowed key social categories to be simultaneously understood locally and globally. Through close examination of recent historical works on the Cold War, students will develop both an understanding of important transformations during this critical era and an appreciation for the ways historians work. We will pay attention to how historians have exposed new archives to contextual analysis in order to change historical narratives about the Cold War.

HIST 58130: AMERICAN ENVIRONMENTAL HIST: 3 Hour(s)
AMERICAN ENVIRONMENTAL HISTORY ~ This course will introduce students to the history of environmental issues and environmental activism in North America. Students will consider how Native Americans interacted with the natural environment prior to the European arrival, how the Europeans who entered North America looked upon the natural environment and how their views and practices differed from those of the Native Americans, and how the European settlement in North America affected the natural environment. Students will also explore how the growth of industrial capitalism and westward expansion affected the natural environment, and how Americans viewed the “wilderness” and the environment in the nineteenth century. Finally, students will explore the rise of a conservation movement and social activism to protect and preserve the environment, and they will study closely the rise and growth of a modern environmental movement in the late twentieth and early twenty-first century.

Honors (HONR)

HONR 10000: INTRO INTD STUDIES ECLECT SCLR: 1 Hour(s)
INTRODUCTION TO INTERDISCIPLINARY STUDIES FOR THE ECLECTIC SCHOLAR ~ This course will serve as an introduction to interdisciplinary studies, and establish a foundation for new honors students. The course will review the goals and expectations of student participation in the program, and engage students in multi- and interdisciplinary thinking, with the aim of challenging students to take up Hiram’s mission to ‘face the urgent challenges of the times.’ With that aim, the course explores what it means to be a leader, as well as how members of a learning community engage in service and community outreach. For Eclectic Scholars Only. This seminar is Pass/No Credit Only.

HONR 30000: REFLECTING URGENT CHALLENGES: 2 Hour(s)
REFLECTING ON URGENT CHALLENGES ~ This course provides an in-depth exploration of literature aligned with the annual ethics theme, examined from an interdisciplinary perspective. Additionally, this course continues developing leadership skills introduced and discussed in the introductory course, including opportunities to explore mentorship and leadership positions on campus and in the community. Budget depending, this course will also include a field trip component appropriate to the specific course theme. Prerequisite: HONR 10000 or HONR 19100

HONR 30100: ADDRESSING URGENT CHALLENGES: 2 Hour(s)
ADDRESSING URGENT CHALLENGES ~ Poverty. Justice. Diversity. Mindful Technology. Community. Sustainability. Health. Addressing the urgent challenges of our times requires more than a deep awareness of the world around us and an ability to identify the connections between a complex set of circumstances, causes, and consequences and to see the possibility of change. It requires the ability to innovate, to collaborate, to manage, and to create. It requires that we bridge the gap between the theoretical and the real and become agents of change. In this course, students will address an urgent challenge in our community by engaging in a service learning project, collaborating to take an idea for change from development of a vision to implementation and assessment. Specific projects will be defined by students and their faculty mentors. Prerequisite: HONR 10000 or HONR 19100

HONR 38000: SEM:: 4 Hour(s)
IES 10100: FOUNDATIONS EXERCISE SCIENCE: 3 Hour(s)
FOUNDATIONS EXERCISE SCIENCE ~ This course will provide an overview of Exercise Science professions including: exercise physiology, clinical exercise physiology, athletic training, sports nutrition, sports psychology, and biomechanics. Major concepts and principles associated with each area of study will be introduced which include, but are not limited to, hemodynamic responses to exercise, adaptations to acute and chronic bouts of exercise, rehabilitation and treatment protocols for sports injuries, the cross-over effect, methods of energy expenditure, the inverted U hypothesis, the social cognitive theory, and physics-related principles such as buoyancy, acceleration, force, and Newton's three laws of motion. This course will also cover the professional activities (i.e., professional organizations and certifications) that are related to these professional applications with a specific focus on the American College of Sports Medicine and National Strength and Conditioning Association.

IES 10500: MEDICAL TERMINOLOGY HEALTH PRO: 2 Hour(s)
MEDICAL TERMINOLOGY FOR HEALTH PROFESSIONALS ~ This course introduces students to the language of medicine. Students will gain an understanding of the rules of building and analyzing medical words, and medical terms associated with the body. Utilizing a systems-approach, students will define, interpret, and pronounce medical terms relating to structure and function, pathology, diagnosis, clinical procedures, oncology, and pharmacology. In addition to medical terms, common abbreviations applicable to each system will be interpreted.

IES 20300: INTRO TO HEALTH COMMUNICATION: 4 Hour(s)
INTRODUCTION TO HEALTH COMMUNICATION ~ This course provides an introduction to the various roles of communication in health. Students will examine the multidimensional and interdisciplinary aspects of the field through the analysis of interpersonal, cultural, social, and organizational issues related to health communication. Course readings and assignments will allow students to explore health communication through the eyes of patients, health care providers, health care leaders, health campaign designers, etc. and to learn how factors like culture, media, personal identity, technology, and social networks can contribute to health, illness, risk behavior, health care, and health promotion.

IES 21000: FITNESS & HEALTH PROMO/MGMT: 3 Hour(s)
FITNESS & HEALTH PROMOTION & MANAGEMENT ~ This course is designed to equip students with a series of promotion, management, and other administrative tools necessary to operate fitness and/or health related programs. Students will become familiar with the assessment of certifications, proper group exercise instruction, and exercise leadership skills. In addition, students will also become familiar with current standards to organize fitness facilities and exercise programs in a variety of settings such as public and private sport facilities, recreation complexes, corporate fitness centers, and hospital wellness programs.

IES 22000: FIRST AID AND CPR: 1 Hour(s)
FIRST AID AND CPR ~

IES 23500: SPORT/EXERCISE/PERFORM PSYC: 4 Hour(s)
SPORT, EXERCISE, AND PERFORMANCE PSYCHOLOGY ~ Sport, exercise, and performance psychology encompasses the thoughts, feelings, and behaviors of people in performance contexts such as competitive sport, fitness, injury rehabilitation, theater, music, surgery, public speaking, and more. This course adopts a foundations approach to theory and research, while still addressing the practical application of mental skills training to performers. Course content will be relevant to professional practice among coaches, medical professionals, athletes, business professionals, musicians, politicians, and many others.

IES 24400: ATHLETIC TRAINING: 3 Hour(s)
ATHLETIC TRAINING~ Prevention and care of injuries; skills in bandaging, taping and first aid methods; instruction in the application and use of therapeutic equipment. Successful completion of this course also constitutes completion of both the Red Cross Standard Course in First Aid and the Red Cross CPR course.

IES 28000: SEM: 4 Hour(s)
SEMINAR ~

IES 28100: INDEPENDENT STUDY: 4 Hour(s)
INDEPENDENT STUDY ~

IES 29700: FITNESS ADMIN/ORGANIZATION: 3 Hour(s)

IES 30900: SPORTS PSYCHOLOGY: 3 Hour(s)
SPORTS PSYCHOLOGY ~ A systematic analysis of the psychological and social-psychological phenomena influencing human performance behavior in the sporting situation. Major emphasis includes an assessment of psychological concepts such as social motivation, personality development and behavior modification in sport; the social-psychological basis influencing the interrelationships between athletes, coaches and spectators in the highly competitive sport context; and the development of the somata-psychic theory of human performance behavior.

IES 31000: CARDIAC REHABILITATION: 4 Hour(s)
CARDIAC REHABILITATION ~ This course is designed to familiarize students with the diagnostic and rehabilitation tools to assist individuals with cardiovascular disease towards optimal health. More specifically, students will become familiar with the practices of phase I-IV cardiac rehabilitation programs, ECG interpretation, and the importance of ECG monitoring. Students will be required to recognize normal ECGs as well as abnormal dysrhythmias such as atrial flutter, atrial fibrillation, primary, secondary, and tertiary atrioventricular blocks, ventricular tachycardia, ventricular fibrillation, asystole, and right and left bundle branch blocks. Prerequisites: BIOL (131 or 13100) and BIOL (133 or 13300)

IES 31100: NUTRITION AND FITNESS: 3 Hour(s)
NUTRITION AND FITNESS~ This course studies how the body utilizes food and nutrients and how nutrition affects performance. Major areas to be explored include: proper nutritional habits, aerobic and anaerobic metabolism, food exchange system, body composition assessment, ergogenic aids and myths, sound and effective weight control, and nutritional counseling. The course is designed for students pursuing sports medicine or athletic training as a career.
IES 31200: PHYSIOLOGY: MUSC ACT & EXER: 4 Hour(s)  
PHYSIOLOGY OF MUSCULAR ACTIVITY AND EXERCISE~ This course presents an analysis of the physiological effects of muscular activity and exercise upon the human body during various levels of stress. The primary focus assesses changes in the physiological system of the body relative to neuromuscular, cardiorespiratory, metabolic control and adaptation, and heat and fluid regulation during physical activity. Prerequisite: Biology 131 or 13100 or permission  
Prerequisite: BIOL 131 or BIOL 13100

IES 31300: PHYSIOLOGY OF AGING: 4 Hour(s)  
PHYSIOLOGY OF AGING~ This course examines the physiological changes associated with aging and how it affects physical activity. Emphasis will be given to biological theories of aging, maintenance of homeostasis, age-related changes in each body system, interactions among these systems, diseases that commonly affect older adults, and exercise prescription and programming. Prerequisites: BIOL (131 or 13100) and BIOL (133 or 13300)  
Prerequisite: (BIOL 131 or BIOL 13100) and (BIOL 133 or BIOL 13300)

IES 32000: KINESIOLOGY&APP BIO-MECHANICS: 4 Hour(s)  
KINESIOLOGY AND APPLIED BIO-MECHANICS~ A systematic approach to the analysis of human movements and experience in applying that knowledge to the evaluation of both the performer and the performance. Includes an analysis of the skeletal, muscular and nervous systems and their roles in determining movement efficiency; and an application of kinesiological principles relative to anatomical structures of the body as functional determinants of movement. Prerequisite: Biology 131 or 13100 or permission.  
Prerequisite: BIOL 131 or BIOL 13100

IES 34600: STRENGTH TRNG AND CONDITIONING: 4 Hour(s)  
ESSENTIALS OF STRENGTH TRAINING AND CONDITIONING~ This course is designed for the student who has a serious interest in studying the physiological, psychological and practical aspects of strength training and conditioning. Students will be exposed to the concepts and applications, testing and evaluation, and exercise techniques of strength training and cardiovascular conditioning, and speed and agility training. Students will gain experience in program design, exercise prescription and organization and administration of the fitness facility. Prerequisite: BIOL 131 or 13100 or permission.  
Prerequisite: BIOL 131 or BIOL 13100

IES 36000: HEALTH,FITNESS&SAFETY CHILDES: 3 Hour(s)  
HEALTH, FITNESS, AND MOVEMENT IN EARLY CHILDHOOD:ES~ This course will present knowledge and skills for Early Childhood teacher-candidates to promote young children's physical health and safety. Children's physical development with regard to individual variation will be studied. Candidates will understand the value of play to develop a wide range of skills and learn activities that promote healthy lifestyles in both young children and their families. Equal emphasis will be given to health issues of young children including nutrition, communicable diseases, immunizations, child abuse and the professional and ethical issues involved. Core: Meaning/Ethics/Soc Responsibil

IES 40000: EXERCISE TESTING/PRESCRIPTION: 4 Hour(s)  
EXERCISE TESTING AND PRESCRIPTION ~ This course is designed to provide students with fundamentals and practice in formulating exercise testing and prescription for healthy populations. Classroom and laboratory techniques for risk stratification, exercise testing, interpretation, and exercise program prescription are major topics. Test protocols for exercise assessment screening, counseling skills, cardiorespiratory fitness, musculoskeletal endurance and strength, body composition, and flexibility are emphasized. Prerequisites: BIO 13100/13300 Human Anatomy and Physiology I/II, IES 31200: Physiology of Muscular Activity and Exercise.  
Prerequisite: (BIOL 131 or BIOL 13100) and IES 31200 and (BIOL 132 or BIOL 13200)

IES 40100: EXERCISE TEST/PRESCRIP/SPECIAL: 4 Hour(s)  
EXERCISE TESTING AND PRESCRIPTION FOR SPECIAL POPULATIONS ~ This course is designed to provide students with fundamentals and practice in formulating modified exercise testing and prescription for special populations. Special populations include, but are not limited to, cardiovascular, cerebrovascular, and pulmonary diseases, cancer, diabetes mellitus, overweight and obesity, multiple sclerosis, and spinal cord injury. Classroom and laboratory techniques for modified exercise testing, interpretation, and exercise program prescription, as well as disease condition, medications, and limitations to exercise are all major topics. Modified test protocols for exercise assessment screening, counseling skills, cardiorespiratory fitness, musculoskeletal endurance and strength, body composition, flexibility, and how the disease condition affects the exercise prescription and exercise response are emphasized. Prerequisites: BIO 13100/13300 Human Anatomy and Physiology I/II, IES 31200: Physiology of Muscular Activity and Exercise  
Prerequisite: (BIOL 131 or BIOL 13100) and IES 31200

IES 40900: SPORTS PSYCHOLOGY: 4 Hour(s)  
SPORTS PSYCHOLOGY~ A systematic analysis of the psychological and social-psychological phenomena influencing human performance behavior in the sporting situation. Major emphasis includes an assessment of psychological concepts such as social motivation, personality development and behavior modification in sport; the social-psychological basis influencing the interrelationships between athletes, coaches and spectators in the highly competitive sport context; and the development of the somata-psyche theory of human performance behavior. Prerequisites: Physical Education 210, Psychology , Jr./Sr. level, or permission.

IES 48000: SENIOR SEMINAR/CAPSTONE: 1 Hour(s)  
SENIOR SEMINAR/CAPSTONE~ This course is the capstone experience for the Integrative Exercise Science major, and will provide students with the necessary information to integrate their specific area of concentration and internship or research experience into a portfolio and oral presentation as the culmination of the Integrative Exercise Science program. Successful completion of the portfolio and presentation are required in order to complete the program. Prerequisite: IES 40000; Co-requisite IES 48100 or IES 49800  
Prerequisite: IES 40000 and IES 48100 (may be taken concurrently) or IES 49800 (may be taken concurrently)
IES 48100: INDEPENDENT RESEARCH: 3 Hour(s)
INDEPENDENT RESEARCH~ Scholarly research and independent investigation in any phase of the discipline of Physical Education Exercise and Sport Science or related sub-disciplines. For students minoring in the discipline who excel in self-direction and intellectual curiosity. A student must submit an outline of the area of research for departmental faculty approval prior to registration. Prerequisites: Five upper division courses or permission. Acceptance into the Exercise and Sport Science minor curriculum.
Prerequisite: IES 40000

IES 49800: INTERNSHIP: 3 Hour(s)
INTERNSHIP~ Developed in consultation with the student's major faculty advisor(s), the internship will be tailored to the interests and needs of the student and can be served in a wide variety of private and public organizations. Hiram College's internship program permits students to bridge the distance between the theory they learn in the classroom and the application of their knowledge. The academic department establishes prerequisites for the application procedure. Students should check with individual departments for specific requirements and guidelines for the experience as they may vary by discipline. Prospective interns work with the faculty advisor who will monitor the experience and grade the academic component of the internship.
Prerequisite: IES 40000

Interdisciplinary (INTD)

Additional Topical Course descriptions can be found under the Interdisciplinary Requirement.

INTD 18000: WKSP: 1 Hour(s)
WORKSHOP~ Workshops may be taken Pass/No Credit only. Students may take no more than nine workshops for credit toward graduation. Workshops can be used as elective credit only.

INTD 19901: INTERDISCIPLINARY FOUNDATIONS: 1,4 Hour(s)
INTERDISCIPLINARY FOUNDATIONS ~ A seminar-based course designed to introduce transfer students to interdisciplinary thinking and problem solving. The content of the course will vary per section, but in every case, students will be asked to consider an urgent challenge of the times through different disciplinary perspectives. Students will be asked to consider relevant literature on a topic, to analyze and propose solutions in written and oral discourse, and to develop research skills that permit them to investigate important questions and hypotheses. Reflective learning integrates these ideas into various spheres of students' own lives—coursework, career, calling, character, and community.
Prerequisite: (FRCL 10101 or FYEN 10101 or WRLA 10101)

INTD 20100: ETHOS&PRACTICE FLY FISHING:CM: 3 Hour(s)
THE ETHOS AND PRACTICE OF FLY FISHING-MEMOIR, NONFICTION, AND NATURAL HISTORY:CM~ In this course, students will learn the basics of fly fishing; its relationship to literature; the basics of entomology and hydrology; and the difference between natural and wild reproduction in Ohio's and America's fisheries. Students will learn the basics of fly-tying. We will take weekly field trips to such area rivers as the Chagrin, Grand, and Cuyahoga. By reading fiction, nonfiction, and natural history, students will acquire an understanding of the cultural and social importance of fly-fishing. By becoming familiar with local watersheds, students will gain a greater sense of their immediate environment. Students will write essays that focus on memoir, nonfiction, and natural history. Emphasis will be placed on combining genres in the assignments. Each student will also have to purchase an Ohio fishing license, and supply his/her own fly rod and reel. Also, students should have boots. This course fulfills the Creative Methods requirement.
Core: Creative Methods

INTD 20200: SCIENCE AND CULTURE OF SLEEP: 3 Hour(s)
The SCIENCE AND CULTURE OF SLEEP~ This course will explore the biological and cultural significance of sleep. We will first discuss the fundamental properties of circadian rhythms in order to examine the influence of biological rhythms on sleep, with attention to the impact of light, activity, hormones and genetics on sleep patterns. We will connect this basic chronobiology to the field of sleep science and its application to human health, which has revealed that sleep is linked to a surprising number of physical processes and pathologies. In addition to impact on human health, the effects of human circadian rhythms on development, relationships, global travel, and policy decisions will be explored by delving into popular journalism, literature and film. We will discuss the cultural meanings we assign to sleep, wakefulness and dreams and how these meanings influence our sleep behaviors. Why, if sleep is so biologically important and critical for our health, do our institutional policies so often disregard it, and our cultural attitudes frame it as something that takes us away from productive life and that we would love to be able to do without? Throughout the course, students will be required to keep sleep journal. No prior biology training is required. This course will also satisfy as a 'medical humanities' course for the Biomedical Humanities major, and as an elective for Neuroscience majors. Prerequisites: Freshmen and Sophomores only.

INTD 20300: INTRO TO INTERNATIONAL STUDIES: 4 Hour(s)
INTRODUCTION TO INTERNATIONAL STUDIES~ This course serves as an introduction to globalization. It is designed to provide a foundation of knowledge upon which students can pursue more detailed studies related to international topics. The impact cultural diversity, economics, ecology, military strength and individual personality have on global issues will be examined. It will train students to consider the global influences on all aspects of life and prepare them to take a role in solving the world's problems. Required for the International Studies Minor.
INTD 20500: MUSIC AND THE BRAIN: 3 Hour(s)
MUSIC AND THE BRAIN~ Music is common to both joyous and sad occasions. Why is music so common in the human experience? This course will approach the human response to music from the disciplinary perspectives of music theory and neurobiology. Students taking this course will demonstrate an understanding of human responses to music from these separate disciplines. Topics covered include how sounds move through the environment, are decoded by the ear and brain, as well as rhythm, melody, harmony, and syntax in music. Disorders of musical perception and production, as well as the potential therapeutic role for music, will also be discussed. The final project involves a project proposal to examine one or more musical works using methods that extend beyond these disciplines and enlarge student perspectives on music. The course will involve extensive listening exercises, and basic neurobiological experiments involving brain dissections and measuring human physiological responses to music. Prerequisite: (PSYC 101 or PSYC 10100) and (MUSI 100 or MUSI 10000 or MUSI 12100 or MUSI 121)

INTD 20700: INTRO TO ANTI-SEMITISM:ES: 4 Hour(s)
INTRODUCTION TO ANTI-SEMITISM:ES~ Since the horrific discoveries made in Poland and Germany at the end of World War II, humanity has become painfully aware of the concept of anti-Semitism. but that systematic annihilation of six-million European Jews by the Nazis was not an isolated event in history. Jews have been suspected, accused, abused, and murdered since the time of the Crusades and before. Why this profound hatred against Jewish people? The student will learn much history as well as religion and ethics by means of this course. Most hatred in the history of humanity is irrational, indefensible, and ignorant. But this particular manifestation of hatred might involve something much more complex. Can those who embrace a Christian world-view do so without needing in the process to negate Jews and Judaism? This is a serious question, and probably the heart of the matter. The student will wrestle with how to be an ethical human being who protects the rights and human dignity of all others. Come, learn, and grow. This course fulfills the Meaning, Ethics, and Social Responsibility requirement.
Core: Meaning/Ethics/Soc Responsible

INTD 20800: CLASSICAL ISLAMIC CIV 600-1500: 4 Hour(s)
CLASSICAL ISLAMIC CIVILIZATION, C. 600-1500~ Islam is more than a religion; it is a culture that informs the lives of approximately one-sixth of the world’s population. But, most modern Americans have little or no knowledge of this culture and, therefore, view Muslims as the stereotypes that the popular media present. Studying classical Islamic civilization from historical and religious perspectives will break these stereotypes and will help us to understand the Muslim world and its intersection with the west. This course is equivalent to the former INTD 32300.

INTD 20900: FINDING VOICE THROUGH QUILTS: 3 Hour(s)
FINDING VOICE THROUGH QUILTS ~ No other craft or form of art is more closely identified with our American experience and values than is the art of quilting. Quilting has replaced the melting pot as the quintessential metaphor for American life. Throughout history (mostly) women have made quilts for a variety of reasons: to make something of practical use, to create something of beauty, to express themselves personally, to speak out in support of local and national causes, to raise money, or simply to ensure that she would not be forgotten. Today, quilts are studied as works of art as well as historical documentation. Quilt making has resurfaced in popularity and many contemporary women and men continue to tell their stories and express themselves through their quilts. In this course, we will consider the question, “Why do people create art?” Through the disciplines of History, Cultural Studies, and Art & Design, students will examine the art of quilting, past and present to discover answers to this complex question. Finally, students will tell their own stories and create a small quilt expressing something they want to say about themselves and/or their world.

INTD 21000: DOING GOOD:HOWNONPROFCHGLIVES: 4 Hour(s)
DOING GOOD: HOW NONPROFITS CHANGE LIVES ~ This course explores the world of nonprofit organizations in the United States: how they are defined, how they are funded and operate, how they influence everyday lives, how they protect values and culture, and how they advance social change and a civil society. The course will consist of weekly reflections, in-person and online discussion, book reviews, class presentations, written assignments, guest speakers, and visits to nonprofits.

INTD 21100: SEMINAR IN ASIAN STUDIES:TT: 4 Hour(s)
SEMINAR IN ASIAN STUDIES:TT ~ This TT INTD is required for students in the Asian Studies minor program. It is meant to give a broad, interdisciplinary understanding of Asia. Topics will rotate, to introduce students to various Asian themes in religions, cultures, histories, politics, and/or art.

INTD 21300: SELLING SHANGHAI:EW: 4 Hour(s)
SELLING SHANGHAI:EW ~ The city of Shanghai, in modern times, has always been both a fantastic chimera and a tangible place of unlimited possibilities. As a metropolis, it is recognized as something that virtually all Westerners know as Chinese, but most Chinese recognize it as a location that is an eclectic blend of Chinese and many other cultural influences from abroad. The Shanghai that we will explore in this course is a marketplace of commodities and services as well as ideas. We will discover that Shanghai, more so than most cities in China, is a location where virtually anything is possible, but where all come to terms with the culture of the city itself (and with the Jiangnan region generally) in order to have success there. In the course, we will consider how this became among the first globalized cities, how services diversified, how and why organized crime has had such a prominent presence there. The first two weeks will be spent gaining an understanding of the cultural and historical significance of Shanghai. In the last week, students will have the opportunity to design an entrepreneurial enterprise for the city of Shanghai. Students will research to find a company that has experience negotiating the market in China as a way of planning their own enterprise with Shanghai as the base for entry into the Chinese market. This course fulfills the Experiencing the World requirement. This counts as an ENTR elective, towards the Asian Studies minor and the History major/minor non-western breadth requirement.
Core: Experiencing the World
INTD 21600: IMAGES FOR THE LIVING: 3 Hour(s)
IMAGES FOR THE LIVING: ARTISTIC MANIFESTATIONS OF DEATH, BURIAL, AND GRIEF—In this course the student will learn about the art of death, burial and grief of other cultures and other time periods through lecture and research. In-class discussion will center around funeral practices of contemporary culture, which will include art created as an expression of the grief process. Students will learn to discuss sensitive material in a manner that is considerate of the beliefs of others. Each student will formulate an individualized tentative plan for his/her own end of life care (pre/post). Through lecture and practice, the student will learn to extrapolate social and cultural information from mourning art.

INTD 21700: HUMANS OF OHIO: CREATING PORTRAITS: 4 Hour(s)
HUMANS OF OHIO: CREATING PORTRAITS—In an age where the recording of experience is ubiquitous, portraits proliferate—intentionally and unintentionally, responsibly and irresponsibly. This course examines the history of portraiture in both photography and writing and considers the role of the portrait in today's world. Inspired by photographer Brandon Stanton's Humans of New York and Studs Terkel's Working, Humans of Ohio: Creating Portraits will study our communities through the art of portraiture and consider what it means to create a portrait of another person. Along the way, we'll discuss street photography, Ohio history, interview skills, selfies, oral storytelling, the craft of photography, the ethics of portraiture, editing recordings, the experience of viewing, the role of the witness, definitions of community, and portraits as constructions. Students will engage in hands-on creation of portraits of community members, as writers, audio editors, and photographers.

INTD 22500: HUMANS & THE ENVIRONMENT:ES: 4 Hour(s)
HUMANS & THE ENVIRONMENT:ES—The impact of humans on the environment is examined, relating patterns of natural ecosystems to human ecosystems, their functions, inter-relationships, problems, and limitations. The global perspective is studied; population growth, resource use patterns, food production, wildlife and other natural resource depletion, climate change, and economic, theological, and legal issues related to environmental problems and solutions. This course fulfills the Meaning, Ethics, and Social Responsibility requirement.
Core: Meaning/Ethics/Soc Responsibil

INTD 22600: CHILDHOOD MIGRATION:ES: 3 Hour(s)
CHILDHOOD MIGRATION:ES—This elective will give students an introduction to specialized topics regarding children and migration in a globalized world. Special topics may include but are not limited to intercountry adoption, unaccompanied children, refugee children, and child trafficking. Attention to macro-level social, economic, and political forces and trends will be paramount and will frame attention to individual and family experiences. Throughout this course, students will be asked to reflect on the ethical questions raised by each topic for individuals, communities, and other social organizations. Sociological perspectives will be emphasized, and accompanying core readings will be drawn from disciplines including but not limited to legal studies/law, demography, political economy, social psychology, international policy, and cultural anthropology in order to identify how scholars from widely different fields examine these specialized topics from diverse disciplinary perspectives.
Core: Meaning/Ethics/Soc Responsibil

INTD 22700: LAND USE POLICY: 3 Hour(s)
LAND USE POLICY—How does one evaluate governmental land use policy on a state or regional level? This question is one of organized complexity in which a number of factors are all varying simultaneously in subtly interconnected ways. These include traditional land use design concepts, zoning regulations that reflect the community's preferences, and efforts to generate the revenue necessary to afford its various programs. These revenue creation efforts necessitate competition between communities to capture limited revenue resources and are further impacted by external factors that affect the ability to afford critical programs such as public education.

INTD 22800: CLIMATE CHANGE: 4 Hour(s)
Climate Change—Climate change is one of the central challenges of our times. Despite the overwhelming weight of empirical evidence documenting human-caused climate change, there remains a cloud of doubt and controversy over this phenomenon that has the power to radically change life as we know it—life as we have known it for recorded history and for the evolutionary history of our species. In this course we will examine the causes and consequences of climate change in detail and connect this knowledge to our own community as we begin to examine what our country, our society, our institutions, and we as individuals can do to help lead the world into a new era. The course is designed to incorporate empirical evidence from the natural and social sciences, scholarly analysis, current events, and popular source material to build a solid understanding of climate change from multiple perspectives. We will further use these resources to analyze and evaluate the world's response to climate change.

INTD 23000: TEACHING OHIO HISTORY:TT: 3 Hour(s)
TEACHING OHIO HISTORY—Students in this course will integrate pedagogy for K-12 students with an overview of the political, economic, and social developments that occurred in Ohio from the era before European settlement to the present. Students will explain and analyze significant developments in Ohio history and will plan and teach this history. The course will prepare prospective middle school teachers for the state-mandated 4th grade social studies curriculum.

INTD 24100: PUBLIC LEADERSHIP: 4 Hour(s)
PUBLIC LEADERSHIP—The purpose of this course is to consider the question, ‘what is leadership?’ The goal is not to offer students a ready-made answer to the question, but rather to prompt them to think about what the answer might be. Such thinking is, in fact, the first step to true leadership. To encourage this thinking, students will be assigned readings from a series of texts which deal with 1) political theory, 2) the sociology of management, and 3) public policy making. Class discussions, in turn, will supplement these readings by examining, among other topics, case studies in public policy. Furthermore, professors from a range of departments—such as Psychology, Communication, Management, Religious Studies, etc.—will be asked to give guest lectures to the class, wherein they will address the meaning of leadership from their own particular perspectives. Finally, in addition to their academic work, students enrolled in this course will be encouraged to participate in mentoring opportunities, as well as in the Garfield seminars (as a Scholar or as an attendee) and in community service. Another version of this course is offered for three (3) credit hours as INTD 24110.
INTD 25000: COMPARATIVE ISSUES ZAMBIA:EW 3 Hour(s)
COMPARATIVE ISSUES IN ZAMBIA:EW~ Health care is a universal need and a current global issue. Demographic health indicators, health-care resources, the climate and terrain, as well as the influence of animal life are important and essential factors in determining quality of life in developing versus developed countries. This course is designed to expose the student to an experiential examination of health issues from social, cultural, ethical, political, policy, educational, and environmental perspectives in the developing country of Zambia. There will be comparison and contrast with these issues affecting health in the U.S. as a developed country. This course is team taught. This course fulfills the Experiencing the World requirement. Instructor approval required.
Prerequisite: NURS 25010 or PSYC 25010
Core: Experiencing the World

INTD 25100: CONTEMPORARY FRENCH CIV. 4 Hour(s)
CONTEMPORARY FRENCH CIVILIZATION~ A study of the people of France, their culture and customs. This course will introduce students to French geography, political and social institutions, education, technology, family traditions and the arts.
Prerequisite: (FREN 104 or FREN 10400)

INTD 25500: IDENTITY, EXPRESSION, & REPRESENTATION IN INDIA: EW 3 Hour(s)
IDENTITY, EXPRESSION, & REPRESENTATION IN INDIA: EW~ Identity is a complex and difficult phenomenon to grasp and understand. It entails the mixture of personal, religious, linguistic, gender, and national values. In India, this identity is particularly complex due to over five thousand years of transitory cultural history including migration and “invasion” being on the “Silk Road” between East and West, internal religious and social reformist movements, and its emergence from a century of foreign colonial rule. This course will explore that history and the phenomenon of identity in India from the perspectives of two disciplines—art history and political science. From the former, the course will examine primarily the historical development of traditions in art related to global religions either created within South Asia (Buddhism, Hinduism, and Sikhism) or imported from neighboring regions (Islam and Christianity). From the latter discipline, this course will examine how India's political institutions have been able to integrate the country's diverse and multidimensional identities into a collective overarching sense of nationality, and also into a vibrant, inclusive and institutionalized democratic political system. Thus, this course will not only study identity in India from an interdisciplinary perspective, but will also examine its phenomenon's observable expression and representation in both art and politics. The course will involve travel to India to encounter, experience, and analyze India's rich diversity first hand. This course fulfills the Experiencing the World requirement.
Core: Experiencing the World

INTD 26100: NARRATIVE MEDICINE:IM 4 Hour(s)
NARRATIVE MEDICINE:IM~ In recent years, doctors have turned to the study of narrative as a means of improving patient care. Although medicine has grown significantly in its ability to diagnose and treat biological disease, doctors often lack the tools necessary to recognize the plights of their patients, to extend empathy toward those who suffer, and to join honestly and courageously with patients in their struggles toward recovery or in facing death. Proponents of this practice argue that part of the problem lies in a physician's failure to respond to his or her patient's story of illness. Narrative knowledge will, they contend, increase a physician's capacity to honor these stories. The incorporation of narrative competence into the practice of medicine encourages, then, a reexamination of medicine's methodologies and the ethics underwriting the relationship between physicians and patients. Doctors trained in narrative become better readers of their patients' stories and, as a result, better caretakers of their beleaguered bodies. This seminar will use the study of narrative to analyze literature and film concerned with numerous ethical issues related to the practice of medicine. This course will serve as one of the core courses for the Biomedical Humanities major. This course fulfills the Interpretive Methods requirement.
Core: Interpretive Methods

INTD 28000: SEM: 1-4 Hour(s)
SEMINAR~

INTD 28100: INDEPENDENT STUDY: 1-4 Hour(s)
INDEPENDENT STUDY~
INTD 28600: SCIENCE LITERACY: 4 Hour(s)
SCIENCE LITERACY: WHAT IS IT AND WHY IS IT DIFFICULT TO ACHIEVE?
~ “Education has no higher purpose than preparing people to lead personally fulfilling and responsible lives. For its part, science education – meaning education in science, mathematics, and technology – should help students develop the understandings and habits of mind they need to become compassionate human beings able to think for themselves and to face life head on.” – Science for All Americans (1990). This book provides the framework to transform science education with the goal of achieving a scientifically literate society. Nearly 20 years later, there is no indication that society is more literate now than it was when this document was first published. Why has the transformation been a slow process? What can be done to overcome the literacy gap in science? This course will analyze the issue of science literacy from the different perspectives of science inquiry and classroom practice. Although science inquiry is one approach that is championed by AAAS and NRC to address science literacy, it hasn’t been thoroughly integrated into classrooms at all levels, despite studies that demonstrate inquiry approaches motivate students and improve conceptual understanding. Inquiry is central to science learning. It is also the most effective way to engage and motivate students to learn science and understand science concepts. Engaging in inquiry requires students to describe objects and events, ask questions, construct explanations, design investigations to test explanations, and communicate results to others. Science is an active process and learning science is something that students do, not something that is done to them. The emphasis on science inquiry as a best practice will be balanced with a study of classroom practices and realistic demands on teachers, curriculum and student learning. Current research and trends in science education will be explored, including teaching strategies, learning goals, and the development of science process skills. Experiences in 7-12 classrooms with master science teachers will provide students the opportunity to observe various teaching techniques and student learning outcomes in practice. The target audience for this course is rising second-year and incoming first-year students with an interest in a STEM major. The goal is to immerse them in the nature of science through science inquiry, and to introduce them to science education. The target audience for this course is rising second-year and incoming first-year students with an interest in a STEM major. The goal is to immerse them in the nature of science through science inquiry, and to introduce them to science education.

INTD 28900: GENETICS/ID/POPULAR CULTURE: 4 Hour(s)
GENETICS, IDENTITY & POPULAR CULTURE~ There is no doubt that contemporary work involving the human genome is changing the way we think about who and what we are. The guiding question for this course, then, is: how is genomic science changing, challenging, and complicating our collective sense of what it means to be human? As an integral part of exploring this question, we will investigate how it is that we come to learn about genomic science in the first place. For most of us, our understanding of genomic science is filtered through popular culture: we learn the ‘facts’ about genomics through a variety of texts (mainstream science writing and journalism, popular fiction, film, and television, etc.) that already provide a framework through which these facts are made to make sense. Such popular texts at once register and shape the public’s understanding of and anxieties about profound social and cultural change. This course is premised on the idea that our values and beliefs inhere in the verbal and visual images through which we communicate: the language we use (e.g., metaphors and grammatical constructions), the stories we tell, and the pictures and visual technologies that are part of our daily lives. We rarely notice those devices, yet they structure our most basic thoughts. In this class, we will attend to how the language, images, and narratives emerging from human genomics influence the way we imagine our bodies, our selves, our social responsibilities, and the enterprise of science itself.
INTD 29100: DEU MUSIC, PHIL&NAT'L ID: EW, TT: 3 Hour(s)
GERMAN MUSIC, PHILOSOPHY, AND NATIONAL IDENTITY: EW, TT: This course will explore the richness and depths of the musical and philosophical soil of 19th and 20th century German identity. We will learn about such canonical philosophers and composers of post-Enlightenment Germany as Hegel, Schopenhauer, Nietzsche, Forcher, Scheibe, Bach, and others. Forcher and Scheibe sought to define a transcendental ideal of "German" music and set Germany on its Sonderweg, separating itself from its Eastern and Western neighbors, and Bach, the beloved composer who was esteemed as a national folk-hero and placed at the epicenter of a German Protestant culture. At the same time, German Jews struggled for emancipation and equality. The Jewish Enlightenment philosopher Moses Mendelssohn and his grandchildren, the Romantic composers Fanny and Felix Mendelssohn, represented both the significant contributions of German Jews to German musical and philosophical thought and 19th century German ambivalence towards the Other. The devastating economic hardships of post-WWII Germany fueled fear and anger that contributed to the rise of the National Socialist Party, which sought to destroy Jewish culture while promoting German Romanticism as an ideal. German composers who opposed the Nazi party divorced themselves from the Romantic tradition, embracing atonality, which had been outlawed by the Third Reich as "degenerate," and Germany became an international center for New Music, i.e., atonality, a position it still holds today. Meanwhile, the German philosophers Nietzsche and Heidegger direct and indirectly supported the National Socialist party, while others, such as Adorno and Bloch, opposed it and became major influences of the student revolution of the 1960s. The tensions and tragedies of the past are very present in 21st century German identity, and this is reflected in contemporary views of music and philosophy.
Prerequisite: MUSI 26600 or PHIL 26600

INTD 29400: VISIONS OF ENGLAND II: EW: 3 Hour(s)
VISIONS OF ENGLAND II: MAKING THE NATION THROUGH WRITING & LANDSCAPE: EW: This course is the Study Away portion of the Visions of England course. Students who enroll in this course must have taken English 29300 in the twelve-week semester. This course fulfills the Experiencing the World requirement.
Prerequisite: ENGL 29300
Core: Experiencing the World

INTD 29500: SHAKESPEARE'S ENGLAND: EW: 3 Hour(s)
SHAKESPEARE'S ENGLAND: The disciplines of dramatic literary criticism and the theatre have very different ways of studying or considering plays. Each discipline can exploit the methods of the other without clearly realizing or identifying the separate origins of the insights. Students will begin to identify different methods and techniques used by the different areas, and will be expected to clearly differentiate the distinct approaches, while learning from both. The course will investigate how England appears in Shakespeare's plays while also looking at how Shakespeare's plays appear in England. A variety of plays will be chosen to match travel and viewing opportunities, concentrating on how Shakespeare pictured Great Britain in his history plays, in his tragedies, and even in his comedies which, although usually not physically set in England, are still peopled with clearly British characters. Through travel, reading, and watching we will reflect on how Shakespeare's plays helped to define and shape the language he used as well as the country he loved.
Instructor Permission Required.
Prerequisite: ENGL 29500 or THEA 29500
Core: Experiencing the World

INTD 29700: OBLIGATIONS TO OTHERS: ES: 4 Hour(s)
OBLIGATIONS TO OTHERS: ES: This course takes as its starting point the following question: What obligations do we have to others? From this initial question more arise. How do we define obligation and who are the people or groups to whom we are obligated? Are we, as educated individuals, obligated to donate our skills and time to people less fortunate than ourselves? Does the relative prosperity most of us enjoy as Americans obligate us to share our resources with countries whose citizens live in squalor and without access to basic services, education, and healthcare? Should we help those in poorer countries before we assist the poor and disadvantaged living within our own borders? These are just a few of the questions we will consider. The process of answering these questions will inevitably lead to further inquiry, requiring our compassion and, most importantly, our skills as critical readers and thinkers. To those ends, we will turn to a significant number of literary, filmic, historical, and philosophical texts that will challenge our preconceived notions of justice and invite us to re-imagine how we define and fulfill our obligations to others. This course fulfills the Meaning, Ethics, and Social Responsibility requirement.
Core: Meaning/Ethics/Soc Responsibil

INTD 29900: WHAT IS HUMAN?: ES: 3 Hour(s)
WHAT IS HUMAN?: ES: Until recently, we thought we had clear answers to the question, "What is Human?". We knew the genetic makeup of the species; we knew how humans were conceived and born; we knew the maximum life span; we knew a great deal about unique human characteristics that made us different from other animals. This course will examine whether or not current and future science will someday result in a Superhuman race. We will explore a variety of topics related to enhancement technologies such as using performance drugs, extending life, creating better babies, and the blending of machine and human. The scientific, ethical, and cultural issues raised by these new technologies will be examined using the perspectives of different disciplines to help us recognize the complexities and potential effects. We will also focus on if and how we ought to control the development and use of these technologies. This course fulfills the Meaning, Ethics, and Social Responsibility requirement.
Core: Meaning/Ethics/Soc Responsibil

INTD 30010: CREATIVE LIFE: SELF-DISCOVERY: 4 Hour(s)
THE CREATIVE LIFE: A JOURNEY OF SELF-DISCOVERY: This interdisciplinary course integrates Narrative Psychology with its emphasis on learning in groups with Ecology and our connection to the natural world. In addition, students explore the nature of learning versus protection and the function of beliefs. To date this course has been held at either the North Woods Camp in the Upper Peninsula of Michigan, or at Hiram's Field Station. A large portion of the course is experiential using psychological group processes in the natural environment as an integral part of student's learning. For example, students experience doing without electricity and other conveniences while exploring how they may have clung to comforts in order not to feel something. Students will explore their own stories and beliefs in order to see more clearly what they may have created consciously or unconsciously. From a place of greater awareness, students begin to try out new approaches and benefit from the work done by others. Each student will map their course by answering these questions: What obligations do we have to others? From this initial question more arise. How do we define obligation and who are the people or groups to whom we are obligated? Are we, as educated individuals, obligated to donate our skills and time to people less fortunate than ourselves? Does the relative prosperity most of us enjoy as Americans obligate us to share our resources with countries whose citizens live in squalor and without access to basic services, education, and healthcare? Should we help those in poorer countries before we assist the poor and disadvantaged living within our own borders? These are just a few of the questions we will consider. The process of answering these questions will inevitably lead to further inquiry, requiring our compassion and, most importantly, our skills as critical readers and thinkers. To those ends, we will turn to a significant number of literary, filmic, historical, and philosophical texts that will challenge our preconceived notions of justice and invite us to re-imagine how we define and fulfill our obligations to others. This course fulfills the Meaning, Ethics, and Social Responsibility requirement.
Core: Meaning/Ethics/Soc Responsibil
INTD 30020: GLOBAL HEALTH/HUMAN RIGHTS: 4 Hour(s)
GLOBAL HEALTH & HUMAN RIGHTS~ Every day popular media bring us accounts of health-related tragedies, both domestic and global: stories of impossible suffering in the absence of available health care, images of the bodies of infants and children wasted by malnutrition and disease, accounts of unbelievable miscarriages of justice on the part of groups, governments and corporations. This course will explore the impact of these popular depictions—both ‘fact’ and fiction—on the public’s understanding of global health and human rights, on policy decisions, and even on scientific research agendas and medical practices. The course will include a broad introduction to the subjects of ‘global health’ and ‘human rights,’ and to the way that—through the work of the World Health Organization, the public appeals of Paul Farmer, and others—we have become increasingly familiar with looking at global health through the lens of human rights. This lens allows us to see the ‘health problems’ in front of us not only as matters of dangerous microbes and damaged bodies, but also as matters of embedded structural violence and social injustice, of unequal access to resources, and of a complex interaction of many factors, including aid agencies, celebrities, governments, corporations and the media itself.

INTD 30050: IMMIGRATION & BORDER CROSSING: 3 Hour(s)
IMMIGRATION AND BORDER CROSSING~ Economic and political controversy besieges the Mexican-American border. Arguments against immigration range from keeping out “unwanted aliens” to fighting a billion dollar drug trafficking business. Arguments in favor speak of social justice and economic benefits. In this course we will try to understand the forces creating these problems. That will depend in part in listening to the people’s stories, discovering where they are coming from and what they want to accomplish. We will study the perspectives of the Border Patrol, the immigrants from Mexico and other Latin American countries, the U.S. residents close to the border, the U.S. businesses using immigrant labor and/or moving to Mexico to get cheaper labor, the drug runners and the Mexican drug wars, the politicians who try to reduce the complexities to “sound bites.” We will learn to discern the ethical issues, including questions of discrimination and racism. We will also look at the social, political and economic issues, including those of power and money.

INTD 30060: BOHEMIANS & REBELS: ART & LIT: 3 Hour(s)
BOHEMIANS AND REBELS: ART AND LITERATURE OF THE ROMANTIC AGE~ Growing out of the Age of enlightenment, Romantic artists and writers of the late 18th century despised at perceived failures of rationalist thought and began to explore new themes related to the individual. While nationalist impulses were taking hold throughout Europe and America, creative people were questioning the meaning of collective values rooted in the distant past, individual genius in their present, and the inner realities of dream, nightmare, and emotion. They looked to the past, to nature, and to exotic and primitive cultures for inspiration to find their authentic ‘voice’ through the arts. Romanticism changed our ideas about nature, history, individualism, and nationalism. Beginning in the 18th century, it transformed painting, sculpture, writing and music. Romanticism was deeply connected with the politics of the time, echoing people’s fears, hopes, and aspirations. It was the voice of revolution at the beginning of the 19th century and the voice of the Establishment at the end of it. This course will investigate how the movement we call Romanticism helped to revolutionize the Western perspective in ways that still are very important.

INTD 30070: LEGEND & LORE OF THE KILT: 4 Hour(s)
THE LEGEND AND LORE OF THE KILT~ Where does our cultural identity come from? Is it handed down to us as tradition—or do we invent it as needed? In 18th century Scotland, people experienced a crisis of identity and searched for new ways to define themselves. Today when we think of Scotland we think of kilts and plaid, bagpipes, whiskey, and stories of magical folk. But where do these traditions come from? Are they really ancient and true symbols of Scotland and its people? The stories in which we cast ourselves as heroes and the costumes we choose for ourselves are two of the most compelling ways we define ourselves. The word “costume” comes from “custom;” the word “dress” comes from the Latin for “to direct” or “to rule;” “apparel” derives from “to prepare” or “to make ready.” Clearly, what we choose to wear holds some powerful meaning. In this hands-on class, students will tell stories and make their own kilt in our quest to answer the big question of how we define who we are.

INTD 30080: POLITICS & ARCHITECTURE: 4 Hour(s)
POLITICS AND ARCHITECTURE~ In this course we will examine a variety of famous examples of architecture; we will consider the historical circumstances and personages which brought those buildings into being; and we will analyze the political ideas which are reflected in the styles of those structures. More specifically, the purpose of this course is to examine the interconnection between political ideologies and architectural styles. Both architecture and politics are expressions of order on a grand scale: architecture is an ordering of the material realm, while politics is an ordering of the social realm. When architecture is well-ordered, it displays beauty. When politics is well ordered, it displays justice. Often times, the same ideas are used to assess whether a building is beautiful and whether a political system is just. For instance, in a totalitarian state, buildings are considered beautiful if they convey the overwhelming power of the totalitarian ruler, etc. We will therefore examine some of the most prominent buildings on the planet in order to see what political ideas they convey. We will also examine the manner in which the styles of those buildings have been utilized by architects in the United States in order to convey those architects’ own political views. We will do this via the reading of books and articles pertaining to political theories and political history, as well as to architectural history, architectural theory, and specific architectural works.

INTD 30090: ENTREPRENRSHIP & STUDIO ART: TT: 3 Hour(s)
ENTREPRENRSHIIP AND THE STUDIO ARTS~This course has students and student artists explore the entrepreneurial mindset with a cross-section of professional studio artists in the fine and commercial arts. Class sessions will cover networking, co-operative marketing, and finding a niche market that reflects one’s values, talents, and passion. Visits to a variety of art enterprises, conversations with art entrepreneurs, and galleries and museums as “businesses” will be integrated into our class-time. Students will produce a one page business plan, design a business card and present a rocket-pitch presentation. Travel to local and near-by cities is included.
INTD 30110: HUMAN TRAFFICKING: 4 Hour(s)
HUMAN TRAFFICKING – Third only to drugs and weapon sales, human trafficking is the largest and fastest growing organized crime activity in the world resulting in a multi-billion dollar industry. Forced factory and agricultural labor, the sex trade, debt bondage, domestic help, children soldiers, and the selling of human organs comprise the many facets of this contemptible trade. How can there be 27 million slaves in the world when slavery is illegal in every country? Why do freed slaves often voluntarily return to work for their former owners? Why does the global economy help determine the amount of slaves in the world? Why would former child slaves grow up and become slave owners? Does a six-year-old child slave, digging tunnels by hand in the Congo River basin, have anything to do with your cell phones and laptops? There are over 100,000 slaves in the United States secretly held captive and forced into manual labor and the sex trade. In this course we will explore the world slavery problem with emphasis on women and children. The economic reasons slavery is so prolific, and the political undertakings currently trying to combat this scourge, will also be investigated. The psychological effects of individuals involved in the slave trade, both victims and perpetrators, and the role they play in their communities is a prime concern. Many of the look-the-other-way cultures regarding human trafficking, especially when human trafficking becomes “normalized,” will be explored in detail. The U.S. State Department’s document, “Trafficking in Persons Report 2010,” now, for the first time, including figures for slavery in the United States, was presented by Secretary Clinton on June 14, 2010, and will be part of this curriculum. Where human trafficking exists, how it is supported, the psychological culture it needs to flourish, and what can be done about stopping this practice is the basis for this course.

INTD 30120: AGING, SEX & THE BODY: 4 Hour(s)
AGING, SEX AND THE BODY – Scholars in the humanities who study aging often argue we are “aged by culture,” in other words, that we “learn to be old” through social and cultural processes, through our own expectations and other’s perceptions of us. Moreover, they assert that these processes, expectations and perceptions are often gender-dependent, and that women face unique challenges as they age. This course will explore the question: “What is aging?” We will find that there are numerous possible answers to this question, depending on who is asking and in what context. To reveal some of the more contested notions of what aging is, we will pair different disciplinary perspectives on various aspects of aging with the way these same aspects are represented in popular culture. We will keep the aging body at the forefront of our inquiries, questioning the relationship between biological changes and cultural ascriptions, between sexual identities and popular representations of the body, between the perceptions of health care workers and the self-images of the aging patients with whom they work. As aging is a process we all experience, this course will also ask you to confront your expectations, hopes and fears for your own aging, and to recognize how those impact your interactions with “older” people. Counts toward Gender Studies Minor. This course counts as one the 3 required medical humanities seminars for the BIMD major and minor.

INTD 30130: INVADING OZ:EW: 3 Hour(s)
INVADING OZ:EW ~ Human and interspecies interactions, and the framing of policy responses to those interactions, have been the driving dynamic in Australia’s modern history. The European and Aboriginal worldviews contrast sharply, in part because they were informed by two different traditions. The two human groups’ policy responses to ecological issues and dilemmas, and political matters more broadly, thus diverged decisively – and still diverge sharply. This dichotomy is particularly evident in the perceptions of “invasions” – actual, metaphorical, and perceived – that have characterized Australia’s history. These include: native lands being removed from the Aboriginal people; invasive animal species forever changing the landscape of the continent; environmental and human threats to the Great Barrier Reef and Australia’s natural resources in general; and most recently, changes in political policies and military presence in response to China’s increased influence and probable future dominance in the oceanic region. This course will prepare students to understand Australia by appreciating deeply the effects of contrasting responses of Australians, European and Aboriginal, where environmental and political policies – past, present, and future – are concerned. Fills Experiencing the World
Prerequisite: (POLS 30100 or PSYC 30100)
Core: Experiencing the World

INTD 30150: GOING TO THE GODZONE:EW: 3 Hour(s)
Going to the Godzone: EW ~ Survey studies and cultural analyses indicate that in recent years New Zealanders routinely rate as being among the happiest people in the world. In this course, we will conduct an interdisciplinary examination of human happiness at two levels of analysis: individual and societal. We have identified the following key themes, around which the course will revolve: 1) the pivotal role of fairness in determining the effectiveness of the relationship between individual and societal wealth and happiness; 2) the role of social connections in determining the happiness of individuals, as well as that of their country; and 3) the relationship between individual/self-focus, materialism, and happiness. We will witness firsthand how New Zealand differs from the United States in these respects, despite having substantial overlap in key values: both are wealthy, democratic, market-oriented societies that cherish the concept of freedom, yet the two countries have taken very different trajectories since the late 1970s. We will also use some of the venues in New Zealand as opportunities to engage in hands-on practice with the types of activities that research suggests promote happiness, and then consider whether such activities seem more or less “built in” to the cultures of the Maori, the New Zealand majority, or the United States cultures.
Prerequisite: (POLS 30160 or PSYC 30160)
Core: Experiencing the World
INTD 30160: INSIDE/OUTSIDE AUTISM: 4 Hour(s)
INSIDE AND OUTSIDE AUTISM ~ This class will explore autism spectrum disorders from within and without, examining the work of those who study autism and work with those on the spectrum, the representations of autistic individuals in popular culture, and—perhaps most importantly—the voices and stories of those with autism. Students will examine the tension between medical and social models of autism, working to recognize the difference between a conception of autism as an ailment for treatment or cure and a conception of autism a different way of thinking and being that should be accommodated. To this end, students will engage the topic of autism through historical studies, scientific papers, representations of autism in popular culture, and stories told by those on the spectrum. Students will be expected to do all course readings and activities, participate actively in discussion both in online forums and in class, conduct an interview, prepare a presentation, and write several essays. Can count for Biomedical Humanities students as one of their Medical Humanities courses. Can count as an elective for the Psychology major.

INTD 30170: GIMPY GEEZERS:ABLEISM/AGEISM: 4 Hour(s)
GIMPY GEEZERS: ABLEISM AND AGEISM ~ Disability and older age are social categories that anyone can join. Despite the stakes we all have as current or future “disabled” and “older” adults, people belonging to these categories frequently experience stigma and discrimination, with a double burden faced by those belonging to both. However, quality of life may or may not be compromised with disability and/or age. Personal accounts of pleasure, satisfaction, stigma and discrimination all depend on social policies, cultural perceptions, political power, access to resources and individual appraisals. This course examines both the socially informed and embodied experiences involved in the transitions to (and sometimes from) disability and age status. We will interrogate the assumptions and stereotypes about disability and age that circulate through mainstream culture and how these shape interpersonal and institutional practices. How might we begin to recognize, respond to, and change the place of disability and aging in our culture, and thus our own inevitable experiences?

INTD 30200: BLACK DEATH:PLAGUE/MED/SOCIETY: 3 Hour(s)
THE BLACK DEATH:PLAGUE, MEDICINE, AND SOCIETY ~ This course examines Europe’s most significant encounter with epidemic disease: the Black Death, which may have killed half or more of the population in 1347-50 and remained endemic for centuries thereafter. The class will examine plague from the viewpoints of both history and the biological sciences, dealing with the disease itself, changing medical views of its nature, and treatments and public health measures used to combat it. It will explore the plague’s social, economic, and psychological effects and its impact on literature, art, and religion. The course will focus mainly on the second plague pandemic (c. 1340-1770) but will also address the third (c. 1890-1950, but in fact still ongoing).

INTD 30220: BLACK DEATH:PLAGUE/MED/SOCIETY: 3 Hour(s)
THE BLACK DEATH:PLAGUE, MEDICINE, AND SOCIETY ~ This course examines Europe’s most significant encounter with epidemic disease: the Black Death, which may have killed half or more of the population in 1347-50 and remained endemic for centuries thereafter. The class will examine plague from the viewpoints of both history and the biological sciences, dealing with the disease itself, changing medical views of its nature, and treatments and public health measures used to combat it. It will explore the plague’s social, economic, and psychological effects and its impact on literature, art, and religion. The course will focus mainly on the second plague pandemic (c. 1340-1770) but will also address the third (c. 1890-1950, but in fact still ongoing).

INTD 30290: CULTURE & ETHICS OF FOOD:ES: 3 Hour(s)
CULTURE & ETHICS OF FOOD:ES ~ Food is one of the universal and essential dimensions of human existence. No human being can exist without a relationship to food. Food fashions and food habits reflect both enduring and traditional dimensions of cultures while changing and adapting continuously to tastes and preferences as well as values and goods. These goods are conditioned by and made sense of within communities and cultures that embed values about what is good food, or even what counts as food, but also how we should eat, from etiquette and table-manners to the practices of preparing food and coming together for shared meals. And, it is not only the practices surrounding our preparation and consumption of food: food must also be produced and distributed. How and what food we produce is affected by the very ecology of place. In this course, we will examine food within the context of French culture while analyzing the normative dimensions of our practices and intuitions about food and reflecting on our own relationship to food. The course will involve significant experiential dimensions afforded by our travels in France and residences in three distinct food-micro-cultures—Paris, Languedoc-Roussillon, and Normandy. Students will regularly encounter and reflect upon the differences in French attitudes and practices with respect to food and gain an appreciation for how these attitudes and practices arise from traditions surrounding food. Fills Ethics and Social Responsibility.
Core: Meaning/Ethics/Soc Responsibil

INTD 30310: WOLVES & CIVILIZATION: 3 Hour(s)
WOLVES & CIVILIZATION ~This course examines the complexities of the natural and political relationship between humans and wolves, from its virtual extinction in the lower 48 states to reintroduction efforts, to present-day conflict. Readings demonstrate how the lives of humans and wolves are deeply connected to our society. For hundreds of years our country engaged in a campaign to exterminate the wolf. The ferocity and sadism of hundreds of years of wolf slaughter calls out for intellectual inquiry. With wolves now reclaiming some former habitat in the lower 48 states, we ask why this mysterious yet social animal has provoked such violence, compassion, and interest.
INTD 30320: TAKING TO THE TREES: 3 Hour(s)
TAKING TO THE TREES ~ For four main reasons, the Pacific Coast of the United States, from Seattle southward to the Los Angeles Basin, is the ideal setting for this study away course exploring firsthand the subject of ancient forests and great trees. First, although many Americans tend to associate ancient forests and rainforests with other quarters of the globe (the Amazon in South America, the Daintree in Australia, etc.), the United States has been graced with some of the world's greatest old-growth forests. Second, in recent decades this region has been the North American epicenter of the timber industry and other, less self-evident threats to the integrity of the remnants of the planet's ancient forests. Third, this region has become a mecca of sorts for organized interest groups that seek to put an end to the felling of ancient forests. Fourth, and finally, there may well be no other venue and route in the continental United States that could make so viscerally real the concepts the group will have studied in preparation for this trip. The immodest aspiration of this expedition is to do nothing less than instill in the participants a lifelong sense of wonder at the sublime majesty of ancient forests and great trees -- and that the students become invested in conveying these crown jewels of the Earth to future generations. Through reading, discussion of those readings, onsite presentations, reflective academic journaling in response to pointed prompts, and a final reflective paper, students will come to fully appreciate the academic material from the preceding twelve-week course (Ancient Forests and Great Trees). Prerequisite: BIOL 34600 or POLS 34600

INTD 30400: PUBLIC POLICY MAKING: 3 Hour(s)
PUBLIC POLICY MAKING~ Public Policy Making takes an interdisciplinary approach to the analysis of several areas of government policy that definitely affect the society and the economy in which we live. Using the perspectives of both Political Science and Economics, the course will cover a series of topics. They will include the analysis of the federal government's budget decision making process; the process of taxation, including its economic impact and political justification; an analysis of the government's increased regulatory activity; an overview and critique of cost-benefit analysis as an analytical technique that permits an evaluation of the government's efficiency; and a discussion of current policy issues that are of present concern.

INTD 30800: FUND IDEOLOGIES/INST OF JAPAN: 3 Hour(s)
JAPAN FUNDAMENTAL IDEOLOGIES AND INSTITUTIONS~ Human civilization and culture are based upon our agricultural achievements. Agriculture is described by David Orr as 'a liberal art with technical aspects.' Since the turn of the century, scientific, social, economic, and political inputs have influenced agricultural development in the United States, producing dramatic change on the farm. Conventional agriculture is extremely productive, and Americans enjoy abundant and cheap food. Yet, there are increasing questions about the sustainability of our agriculture. In this course, we examine past choices that guided agriculture into the future. The roles of farmers, consumers, industry, government, and agricultural scientists in the process will be explored. Institutions, the groups and organizations that are the setting for collective activity, will be examined as they embody these ideologies. These institutions include historical structures, such as the Shogun-Daimyo/Samurai political system, the emperor system, and the religious institutions and their abundant artistic production as well as contemporary structures, such as the educational system, business, the political system, social organizations, and sports. Students going on this Study Away trip must also register for the related one (1) credit hour course offerings of ART 30800 or COMM 30800 in the prior twelve (12) week session. Prerequisite: (ART 30800 or COMM 30800)

INTD 31400: MASCULINITY-FEMININITY:CA,UD: 3 Hour(s)
MASCULINITY, FEMININITY, AND CULTURE:CA,UD~ Masculinity, Femininity, and Culture is an integration of the insights and perspectives of the humanities and social sciences on the topic of the interaction between gender and culture. This course fulfills the Social and Cultural Analysis requirement and the Understanding Diversity in the USA requirement. A revised version of this course is offered for four credit hours as INTD 38400. A student may receive credit for only one of these two courses. Counts toward Gender Studies Minor.
Core: Social/Cultural Analysis Meth, Understanding Diversity Home

INTD 31510: BODY AND SENSE OF TOUCH:ES: 4 Hour(s)
BODY AND SENSE OF TOUCH:ES ~ This course explores the themes of body and the sense of touch. Our understanding will expand out of several creative tensions that manifest in both the academic study of body and touch and our own existential encounters: pure reasoning and dualistic conceptualization versus non-dual awareness and alternative rationalities informed by embodied feeling and sensuous and erotic touch; body and touch as representation of ideas versus embodied and tactile being-in-the-world; and body and touch as socially and culturally conceptualized, formed, and constructed versus the lived body's experience of movements, motions, e-motions, feelings, gestures, and other forms of touch, both inner and outer. We first attempt to understand the body from a variety of perspectives in anthropology and sociology that tend to view the body 'from the outside' as symbolic representation of ideas, as metaphor of socio-cultural maps of reality, or as socially and culturally constructed (Turner and Csordas). We then immerse ourselves in the phenomenology of the body, studying an eco-philosopher's analysis of the disconnection and possible reconnection between body and the natural environment (Abram); we also explore the possibility of a creative embodied recollection of Being that responds to nihilistic ideologies and technologies (Levin). Special attention is given to the sense of touch, as we investigate its varied manifestations in different cultures, its role in the creation of identities, the extremes of pain and pleasure, tactile virtual spaces and therapies, and hegemonic manipulations and control of touch (Clasen). Our social and cultural analysis of touch is balanced by an ethical and phenomenological approach to touch: delving into a series of forms of touch--autistic, pornographic, sadomasochistic, and ascetic--we also attempt to understand mindful forms of touch that recover emotional and sensuous awareness as alternatives to desensitivities, hyper-sensitivities, and other destructive habits (Holler). Finally, we bring phenomenology into deeper dialogue with cultural studies with a series of questions pervading and vitalizing our course: What are the radical impications for self and world of recovering awareness, through being in touch with the lived body? Might we move beyond habitual, limited, contracted, and distorted dualistic modes of being toward more open, expansive, and liberating non-dualistic forms of bodily felt sensing and being aware? How might a recovery of the lived body and the sense of touch be applied in our attempts to make sense of, understand, and learn from the bodies of other cultures? Might a new awareness of the lived body and lived touch give rise to a deeper understanding of any particular culture, of our own culture, and our own creative responses?
Core: Meaning/Ethics/Soc Responsibl

INTD 31800: EARLY 21st C NAT'L HISTORY:TT: 4 Hour(s)
NATURAL HISTORY IN THE EARLY 21st CENTURY~ An examination of the concerns of 19th century and previous natural historians in light of present day understanding of the natural world around us. The course will emphasize a synthesis of historical, biological, and geological approaches. Particular attention will be given to the unique relationship of Americans to their natural environment. Lecture and field experiences will be utilized.
INTD 32410: 19TH C AMER ARCHITECTURE/LIT: 4 Hour(s)
NINETEENTH CENTURY AMERICAN ARCHITECTURE AND LITERATURE~
There was a dynamic relationship between the architectural and literary expressions in the nineteenth century American imagination. One of the prime examples of this synthesis is Nathaniel Hawthorne’s House of Seven Gables, but many other writers were also concerned with architectural style as the tangible expression of certain moods and attitudes, among them Herman Melville, Harriet Beecher Stowe and William Dean Howells. The course will focus on the intersection of architectural history-colonial, Federal, Greek Revival and Victorian eclecticism-and literary expression. Where possible, local examples of important architectural styles will be utilized. A revised version of this course is offered for three (3) credit hours as INTD 32400. A student may receive credit for only one of these two courses.

INTD 32650: EXPLORING ABILITY & DISABILITY: 3 Hour(s)
EXPLORING ABILITY AND DISABILITY THROUGH PERFORMANCE: AUTISM SPECTRUM DISORDER~ This class will explore disability through the power of literature and performing arts focusing on the theme of autism spectrum disorders. In the fall, students will be engaging the topic of autism through the exploration of literature and scientific papers, discussions with medical providers and families who care for people with autism, and through personal interaction with people who have autism. This research will provide students with a comprehensive overview of Autism Spectrum Disorder and the experiences of people who live with it daily. After the interview process, the students will work the material they collected and each other in groups to create a short performance piece that captures particular issues surrounding Autism Spectrum Disorder and engages audiences (predominantly high school and college students) with the topic. The hope is that, in the spring, a selection of the pieces created in class will be toured and performed to area venues and discussion sessions will be held to provide additional information about Autism Spectrum Disorder to those audiences.

INTD 32700: CYBER CRIME IN MODERN BUSINESS: 4 Hour(s)
CYBER CRIME IN MODERN BUSINESS:ES~ Today’s businesses use pagers, cellular phones, fax machines, PCs connected to modems, and the Internet. This course deals with the Physics of how these devices operate. The fundamentals of electronics will be thoroughly covered. Then the issue of corporate culture and ethics will be addressed from a Management perspective. Often ethics and culture clash with new technology. Failure to consider corporate culture and ethics when implementing these devices into daily business operations could result in decreased corporate unity and spirit, increased employee fraud and theft, reduced employee self-esteem, and lower operating efficiencies. Core: Meaning/Ethics/Soc Responsibil

INTD 32800: SEIZING THE MOMENT: 4 Hour(s)
SEIZING THE MOMENT: GENDERED PERSPECTIVES ON SUCCESS AND LEADERSHIP AND 20TH CENTURY US ~ This interdisciplinary course analyzes two special “moments” in the past that appeared uniquely poised to offer special opportunities to one gender. The first occurred in the early 19th century, the era of the “self-made man” mythology, when the new United States was experiencing unprecedented expansion and development. The second “moment,” during and following WWII, saw women taking on so-called male roles as builders, doers, and providers. Each “moment” resulted from a unique convergence of economic, political, and social conditions, and beckoned the most ambitious to step forward and claim participation in it. The themes of success and leadership inform our examination of these two unique situations. The disciplines of history and organizational behavior provide the framework to help determine what individuals, organizations, and society deemed successes and failures within organizational or institutional settings, including the idea of home and housewifery considered a career for women.

INTD 32900: GENDER AND CREATIVITY: 3 Hour(s)
GENDER AND CREATIVITY~Despite the scarcity of information about them, there have been creative women throughout human history. A chronological survey of the achievements of women—primarily in the Western heritage—will feature questions about the factors which hindered or aided them in their work. Each student will have a research project centering on one notable woman, preferably in the student’s major field, including women in the arts, sciences, and social sciences.

INTD 33600: URBAN DESIGN/REGIONAL PLANNING: 3 Hour(s)
URBAN DESIGN AND REGIONAL PLANNING~A study of the physical design decisions as they impact the nature of community. The contemporary American urban setting will be analyzed through an examination of the impact of the city beautiful and garden city movements. The implications of local planning issues such as zoning will be considered in addition to regional planning efforts. Northeast Ohio communities are utilized as examples of past and current planning theories.

INTD 34300: WEST ART/MUSIC: RENSSNCE-MODRN: 4 Hour(s)
WESTERN ART AND MUSIC: RENAISSANCE-MODERN: MUSES ENTWINED~ Western art and music from the Renaissance to the modern world. This course explores the relationships among Western classical music, painting, sculpture, and architecture, finding connections and differences and relating the languages of both disciplines. Through guided listening and slide study, students are introduced to representative works of art and music from each style period. Emphasis is placed on how media are used to create form, and how the arts reflect context; i.e., the cultural values and biases of their time and place.
INTD 34350: WHATS NORMAL? I: PHYS ABNORMLT: 4 Hour(s)
WHAT IS NORMAL? I: PHYSICAL ABNORMALITIES: This course will look at the pressures to make everyone normal, and the consequences of those pressures. We will examine several examples of what the 'normal people' consider to be 'abnormal'. The readings will include medical and ethical articles as well as selections of drama, poetry, and fiction.

INTD 34400: QUANTUM REALITY: 3 Hour(s)
IN SEARCH OF QUANTUM REALITY: or what really happened to Schrodinger's cat? Quantum mechanics is a physical theory used to describe the structure of the microscopic world. This theory is the most quantitatively accurate description of nature ever constructed. However, since its initial formulation there has been an ongoing debate as to the meaning of interpretation of quantum theory. In particular, quantum mechanics demands that we abandon some of our preconceived common-sense ideas about the nature (or even existence) of 'reality'. In this course we will examine just what it is that quantum mechanics has to say about the nature of reality. In the process we will also try to understand how the microscopic world can be so weird while the macroscopic world continues to be so seemingly normal. Finally, we'll try to understand the terrible entangled fate of a simultaneous |live cat> + |dead cat> state.

INTD 36000: LITERATURE AND AGING: 3 Hour(s)
LITERATURE AND AGING: Literature about aging is one of the most fruitful resources for understanding interactions between the experiences of clinicians, health care providers, family and friends of the elderly, and the aging person. Literature serves several purposes in these situations. One of the most important is its ability to put us readers in the perspective of the aging person, allowing us to identify with the aging person. Literature gives us empathy for the patient, an understanding which sometimes is hard to achieve in any other way. This course is also offered in a 4 credit hour format as INTD 36010. A student may receive credit for only one of these two courses.

INTD 36100: WHATS NORMAL? II: MENTAL/EMOTIONAL DISORDER: 4 Hour(s)
WHAT IS NORMAL? II: MENTAL AND EMOTIONAL DISORDERS: This course explores through articles, poetry, stories, and drama how those who fall outside cultural norms for mental and emotional health are 'normalized', marginalized or kept out of sight. The clinical and ethical articles address the questions of how cultures construct many definitions of mental disorders, which often vary over time and between cultures. Definitions of disease and disorders allow for medical 'treatment' and often for insurance coverage, while the same behavior in other times and circumstances might not be considered a disease at all. Literary works provide insights into the experience of mental illness and disorders. The course is constructed from the disciplines of medicine, literature, and ethics.

INTD 37700: THE TUSKEGEE AIRMEN: 4 Hour(s)
THE TUSKEGEE AIRMEN: The Tuskegee Airmen were the first, black, military pilots in 1941. Although President Roosevelt initiated the training program, many government and military officials in charge of the training did not want blacks flying military aircraft. Until this initiative, the usual position for blacks in the military was limited to mess cooks, janitors, road builders, and grave diggers. Many supervisors charged with training the black cadets decided that this program must fail showing everyone once and for all that blacks cannot fly aircraft. However, despite cruel discrimination, unfair regimentation, lack of resources, and limited opportunities, the Tuskegee Airmen succeeded beyond all expectations setting combat records still unbroken today. How they accomplished this is what this course entails.

INTD 38000: SEMI: 4 Hour(s)

INTD 38100: SPECIAL TOPICS: 1-4 Hour(s)
SPECIAL TOPICS: A special opportunity to study an interdisciplinary topic. The content will vary each time this course is offered and therefore the course may be repeated with permission. This course counts toward fulfillment of the interdisciplinary requirement only when it is offered for at least 3 hours of credit.

INTD 38200: MENTAL/EMOTIONAL DISORDER: 4 Hour(s)
WHAT IS NORMAL? II: MENTAL AND EMOTIONAL DISORDER: This course explores through articles, poetry, stories, and drama how those who fall outside cultural norms for mental and emotional health are 'normalized', marginalized or kept out of sight. The clinical and ethical articles address the questions of how cultures construct many definitions of mental disorders, which often vary over time and between cultures. Definitions of disease and disorders allow for medical 'treatment' and often for insurance coverage, while the same behavior in other times and circumstances might not be considered a disease at all. Literary works provide insights into the experience of mental illness and disorders. The course is constructed from the disciplines of medicine, literature, and ethics.

INTD 38300: BIOINFORMATICS: 4 Hour(s)
BIOINFORMATICS: This is a new field that arises from the interaction of biology and computer science. This course will help students become comfortable thinking about problems and arriving at solutions both as biologists and computer scientists. A general introduction to molecular biology and to computer programming will be provided to establish a common language and basis of understanding. The course will cover computational methods for the study of biological sequence data: analysis of genome content and organization, techniques for searching sequence databases, pairwise and multiple sequence alignment, phylogenetic methods, and protein structure prediction and modeling. Each of the problems will be analyzed both from the biologist's and the computer scientist's point of view. The students will have the opportunity to analyze biological data, to experiment with available bioinformatics tools, and to program in Perl to solve bioinformatics problems. Prerequisite: (CPSC 172 or CPSC 17200) or (BIOL 230 or BIOL 23000)
INTD 38850: BIOMIMICRY: INNOVATIONS NATURE: 4 Hour(s)
BIOMIMICRY: INNOVATIONS FROM NATURE~ Humans have always been drawn to nature to create art and find solutions to technological problems. A recent resurgence in this approach has begun to view nature as the ideal model for sustainable solutions to many, if not most, of our current design and technical challenges. Several basic principles drive this biomimetic perspective including: emulating how life works; using water-based chemistry; being efficient with materials; and changing or adapting as conditions change. This current application of biomimicry relies on interdisciplinary collaboration among several areas including the sciences, design, technology, marketing, and entrepreneurship. Northeast Ohio has become a center of activity for biomimicry with several academic, business, and entrepreneurial groups focused on this methodology. This course will introduce students to biomimicry through readings, discussions, group projects, and meetings with several local groups working in this arena. Prerequisite: Must have upper level standing.

INTD 38900: ALTERNATIVE HEALTH CARE SYSTEMS: 3 Hour(s)
ALTERNATIVE HEALTH CARE SYSTEMS~ Three week intensive course examines several different health care systems around the world, looking at many complex issues, including how just the system is, who gets what kind of health care, where the system succeeds and where it fails, how it is financed, who gets left out and why. The class will propose ways of reforming the United States health care system.

INTD 38910: GOING VIRAL: 4 Hour(s)
GOING VIRAL: EPIDEMICS IN AMERICAN HISTORY, LITERATURE, AND CULTURE ~ Epidemics are not only biological events, but cultural phenomena that produce wide-ranging effects on populations and nations. This course explores how American history, literature, and culture have been shaped by epidemics, from smallpox outbreaks in the American colonies to the AIDS crisis of the 1980s. Through a study of historical scholarship, literary texts, and cultural artifacts, we will consider issues such as how epidemiological theory has informed federal policy; how disease has been employed as a metaphor in political rhetoric; how ideas about immunity and susceptibility have produced understandings of race, citizenship, and national belonging; how epidemic events have mobilized initiatives in public health and health activism; and how tropes of communicable disease have manifested in American popular culture. Entering U.S. history at crucial moments of biological crisis, this course aims to analyze the many ways medical theory, practice, and policy have inflected—or infected—the American experience.

INTD 39200: MUSIC AND WAR: 3 Hour(s)
MUSIC AND WAR~ This course examines music and its relationship to power by mingling the study of music with the phenomenon of war. The course will offer the student exposure to an array of musical forms in reference to major historical conflicts of the past four hundred years in both Europe and Asia. Among the themes discussed will be the response of composers to war, the politics of patronage of wartime music, and the significant role of music in mobilizing populations in support of armed conflicts. In addition, the course will explore the contrasts between music written to oppose war and music written to glorify it, a contrast that emerges most fully in our examination of World War II. In order to grapple with these themes, students will gain fluency in basic elements of music and achieve familiarity with the significant historical conflicts in Ireland and continental Europe, Germany and the Soviet Union, and China and Japan. Through guided listening, lectures, films, and readings, students are introduced to representative songs, conflicts, and methods of interdisciplinary analysis.

INTD 39400: NO CHILD LEFT INSIDE: 4 Hour(s)
NO CHILD LEFT INSIDE~ This course will focus on the study of nature with children and how developmentally appropriate nature study encourages environmental responsibility. Students will learn the impact of major environmentalists and discuss applications of their work to education and teaching. This inquiry-based course will study the lack of time spent exploring the outdoors by today's youth and investigate ways to interest young people in nature and the environment. Study and analysis of local schoolyards will be used to frame theories on the effect of a lack of attachment to nature formed in childhood. This is a field based course and will require work with K-12 students. Students enrolled in this course will meet during Spring 3 at the J. H. Barrow Field Station. This course is intended for any student who wishes to develop a working knowledge of field, forest, and pond ecosystems, habitats, observational skills, and/or students who intend to work in any setting with children ages PreK-12.

INTD 39600: ENGAGED CITIZENSHIP: 3 Hour(s)
ENGAGED CITIZENSHIP~ ‘I don’t have time.’ ‘It will not make any difference.’ ‘I don’t know how.’ These are the often repeated comments when asking someone about their engagement in the civic life of a community. The lack of involvement and trust that the system can be changed contributes to the malaise of many only being spectators, rather than players, in formulating the type of world we would like to live in. This course explores the meaning of engagement for a citizen, and this journey goes into all facets of our lives, not just political, but social, economic, and spiritual. The question to be wrestled with is: What is an engaged citizen? The learning will take several forms. We will read literature (plays) to look at how playwrights pose important social issues and offer some responses; we will read some writings of well known advocates from many disciplines, including law, ethics, economics, etc., and reflect on their challenges. We will do service for a ‘greater community good’. By the end of our experiences together, we will attempt to draw these understandings together for a personal understanding of ‘engaged citizenship’ to guide us in our daily lives. Some sections of this course may be considered service learning (SL).

INTD 48000: SENIOR SEMINAR: 1-4 Hour(s)
SENIOR SEMINAR~

INTD 48100: INDEPENDENT RESEARCH: 1-4 Hour(s)
INDEPENDENT RESEARCH~

INTD 49800: INTERNSHIP: 4 Hour(s)
INTERNSHIP~
MAIS 5268: WOLVES AND CIVILIZATION: 4 Hour(s)
WOLVES AND CIVILIZATION~ By surveying the representation of the wolf in history, myth, folklore, natural history, and popular culture, this course seeks to examine the complexities of the natural and political relationship between humans and wolves. We will use these varying fields to analyze the ideology that now constitutes our understanding of the wolf. We will examine the virtual extinction of the wolf in the lower 48 states of America and why some people want to re-introduce the wolf. Wolves have been re-introduced in Yellowstone, and they have also been reintroduced in the Southwest. Wolves are also beginning to "spontaneously" reintroduce themselves into Minnesota, Wisconsin, and Michigan. As human development has spread and wolf populations expand to include a tiny of fraction of their original territory, there is now a tremendous amount of interest in wolves and wolf reintroduction. The readings also demonstrate how the lives of humans and wolves are deeply connected to the margin and the mainstream of our society. For hundreds of years our country engaged in a sometime organized campaign to exterminate the wolf. The ferocity and sadism of hundreds of years of wolf slaughter calls out for intellectual inquiry. With wolves now making reclaiming some former habitat in the lower 48 states, we now ask why this mysterious yet social animal has provoked such violence, compassion, and interest. This course examines the natural history of the wolf as well as the history of civilization's constructed perception of the wolf. By looking at how ideas change over time, we will learn how the perception of the wolf has changed and how American culture has evolved. As a student in the humanities, sciences, or social sciences, it is crucial to understand that all ideas have histories that change over time. By becoming familiar with the intellectual history of the wolf, you will realize the importance of understanding all dimensions of this or any other political or social issue. For example, the re-introduction of wolves is very controversial; there are those who see the wolf as a threat to livestock and thus their way of life, and there are those who believe that we should try to restore wolves to as much of their natural habitat as possible.

MAIS 50000: MAIS COMPLETION WORKSHOP: 0 Hour(s)
MAIS COMPLETION WORKSHOP~

MAIS 51000: WHAT'S NORMAL: 6 Hour(s)

MAIS 51010: MAGIC, FANTASY & SURREALISM IN WORLD LITERATURE: 3 Hour(s)
MAGIC, FANTASY & SURREALISM IN WORLD LITERATURE: ~ There is a saying that art imitates life, but what does such a statement mean when we read stories—as we will in this course—in which a woman grows hundreds of carrots shaped like hands or a man dreams another man into being? To read Yoko Ogawa or Jorge Luis Borges’s stories, however, we must suspend our disbelief and temporarily enter a world in which such things are possible. While reading literature, then, we often rethink our definitions of reality. The authors we will read this term each stretch the limits of possibility in some way. We will discover characters who read minds and have other magical powers. We will consider alternate universes and identities and new twists on old stories. Each of these texts, either through its subject, its form, or both, will challenge our concepts of what is possible both within the fictional world and in the ways of representing that world. Most of the authors we will be reading are also writing outside of the Eurocentric tradition that has dominated our conceptions of what constitutes literature. Thus, we will also explore how these writers’ use of magic, fantasy, and surrealism serves larger purposes, interrogating dominant western ideologies of genre, identity, authorship, and readership. We seek not only to complicate our readings of these particular works but to ask questions about the role of literature and of reading that we can apply to any text.

MAIS 51020: DECONSTRUCTING MODERNITY: 3 Hour(s)
DECONSTRUCTING MODERNITY: Like many important concepts, “modernity” seems easily understandable until close scrutiny reveals both its complicated history and multiple meanings. In this course we will be unpacking the concept of modernity. Where does it come from? Who gets to decide who is modern and who is not? What are the repercussions of being deemed “modern” or “primitive”? In this course, students will first take a critical look at Euro-centric ideas of modernity before turning to scholars who trouble and de-center such points of view. Through careful reading, discussion, and written analysis, students will learn not only how to think about modernity, but how to deconstruct other complex concepts as well.

MAIS 51030: SACRED MATTERS: 3 Hour(s)
SACRED MATTERS: HOW TO UNDERSTAND RELIGIOUS CULTURES LARGE & SMALL ~ In this course we will study and then apply the methods of the History of Religions, a discipline that treats "religion" as a primary, irreducible category of humanity. History of Religions, which began at the University of Chicago in the 1960’s under Mircea Eliade, encourages researches to approach the questions of religious cultures through both primary sources and participant observation where original voices express their experiences and beliefs. Ninian Smart, in the second generation of Historians of Religion, gave the useful rubric of the different dimensions of religion (experiential, mythic, doctrinal, ethical, ritual, and artistic) in order to begin to understand the myriad “worldviews” present around the globe. We also use the techniques of ritual and “myth” analyses combined with participants’ own exegesis to dig into the symbolism and meanings of religious thought and action.
MAIS 51080: WHAT IS ECONOMIC DEPRESSION?: 6 Hour(s)
WHAT IS ECONOMIC DEPRESSION? AN ECONOMIC AND HISTORICAL ANALYSIS OF THE GREAT DEPRESSION AND THE NEW DEAL~ Students in this course will analyze the events, policies, and practices that led to the Great Depression in the United States from 1929 until World War II. They will critically evaluate leading economic theories about the causes of the depression. They will demonstrate comprehension of the prevalent economic theories of the time and the emergence of other theories about the underlying causes of the depression. They will explain and evaluate the economic prescriptions of different theorists. Students will examine and explain how President Herbert Hoover sought to address the depression and will analyze why his policies failed to bring economic recovery to the nation. Students will consider how President Franklin Roosevelt sought to address the depression. They will evaluate Roosevelt's different New Deal programs and will analyze the extent to which these programs brought economic recovery. They will evaluate the extent to which New Deal programs and policies changed the role of the U.S. government in the economy. Students will consider alternative approaches to the New Deal advocated by other political leaders at the time. Students will also examine responses to the depression and New Deal programs by ordinary Americans during the time period. Finally, students will synthesize and apply their understanding of the depression and the New Deal to develop ideas about how to address recessions and prevent economic depressions in the future. Students will integrate insights, theories, and arguments of historians and economists who have analyzed the Great Depression. Students will work in small groups to design their own New Deal to promote economic recovery. Students will also each prepare an annotated bibliography and a critical literature review integrating economic and historical sources on an aspect of the depression.

MAIS 51100: WHAT IS KNOWLEDGE?: 6 Hour(s)
WHAT IS KNOWLEDGE?~ What do we really know? How do we know it? Are there various ways of understanding the world around us? How have people in the past understood their world? The interdisciplinary approach to these questions in this course allows not only increased understanding of the development and conceptualization of knowledge in the history of the West but also a deep exploration of the assumptions underlying and guiding this history.

MAIS 51200: SEX: HISTORICAL & BIOL ANALYSIS: 6 Hour(s)
WHAT IS SEX?~ What is male? What is female? How do men and women related to and rely on one another? How one answers these questions is highly dependent on disciplinary perspective. Related topics will be analyzed from multiple disciplinary angles and, throughout the course, evolutionary and cultural models for explaining sex roles in society will be considered.

MAIS 51210: WHAT IS WISDOM?: 6 Hour(s)
WHAT IS WISDOM?~ Philosophy by virtue of its very name for itself is concerned with wisdom, but the question of what wisdom is remains open. Erik Erikson, important developmental psychologist, posits wisdom as the aim of the final stage of life, but others have argued that age has no relationship with wisdom. We are left with a variety of questions. How does wisdom relate to knowledge? How do we recognize it and where do we uncover models of wisdom? All the great religious traditions teach wisdom; is wisdom parochial and/or culturally relative? Do we expect our political and business leaders to be wise or just successful; is there a difference? This course will examine how various disciplines, notably religious studies and leadership in business through an organizational behavior lens, come to understand wisdom. This will entail an in-depth look at discipline-based definitions and models of wisdom, and the underlying assumptions and various research questions these disciplines ask.
EXPLORATION INTO EXPLORATIONS: 4 Hour(s)

EXPLORATION INTO EXPLORATIONS ~ The intersection of fiction and fact in the novel has been a subject of study, controversy, and delight since the outset of the genre in the eighteenth century. The controversy stretches back to the divergence of literature and history in Greek philosophy, and it supplies rich material for probing some of the fundamental issues that lie at the heart of literary study. A subset of literary works over the past two centuries has dealt with exploration of and expeditions into the natural world. Particularly since the post-Columbian era, Europeans in particular have roamed the earth in search of knowledge, political expansion, and sheer adventure. Encounters with unknown and uncharted areas of the globe have fed the imagination of diarists, journalists, and fiction writers whose written record makes possible a survey of the liminal overlap between what is actually seen and recorded and its transformation into the significance of discovery to metaphoric discovery as well. Beginning with Herman Melville's 1846 novel Typee, often mistaken for a factual account of Melville's own aborted whaling adventure in 1842, members of the class will examine and compare several fictional expeditions with the extant records of those travels. The aim is to progress toward an understanding of two literary genres—non-fiction writing and fiction—and the similarities and differences between them. To what extent is the factual recorder able to report accurately new, exotic, surprising observations without embellishment? Is it feasible for a fiction writer, sometimes long after the fact, to reflect and reproduce events that in some cases changed the course of nature science—and even, in some cases, theology? The Australian writer Roger McDonald published Mr. Darwin's Shooter in 1998, that parallels the experience of the real Sym's Covington, a sailor aboard the Beagle who worked for Darwin in his groundbreaking work that would change the direction of natural science. Darwin's own The Voyage of the Beagle provides a first-hand record of the events of that voyage that is not entirely substantiated by Covington's own journal that is available in digital form online from the Mitchell Library in New South Wales (Australia). The challenge will be to reconcile the accounts of Covington and Darwin—or not, as the case may be. Alexander von Humboldt's Personal Narrative of his explorations in South America between 1799-1804 (available in its first American edition in the Hiram College Library) was used by German/Austrian novelist Daniel Kehlmann as the basis for a much-heralded novel Measuring the World (2006). Kehlmann makes rather daring leaps of fiction to recreate von Humboldt's state of mind under extraordinarily trying circumstances, even structuring the entire work by applying Greek and Roman mythology. Examining Humboldt's own accounts, is it possible to justify Kehlmann's imaginative leap in creating what becomes virtually a theatrical entertainment? The novel includes a subplot concerning the German mathematician Carl Gauss that suggests the broad implications of the word “measuring.” For Americans, the explorations into the Arctic of Sir John Franklin in the 1840s, culminating in the disappearance of him and his ships, were among the most riveting contemporary events before the Civil War. Several volumes of Franklin's observations were published (also available in early editions in the Hiram College Library) before the final, fateful journey; they provide a riveting record of human endurance under horrific conditions. In 1999, Andrea Barrett published an entirely fictional account of a whaling expedition, The Voyage of the Narwhal, that, while obviously based on Franklin's voyages, extends her fictional world to encompass large segments of American antebellum culture as well as to reflect on the scientific community of the time. In addition to the resources already included in the course description, the College's rich collection of nineteenth century newspapers and journals will serve to augment the required readings. In recent years, digital resources in rare and hard-to-find ephemeral publications have also made this kind of study, research and comparison more feasible, especially when there are time constraints. Through extensive use of primary source materials of many different types, class members will come away with enhanced ability to undertake research in several environments ranging from dusty archives to microfilm and other types of mechanical reading equipment.

WHAT IS BEAUTY?: 6 Hour(s)

WHAT IS BEAUTY? This seminar focuses on the conception of beauty as translated into music and visual art of the Renaissance period (1300-1600) of Western history. Beauty is a variable ideal, first articulated for western culture by the ancient Greeks, and reaching a fever pitch of theoretical and creative manifestation in the Renaissance age. This course will examine both the theoretical underpinnings of artistic beauty and the creative results of those ideas in the major canons of western musical and artistic compositions.

WHAT IS NATURE?: 6 Hour(s)

WHAT IS NATURE? This seminar will introduce students to a critical examination of the concept of nature, as it is studied in the fields of Environmental Studies and Anthropology. Nature has been defined, defended, exploited, and studied apart from humans and culture for decades by many, but is more appropriately seen as a construction, or extension of human conceptions of the world. Citizens of the “Western Civilizations” see nature within a certain limited set of frameworks, and usually perceive it as separate from or even the opposite of human social life. Members of other cultures construct the concept quite differently, and sometimes do not even recognize that such a distinction exists. We propose to have the MAIS students dissect these concepts of nature, and juxtapose them within a series of themes: the Construction of Nature, Human Nature, and the Uses of Nature. How do we define Nature? What is and is not Nature? Are we part of Nature? How do people in other cultures define Nature? These basic questions will form the first theme of the class, Construction, and we will select a set of readings from the two disciplines to reflect the array of answers to them. This will set the tone for the second theme, Human Nature. Among the topics discussed here will be human evolution and ecology and the nature of being human; race and gender as constructions under the rubric of Nature; and the distinction between the Noble Savage and Civilization. Finally, the Uses of Nature will examine the ways in which we exploit, appropriate, reify, commodify, or even protect Nature. We will explore Nature as romantic/Edenic ideal, Nature as Utopia or Dystopia, the agrarian ideal as an aspect of Nature, and attempts to protect and conserve the essence of Nature. Readings and discussions will focus geographically on the Americas. MAIS students will attain the following course objectives: • Distinguish and critically analyze various constructivist and essentialist definitions of nature • Relate concepts of nature to broader social, cultural, scientific, and ethical trends and contemporary controversies • Reflectively place the concept of nature in the context of their own lived experience through primary research and response

WHAT IS CREATIVITY?: 6 Hour(s)

WHAT IS CREATIVITY?: 6 Hour(s)
WHAT IS SCIENCE?: 6 Hour(s)
WHAT IS SCIENCE? How is scientific knowledge created? Is it produced by rational and objective means or is it the byproduct of competing social and political interests? How effective is science in dealing with contradictory findings that challenge established theories? To help answer these questions, we will study the history and philosophy of science, using case histories from astronomy (Greek theories and the Copernican revolution), medicine (the four humour theory and germ theory), and scientific discussions of male-female sexual differentiation (Greek and 19th century). We will begin by contrasting several philosophies of science, e.g. the picture of science as induction of generalizations from observations, the Positivist's 'hypothesis and deduction' model, and Popper's falsification view. We will then study Kuhn's influential picture of science as progressing via periods of normal science followed by revolutions in which the previous 'paradigm' is overturned. The remainder of the course will be devoted to the case histories, using them to critically evaluate both the initial philosophies of science and also Kuhn's picture.

WHAT IS JUST WAR?: 6 Hour(s)
WHAT IS JUST WAR?: Is the just war theory a relevant discussion in our world today? What were the beliefs and practices of just war in the Middle Ages? How do they correspond with current views of war? How have changing sociopolitical situations in the world affected the just war theory? How have the wars in the Middle East and Afghanistan changed the way we think about just war? What role do religion and culture play in the concept of just war?

WHAT IS HUMAN?: 6 Hour(s)
WHAT IS HUMAN?: Humans have significant, yet largely unexamined, relationships with the spaces that surround them. Seldom satisfied to leave our surroundings as we found them, we have long sought and created particular kinds of spaces for practical, ideological, and psychological reasons. We have developed entire disciplines intent on constructing and adorning spaces of all scopes, from intimate to continental. A space can be a tree limb, a palace, a plaza, or even the interstate highway system; all of these feed and are enlivened by our poetic imaginations and we often envision our most idealistic dreams in a new light; ideally we should be able to raise new questions and, in turn, stimulate new answers. Further, we aim to uncover and explore the consequences of any discipline’s or period’s spaces which can be constructed, contested, changed, and transmitted. How does it work within a society? And, what can it mean to a people?

WHAT IS SPACE?: 6 Hour(s)
WHAT IS SPACE?: Humans have significant, yet largely unexamined, relationships with the spaces that surround them. Seldom satisfied to leave our surroundings as we found them, we have long sought and created particular kinds of spaces for practical, ideological, and psychological reasons. We have developed entire disciplines intent on constructing and adorning spaces of all scopes, from intimate to continental. A space can be a tree limb, a palace, a plaza, or even the interstate highway system; all of these feed and are enlivened by our poetic imaginations and we often envision our most idealistic dreams in terms of spaces. Spaces can be made to comfort, intimidate, facilitate, or can be neglected. This class will examine the effects of spaces on us, how we use different spaces in powerful ways, and the perils of that power. We will study architecture, urban planning and renewal, landscape architecture, and building methods, reading scholarly books and articles, historical texts, novels, poetry, and films.

WHAT IS GLOBALIZATION?: 6 Hour(s)
WHAT IS GLOBALIZATION?: This course provides an overview of globalization and explores how it is changing our world politically, economically, socially, culturally, and technologically. According to Malcolm Waters, globalization is 'a process in which the constraints of geography on economic, social, political, and ecological arrangements recede and in which people become increasingly aware that they are receding. It is the growing awareness that we live in an increasingly interdependent world.' In the last few decades, globalization has drastically reduced barriers in various ways across national borders and led to increased levels of interaction and interdependency among human organizations. We will re-examine concepts related to globalization such as nation-state, transnational corporations, national identity, and regionalization, analyze both the pro and con sides of globalization, and discuss the challenges and opportunities that globalization creates and its consequences. A variety of materials including film clips, case studies, discussion, collaboration, and lecture will be utilized to sustain interest and motivate learning.

WHAT IS TRADITION?: 6 Hour(s)
WHAT IS TRADITION?: Remarkable on the seemingly ironic response of many peoples in recent times who consciously return to the cultural patterns of their forebears, John and Jean Comaroff surmise, "Modernity" seems to have bred a heightened concern with 'tradition'. This phenomenon challenges us to examine the development of this much-used term, 'tradition,' as well as its components (ritual, cultural identity, religion, experience, heritage, values, etc.) and the current issues affecting it (globalization, moderniza- tion.) In this course, we will approach the core concept of 'tradition' from two disciplinary standpoints, anthropology and religious studies both of which contribute to a critical understanding of exactly what 'tradition' is. How is it constructed, contested, changed, and transmitted? How does it work within a society? And, what can it mean to a people?

WHAT IS RELIGION?: 6 Hour(s)
WHAT IS RELIGION?: What is religion? What can studying religion tell us about culture? What can studying a culture tell us about its religion(s)? In what ways do religions reflect their cultures? These are some of the central questions this seminar examines. In order to explore these queries, we will examine both theories about religion and examples of religion in practice, especially the three dominant western monotheisms. In examining the various views of religion, we will also draw on texts and methods from disciplines as diverse as history, religious studies, and sociology. Our interdisciplinary approach to these questions will allow not only an increased understanding of religion but also a deeper understanding of how and why different cultures perceive the divine in diverse ways. In sum, the various disciplinary lenses should help us to see the subject in a new light; ideally we should be able to raise new questions and, therefore, develop new answers. Further, we aim to uncover and explore assumptions that underlie each discipline and thus to develop our understanding of the methods, goals, and importance of interdisciplinary studies.

WHAT IS RACE?: 6 Hour(s)
WHAT IS RACE?: Is race a biological category or a social category, or is it both? How did race become an institution and an ideology? How did scientific understandings about race emerge and change over time in the changing society? Students will explore these big questions through the disciplines of Biology and History. Together, professors and students will integrate the insights of these two disciplines to yield a new understanding of the meaning and significance of race.

WHAT IS MODERN GENOCIDES?: 4 Hour(s)
### MAIS 52010: ANTLISLAVERY IN THE US: 4 Hour(s)

**ANTI-SLAVERY IN THE UNITED STATES**~ A distinguished historian recently called antebellum American abolitionists the “forgotten emancipationists in the story of black freedom.” However, with a growing national awareness of the continuation of forms of bondage despite the 13th Amendment, important questions arise again regarding the potential role of social reform activists in eradicating slavery. This course examines abolitionism from post-Revolutionary America to the Civil War, emphasizing the major themes of inquiry that motivate scholars. Students will learn how differences in region, race, religion, politics, and gender impacted the antislavery movement, as well as how various abolitionists imagined their goals and formulated their methods and strategies for reform. Some notice is placed on the importance of the “Old Northwest,” specifically Ohio and the Western Reserve.

### MAIS 52020: MOTIVATION IN EDUCATION: 3 Hour(s)

**MOTIVATION IN EDUCATION** ~ In this course, students will explore theories of motivation and relate them to educational settings. We will explore what it means to be motivated on a day to day basis as well as during life in general. Strategies for increasing motivation will also be evaluated. High and low motivation will be explored and the aspects of educational settings that increase and decrease motivation will be considered.

### MAIS 52030: LEADERSHIP & MOTIVATION: 3 Hour(s)

**LEADERSHIP & MOTIVATION** ~ This course offers a broad framework for understanding leadership in a variety of contexts. Evolutionary, biological, and social perspectives on leadership, what it means to be an effective leader, and how motivation plays a role in leadership will be explored. Contemporary issues and perspectives as well as classic theory will be examined in relation to theories of motivation and how these intersect with leadership styles.

### MAIS 52100: FRANKENFOODS ON THE FARM: 4 Hour(s)

### MAIS 52150: MODERN QUEST: HISTORICAL JESUS: 4 Hour(s)

**A MODERN QUEST OF THE HISTORICAL JESUS**~ In 1906, Albert Schweitzer published his groundbreaking Jesus study, ‘Von Reimarus zu Wrede.’ Ever since, in the English-speaking world of Jesus research, this book has been called ‘The Quest of the Historical Jesus.’ By the time Schweitzer wrote, such research had already been in full swing for two hundred years. Today, a hundred years later, the topic has lost none of its appeal, for we have just experienced another large wave of interest in Jesus.

### MAIS 52200: CLAY: CULTURE & CREATIVITY: 4 Hour(s)

### MAIS 52250: THE CREATION OF ADOLESCENCE: 4 Hour(s)

**THE CREATION OF ADOLESCENCE**~ According to popular conceptions, the period of adolescence is wrought with problems. Raging hormones, dysfunctional families, and bad genes are often blamed for youthful violence, suicide, and a host of other disorders and problems. But, just how much trouble do teenagers really cause? At what point historically were young people singled out into an age-specific cohort? What role do the media, the educational system, and economics play in our conceptions of teenagers? This course will examine the social creation of the ‘teenager’ and examine the definitions of and stages of childhood, adolescence and youth in traditional tribal societies, Europe and the United States throughout history. Industrialization, changes in the family, population pressures, economics, employment and unemployment, world tensions, war and post modernism all had direct and indirect effects on the lives of young people and how they were seen by others. At each era, we will use an interdisciplinary approach to discuss the expressions of youth culture (or lack of culture), the effects youth culture had on other segments of society, and the major theories that arose to explain the behaviors and attitudes of young persons. We will pay special attention to the role of public education in the creation of adolescence and examine the rise of high schools in the United States.

### MAIS 52290: WHAT WOULD BUDDHA DO?: 4 Hour(s)

**WHAT WOULD BUDDHA DO?**~ This course takes an in-depth exploration of Buddhist theoretical, practical, and social expressions, moves through interpretation and evaluation, in order to ask: what is the relevance of Buddhist doctrinal, mythical, ethical, ritual, experiential, and social dimensions to the twenty-first century Euro-American society/world in which we presently find ourselves undergoing different forms of suffering, while still deeply influenced by Cartesian metaphysical notions of self and world?

### MAIS 52300: CONTEMPORARY ETHICAL ISSUES: 4 Hour(s)

### MAIS 52310: STEREOTYPING AND PREJUDICE: 4 Hour(s)

This course is an analysis of social psychological theory and empirical research on stereotyping and prejudice. In this course, we will explore the development and causes of intergroup perceptions and antagonism; reasons for the persistence and prevalence of stereotypes and prejudice; ways in which feelings and beliefs about groups influence social perception and interaction; and possible ways to change group stereotypes or reduce prejudice. In examining these issues, the class will consider both the ways that individuals perceive themselves as members of groups and the ways that they perceive other groups.

### MAIS 52320: LIFE OF LITERACY: 4 Hour(s)

**LIFE OF LITERACY**~ This course will focus on multiple interpretations of the course title. We will examine one’s personal literacy life. We will also examine the viability of literacy as a concept in our society in this century. In both cases, on a personal level and a societal level, we will examine these core questions: What is literacy? What does it mean to be literate? How does literacy function in our everyday lives? How do we foster literacy as a society? How do we hinder it?
MAIS 52330: HIST OF ENVIRONMENTAL REFORM: 4 Hour(s)
HISTORY OF ENVIRONMENTAL REFORM~ Students in this course will examine and analyze the work of reformers who sought to change how Americans have treated the environment. Students will explore how Native Americans and Europeans each saw the land and how they each interacted with the natural environment. Students will analyze the rise of a movement to conserve the land and natural resources, beginning with proto-environmentalists like Henry David Thoreau in the first half of the nineteenth century. Students will examine the reasons for the rise of a conservation movement in the late nineteenth century, and they will explore how conservationists like Gifford Pinchot differed in their goals and means from wilderness preservationists like John Muir. Students will explore the growth of a modern environmental movement in the twentieth century and its impact on legislation and environmental practices. They will examine the arguments for an environmental ethic. They will look to the seeds of environmental change in the arguments of Rachel Carson. Finally, students will examine critically the rise of radical environmentalism and the work of groups like Earth First!

MAIS 52340: PHENOMENOLOGY CULTURE STUDIES: 4 Hour(s)
PHENOMENOLOGY AND CULTURAL STUDIES~ This course explores the themes of body and the sense of touch. Our understanding will expand out of several creative tensions that manifest in both the academic study of body and touch and our own existential encounters: pure reasoning and dualistic conceptualization versus non-dual awareness and alternative rationalities informed by embodied feeling and sensuous and erotic touch; body and touch as representation of ideas versus embodied and tactile being-in-the-world: and body and touch as socially and culturally conceptualized, formed, and constructed versus the lived body’s experience of movements, motions, emotions, feelings, gestures, and other forms of touch, both inner and outer.

MAIS 52350: MEMOIR: 4 Hour(s)
MEMOIR ~ The roots of memoir extend far and deep, including the works as The Confessions of Saint Augustine (5th century), Montaigne’s Essays, and Rousseau’s Confessions. Throughout history, but especially in recent decades, there have been attempts to use or usurp the genre for instant glory or profit. Students will read short and full-length contemporary memoirs that attempt to work in the best of the genre’s proud tradition, and they will concentrate on writing (and revising) several short memoirs of their own that may have potential to become a longer-form memoir. In addition to acquainting students with very recent literary innovations in the form, the course will concentrate on many of memoir’s earliest principles and features. Student work will be carefully reviewed in workshops.

MAIS 52360: JUST WAR: 4 Hour(s)
JUST WAR~ Over the past millennium and more, just war theory has dominated Christian thought on war and peace. In the past century just war has become the important starting point for political and philosophical discourse on wars fought by our nation. In this course we will pay particular attention to the Christian tradition on Just War, especially as it is described and argued in contemporary Christian Ethics. In the Christian tradition, Just War is often understood to be the moderate position between pacifism and crusade. As such, it is seen as a rational position that gives credence both to the political necessity at times to use force and the importance of caution both in the use of force and regarding the unintended consequences of force, both in the initial decision and in the field.

MAIS 52370: THE AMERICAN COLD WAR: 3 Hour(s)
THE AMERICAN COLD WAR ~ This seminar will explore historians’ evolving understanding of the United States’ involvement in the Cold War. Readings will examine the Cold War in both its domestic and international contexts. The class will place a particular emphasis on how historians have analyzed the connections between domestic social relations and international developments, how the Cold War allowed key social categories to be simultaneously understood locally and globally. Through close examination of recent historical works on the Cold War, students will develop both an understanding of important transformations during this critical era and an appreciation for the ways historians work. We will pay attention to how historians have exposed new archives to contextual analysis in order to change historical narratives about the Cold War.

MAIS 52380: COLD WAR HISTORIOGRAPHY: 3 Hour(s)
COLD WAR HISTORIOGRAPHY~ In this course, we will be learning how historians use historical method (historiography) and evaluate evidence (primary and secondary sources) in their own scholarship. This class will begin by examining the Tokyo International Tribunal in the aftermath of the atomic bombs in Hiroshima and Nagasaki and the conclusion of the Second World War. Then we will move to examine the United Nations military government installations in Japan and Korea and study this interim government’s role in two wars: the Korean War and the Vietnam War. We will study the United Nations military orders to “stamp out” communism and other political insurgencies, how or why these purges were conducted with impunity despite the existence and evolution of genocide prevention laws from the 1950s onward. In this historiography, we will critically evaluate primary sources from 1945 to the 1970s (such as archived speeches, military correspondences, legal testimonies, op-eds), conduct a literature review of historical essays and create an annotated bibliography in order to understand the complicated landscape of human rights and international security during the Cold War era.

MAIS 52400: BIOTECH:ENHANCE HUMAN PERFORMANCE: 4 Hour(s)
USING BIOTECHNOLOGIES TO ENHANCE HUMAN PERFORMANCE~ ISSUES FOR INDIVIDUALS AND FOR SOCIETY: Students will have an opportunity to explore issues related to biotechnology and human enhancement. The interdisciplinary approach of this course will integrate science, reading, writing and drama to raise scientific, ethical and social issues created by new biotechnologies for genetically engineering ‘better’ babies, enhancing athletic and mental performance, extending the human life span, enhancing appearance, and improving moods.

MAIS 52410: TRAGEDY,MORALITY,NATL IDENTITY: 4 Hour(s)
TRAGEDY, MORALITY, AND NATIONAL IDENTITY: By looking at selected novels, we will look at ways in which Cormac McCarthy, one our greatest living novelists, re-considers and considers America’s past, present, and future. Reading Pagels, Nietzsche, and Slotkin will give depth to McCarthy’s portrayal of violence, godlessness, and tragic destiny of humanity. In particular, this course will look at the ways in which McCarthy mixes religion and philosophy with the genres of the bildungsroman, the western, the crime novel, and the apocalyptic novel.

MAIS 52450: KINGDOM FOR STAGE: SHAKESPEARE: 4 Hour(s)
MAIS 52490: MATERIAL CULTURE OF 1ST US CEN: 3 Hour(s)

MAIS 52490: MATERIAL CULTURE OF THE FIRST US CENTURY
The history of a nation is often viewed through the lens of its central authority figures and canonical events, which can seem remote to our lives in time and space. In the United States, the "founding fathers" toiling to forge a new nation in Philadelphia come to mind, as do Abe Lincoln and the Civil War. However, both eras in recent years have become more relatable thanks to documentary and feature films on the topics, such as Ken Burn's ground breaking expose on the Civil War or Stephen Spielbergs's "Lincoln." Visual imagery has the capacity to enliven the past and make it accessible and important today. Before the advent of film, other visual languages—paintings, sculptures, prints, and (after 1840) photographs—were created and employed for a similar purpose: to edify the citizenry about our history. But not all art works were specifically intended to be about history at their inception; some were portraits or landscapes for the home, for example. But they serve equally well today at informing us of not just the events of the past, but the values, biases, institutions, and conditions of life which forms a significant part of what defines the study of the past so that we may know our heritage and ourselves as a people. This course examines the historical development of the United States during the first century of its existence (from approximately 1776 to 1876) through visual artifacts, historical development of the United States during the first century of its existence (from approximately 1776 to 1876) through visual artifacts, manuals, journalism, documentaries, catalogs ... Creative nonfiction uses craft and literary style—which the writers tells some truth and fictionalizes some of the narrative content. Nonfiction in any form needs to be true... and it's just a small mental hop to then question: What is the truth?

MAIS 52500: CREATIVE WRITING 1: 4 Hour(s)

MAIS 52510: NONFICTION WRITING: 4 Hour(s)

MAIS 52511: WRITING THE TRUTH: 3 Hour(s)

WRITING THE TRUTH—This course will examine the truth in writing. Technically, fiction is made up, a product of one's imagination, not technically "true" (although the story may very well be based on truth) - novels, short stories, fantasies, many movies, plays, etc. Nonfiction, by contrast, is composed of facts, events, reality - reference works, user manuals, journalism, documentaries, catalogs ... Creative nonfiction uses craft and literary style - one's artistic creativity, if you will - to develop truthful, factual narratives - memoir, essays, editorials, books. Creative nonfiction is not a genre through which the writers tells some truth and fictionalizes some of the narrative content. Nonfiction in any form needs to be true... and it's just a small mental hop to then question: What is the truth?

MAIS 52520: LITERARY JOURNALISM: 4 Hour(s)

This course focuses on learning how to use creative nonfiction writing to explore diverse topics from social and historical issues to science to broad abstract ideas like power or compassion. Literary journalism relies on voice and other creative writing techniques and teaches students about literary form. While literary journalism focuses on facts, it also involves students in their subjects through interviews, observations, and research. The result is nonfiction writing that reflects a student's interests, perspectives, and experience of immersion in a particular topic or field.

MAIS 52530: DISABILITY IN LIT AND FILM: 4 Hour(s)

DISABILITY IN LITERATURE AND FILM—Perceptions of individuals with disabilities are often determined by depictions presented in literature and film. This course will examine the concept of disability and characteristics of specific disabilities through an analysis of various films and literature. Through personal reflection and group discussions of common readings, members of the class will examine various disabilities as they impact diverse individuals, families, and communities. Students will develop a greater awareness of different perspectives, commonalities and differences, bias, and ethical issues. Through in-depth research on a specific disability, students will integrate disciplinary insights into a broader understanding of disability.

MAIS 52540: SCI & NATURE CREATIVE NONFICT: 4 Hour(s)

SCIENCE AND NATURE IN CREATIVE NONFICTION—Course explores a number of genres of creative nonfiction, including memoir, literary journalism, personal essay, lyric essay, and meditation, with a focus on writing about the world seen through the lens of science and nature. Unlike strictly academic writing on science, creative nonfiction emphasizes voice and perspective and allows the writer to indulge in a layman's exploration of scientific theories, practices, and discoveries. The result is work meant for a general audience, styled using the techniques of creative writing. The class will read an array of creative nonfiction essays dealing with material that approaches the liberally-defined fields of science and nature. We'll look at the complicated emotional and medical moments behind living donor heart transplants; at the effect of wind on Mid-western high school tennis; at the psychology behind the seven-night Celebrity Caribbean cruise; and at the importance of the bear to the American wilderness, among other things. Students will write shorter pieces in the genres we discuss, which we'll examine and evaluate in a workshop setting. The course will culminate with revision and expansion of several of these pieces.

MAIS 52550: EXPLORATIONS IN CONVERSATIONAL: 4 Hour(s)
MAIS 52560: CRITICAL FILM STUDIES: 4 Hour(s)
CRITICAL FILM STUDIES-- This course will introduce students to a range of the seminal readings and ideas at the core of Critical Film Studies. Readings will be paired with film screenings and cover topics such as the illusion of realism, spectatorship and the construction of point-of-view identification, semiotics as it applies to the language of film, the role of film in creating gender, racial and ethnic stereotypes and propaganda, as well as other ideological constructions created to look natural. In addition we cover what is cinematic and specific to film as well as the overlaps with theatre and literature as production and as text. A moderate amount of film history is used to demonstrate the evolution of film form and technologies. Trends in Film Criticism including genre, auteur, ideological and psychoanalytic analysis will be used as methods for exploring films in depth. Students will train to locate and note significant elements in specific films that will serve to deepen the ability to use films in meaningful interdisciplinary scholarship.

MAIS 52570: STORIES OF VALUES: THAT STUFF: 4 Hour(s)
STORIES OF VALUES AND ALL THAT STUFF-- This course has been developed in conjunction with the 30th anniversary of the Sam Shem's The House of God and the 2008 annual conference of the American Society of Bioethics and Humanities held in Cleveland. That novel shook up medical education and challenged the profession to make medical residency more humane. The Center for Literature and Medicine at Hiram is bringing out two books this year to celebrate The House of God. First is a brand new novel by Sam Shem, The Spirit of the Place, which follows a middle-aged physician as he returns to his roots and discovers what her really values. The second is a book of criticism and reflection from many of today's top physician and nurse writers and biomedical humanities scholars about The House of God. In addition to these works, the course will look at women's perspectives on medical education (Perri Klass, Rita Charon) at Richard Selzer's advice to young doctors, and several poems by doctors about their training. Stephen Bergman (Sam Shem) will be at the symposium, so students will meet him.

MAIS 52580: DEPRESSION ECONOMICS: 4 Hour(s)
DEPRESSION ECONOMICS: 2008 was a financially shocking year. Many iconic banks and investment banks disappeared almost overnight, their hallowed names being swept into the dustbin of history. For most of the year, people from Main Street watched these unfoldings in amazement without realizing the impact these events will have on their own lives. The tsunami of bankruptcies and layoffs has started to affect the Main Street. The course is planned to provide a framework to understand the inconceivable happenings in the financial realm and to evaluate the proposals using basic economic principles.

MAIS 52590: MENTAL ILLNESS IN THE U.S.: 4 Hour(s)
MENTAL ILLNESS IN THE UNITED STATES-- There are two broad themes in this course. The first will focus on how sociohistorical circumstances shape the perceptions of and the experiences of people with mental illness. The second will on the social responses to people with mental illness. In this course, we will examine mental illness through multiple perspectives, including stigma, social structure, and deviance. We will explore how the definitions of mental illness have changed over time and the societal response in light of these definitions. Topics will include the history of location of treatment, deinstitutionalization, and trans-institutionalization. Topics will be examined through legal, social, demographic, and personal factors. We will integrate these factors by a focus on diversion programs for criminal justice involved individuals.

MAIS 52600: CULTURAL VALUES: MAYAN CULTURE: 4 Hour(s)

MAIS 52610: SOCIAL HISTORY & SOCIAL REFORM: 3 Hour(s)
'SWhat is man born for,' asked Ralph Waldo Emerson, 'but to be a Reformer?' The urge to remake society, to perfect democracy and humanity, has inspired people to take action throughout U.S. history. This course will examine the ideas, the efforts, and the social impact of various reform movements in the nineteenth and twentieth centuries. Students will explore the conditions and problems that gave rise to each movement as well as the reformers' strategies for change. Students will also examine what made these reform movements more or less effective, and what impact these movements had on the wider society. The reform movements will include abolishment, women's rights, labor and socialism, and religious fundamentalism.

MAIS 52620: THE PURSUIT OF HAPPINESS: 3 Hour(s)
The PURSUIT OF HAPPINESS--What is happiness? Is it something which can actually be 'pursued'? If so, how? What are the factors which contribute to human happiness? Inhibit it? What can we do, as a practical matter, to increase happiness (both our own and others')? Isn't the topic just trendy and frivolous? An increasing cadre of scholars from a variety of disciplines, not to mention the 'founding fathers' of the United States don't/didn't think so. (e.g. 'We hold these truths to be self-evident: That all men are created equal. That they are endowed by their Creator with certain inalienable Rights. That among these are Life, Liberty and the pursuit of happiness'). This course will explore these and related issues.

MAIS 52621: THE PURSUIT OF HAPPINESS: 3 Hour(s)
The PURSUIT OF HAPPINESS--What is happiness? Is it actually something that can be "pursued"? If so, how? What are the factors that contribute to happiness? Inhibit it? What can we do, as a practical matter, to increase happiness (both our own and others')? Isn't the whole topic just trendy and frivolous? An increasing cadre of scholars from a variety of disciplines, not to mention the "founding fathers" of the United States don't/didn't think so (e.g. "We hold these truths to be self-evident: That all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness" (italics added). This course, MAIS 5262, "The Pursuit of Happiness," will explore these and related issues. In keeping with the interdisciplinary nature of the MAIS program, the course will examine historical, philosophical, psychological, economic, religious and geographical/cultural perspectives on happiness. More specifically, as a result of this course, students will develop an understanding of the diversity of views that exist relative to the nature of happiness, as well as common themes and perspectives that many scholars seem to share about this timeless and intriguing topic. Additionally, and importantly, students will learn strategies for assessing and increasing both their own personal happiness, and that of the "communities" of which they are members.

MAIS 52630: CHANGE: POL & ECON GLOBAL POV: 4 Hour(s)
LEVERAGING CHANGE--THE POLITICS AND ECONOMICS OF GLOBAL POVERTY AND HEALTH CARE: This course will be offered in conjunction with Hiram's Center for Literature and Medicine's annual summer symposium. The symposium will address critical topics in international health care and issues of disparity within the U.S. health care system, paying attention to the political and economic forces that contribute to these health care disparities/inequalities. It will focus on potential solutions to the many problems that exist and how humanities, especially literature and the arts, might contribute to those solutions. During the symposium, participants will engage with researchers, health care professionals, humanities and social science scholars, and artists.
MAIS 52640: LEADERSHIP THEORY: 3 Hour(s)
LEADERSHIP THEORY~ This course will examine various leadership theories which were developed from one of two major research approaches which tend to be psychologically driven-measuring, for example, traits and behavior-or- sociocultural driven-measuring power, gender, and social relations influence. Students will examine and discuss as well as compare and contrast the leadership theories strengths, weaknesses, and appropriateness. Students will be encouraged to research leadership in education, non-profit, and private sectors. Discussions on this research will focus on the differences and similarities of leaders in each of these sectors.

MAIS 52650: GLOBAL HEALTH CARE JUSTICE: 4 Hour(s)

MAIS 52660: MODERNITY & THE AMERICAN CITY: 4 Hour(s)
MODERNITY AND THE AMERICAN CITY~ The history of the modern American city is marked by the increasing segmentation of daily life: the effort to impose order on the urban landscape through the creation of distinct sites of experience. The public is increasingly separated from the private, zoning regulation assigns discrete activities and functions to individual spaces, commercial activity profits from the distinction between masculine and feminine spaces. This course will generate an interdisciplinary understanding of urban life through the examination of film, literature, and history. It will look at the segmentation and differentiation of urban space, and the ways that the creation of new types of spaces opened up opportunities for new identities, new desires, new anxieties. Of particular concern will be the segmentation of the inner life of urban dwellers, the anomic and alienation that results as people confront the compartmentalization of urban life.

MAIS 52670: SOC CONSTRUCT: HUM VARIABILITY: 4 Hour(s)
SOCIAL CONSTRUCTION OF HUMAN VARIABILITY~ This course provides a critical examination of the social construction of disability, comparing alternative models and definitions of disability (medical, cultural minority, human variation) to examine how each accounts for the dynamics of contemporary life for people who differ from the norm. We will explore classic empirical research and new theoretical developments on the topics of stigma, self-identity, and intergroup relations, as well as disability prejudice, discrimination, and current controversies, including genetic testing and assisted suicide. Instead of focusing on issues of rehabilitation, this seminar addresses the social and cultural influences impacting what it means to be human, healthy, and valued. Conferences will stimulate critical thinking about ourselves our values, judgments and interaction patterns-by disentangling the complexities involved with impairment and the social determinants of disability.

MAIS 52680: WOLVES AND CIVILIZATION: 4 Hour(s)
WOLVES AND CIVILIZATION~ By surveying the representation of the wolf in history, myth, folklore, natural history, and popular culture, this course seeks to examine the complexities of the natural and political relationship between humans and wolves. We will use these varying fields to analyze the ideology that now constitutes our understanding of the wolf. We will examine the virtual extinction of the wolf in the lower 48 states of America and why some people want to re-introduce the wolf. Wolves have been re-introduced in Wyoming, and they have also been reintroduced in the Southwest. Wolves are also beginning to “spontaneously” reintroduce themselves into Minnesota, Wisconsin, and Michigan. As human development has spread and wolf populations expand to include a tiny fraction of their original territory, there is now a tremendous amount of interest in wolves and wolf reintroduction. The readings also demonstrate how the lives of humans and wolves are deeply connected to the margin and the mainstream of our society. For hundreds of years our country engaged in a sometime organized campaign to exterminate the wolf. The ferocity and sadism of hundreds of years of wolf slaughter calls out for intellectual inquiry. With wolves now making reclaiming some former habitat in the lower 48 states, we now ask why this mysterious yet social animal has provoked such violence, compassion, and interest. This course examines the natural history of the wolf as well as the history of civilization's constructed perception of the wolf. By looking at how ideas change over time, we will learn how the perception of the wolf has changed and how American culture has evolved. As a student in the humanities, sciences, or social sciences, it is crucial to understand that all ideas have histories that change over time. By becoming familiar with the intellectual history of the wolf, you will realize the importance of understanding all dimensions of this or any other political or social issue. For example, the re-introduction of wolves is very controversial; there are those who see the wolf as a threat to livestock and thus their way of life, and there are those who believe that we should try to restore wolves to as much of their natural habitat as possible.

MAIS 52690: THINKING ABOUT THINKING: AN INQUIRY INTO THE HUMAN BRAIN~
THINKING ABOUT THINKING: AN INQUIRY INTO THE HUMAN BRAIN~ Neuroscience is a fast-growing interdisciplinary field, combining research, methodology, and theory from Psychology, Biology, Chemistry, Philosophy, Ethics, Computer Science and more. Further, the development of new and improved research tools, such as neuroimaging, have been used by neuroscientists to gain greater insight to brain activity when engaging in various behaviors. But are neuroscientists going too far with their claims? And given media spin on these claims, how is the lay public to know what to believe? This course will critically examine claims made by neuroscientists, as well as the popular media which often interprets and generalizes these claims inaccurately. Students will gain an appreciation for what Neuroscience can – and cannot – reveal about the brain and behavior, while enhancing and utilizing their skeptical inquiry skills as they evaluate primary literature sources and their popular media interpretations.

MAIS 52700: WETLAND PLANT ID & APPLICATION: 3 Hour(s)
WETLAND PLANT IDENTIFICATION AND APPLICATIONS~ An intensive field based course on the identification of sedges, rushes, and grasses typically found in wetlands of the midwest and northeast and their use in delineating and assessing conditions of wetland quality. The course not only emphasizes the key morphological features needed to navigate taxonomic keys, but also emphasizes the most commonly encountered graminoids and other wetland species.
MAIS 52710: THE THIRD SECTOR: 4 Hour(s)
The Third Sector: Historical, Cultural, Social Perspectives. Practically every facet of modern American life is touched by a relationship with nonprofit organizations. In fact, Jon Van Til notes in his article 'Nonprofit Organizations and Social Institutions' that our fundamental cultural institutions of family, church and school have been profoundly shaped by the emergence of the nonprofit sector in America. In this course, we will examine the rise of the Third Sector that exists outside of the Private (for-profit) and Public (government) sectors known alternatively as 'independent' and 'nonprofit.' In addition to exploring the rise of nonprofits in the United States from a historical perspective, we will examine: 1) the scope of the Third Sector in American society and how it has influenced our social and cultural infrastructure; 2) issues regarding the economic role of nonprofits in our marketplace; 3) political and legal considerations within and beyond the sector; 4) the growing connections, competition and collaborations between the three sectors in recent years; and 5) the current state of nonprofits in America and around the world, as well as emerging cultures and opportunities that face the Sector.

MAIS 52750: AMERICAN WOMANHOOD: 3 Hour(s)
AMERICAN WOMANHOOD: MARKET REVOLUTION TO THE CIVIL WAR ~ This course examines a variety of lived experiences (the social roles) of women in the United States from roughly 1820-1860. As a pre-market farm and subsistence economy gave way to a market economy, Americans saw the concurrent rise of a consumer culture and middle class, and a decline in family- or home-based work. The desirable role of women came under debate, with some insisting they should inhabit the "separate sphere" of home, where their superior qualities of virtue and nurturing could create a sanctuary for husbands now needing refuge from the harsh and competitive masculine world of work outside the home. Some Americans promoted the middle class premise that a female "cult of domesticity" was normative and should prevail in the largely feminine space of home. Many other women’s lives ran counter to that narrative, however, and this course also exposes students to a wide variety of those experiences by revealing the complications that class, race, region, ethnicity, or urban environments imposed. Topics examined include women's roles in the formation of the middle class (including their participation in revivals and reform), black and white women in the plantation South, working women in northern or southern urban environments (black and white), the "Lowell girls" in the New England textile mills (both from New England farm families and Irish immigrants), southern Native American women's experience, and the choice to remain single in middle and upper class women of the Northeast.

MAIS 52800: SEM:: 3 Hour(s)

MAIS 53810: INDEPENDENT STUDY: 1-4 Hour(s)
INDEPENDENT STUDY~

MAIS 55700: STUDY ABROAD: 1-4 Hour(s)

MAIS 55790: PROPOSAL DEVELOPMENT: 1-4 Hour(s)
PROPOSAL DEVELOPMENT~In this course, students will work with individual faculty to develop their capstone proposals. Proposals must be approved by the Graduate Studies Council before students may register for the capstone course.

MAIS 55800: CAPSTONE: 2-4 Hour(s)
CAPSTONE~ The Capstone Course creates opportunities for reflection, demonstration of competence in meeting self imposed milestones, integration of the student’s experience in doing interdisciplinary work, and peer editing of the Capstone Project. Students must have the Proposal for the Capstone Project approved by the Graduate Studies Council prior to enrolling in the Capstone Course.

MAIS 55810: CONT RESEARCH CAPSTONE PROJECT: 1-4 Hour(s)

MAIS 55820: CAPSTONE II: 1-4 Hour(s)
Course Description: CAPSTONE II: Students in this course will continue to work on the MAIS capstone and will provide feedback to each other on capstone drafts.

MAIS 57100: INTERDISCIPLINARY INQUIRY: 3 Hour(s)
INTERDISCIPLINARY INQUIRY~ Students in this course will explore the nature and process of interdisciplinary inquiry. Students will consider the value and uses of interdisciplinary inquiry in answering significant questions. Students will explore the approaches of scholars in different disciplines and will examine the ways in which scholarship from different disciplines can be integrated to answer significant questions and yield new knowledge. Text: Allen Repko, Interdisciplinary Research: Process and Theory.

MAIS 57200: INTERDISCIPLINARY RESEARCH: 3 Hour(s)
INTERDISCIPLINARY RESEARCH ~ Students in this course will plan and complete a research project that requires the analysis of scholarship in two disciplines and the integration of insights from these two disciplines to answer a significant question. Pre-requisite: MAIS 57100 INTERDISCIPLINARY INQUIRY
Prerequisite: MAIS 57100

MAIS 57300: METHODS+APPROACHES DISCIPLINES: 3 Hour(s)
METHODS AND APPROACHES OF DISCIPLINES~This course will expose students to a particular discipline or related disciplines and explore the particular disciplinary perspective and insights that the disciplinary perspective tends to produce. Students will examine the various assumptions and theories of the discipline, phenomena the discipline generally engages, and methods for producing and evaluating discipline-related insights.

MAIS 58120: CONTACT&CONFLICT:EARLY AM LIT: 3 Hour(s)
CONTACT & CONFLICT: EARLY AMERICAN LITERATURE (BEGINNINGS TO 1820) ~ American Literature, particularly before 1820, was a time of genesis--of contact (and subsequent conflict) between human beings sharing this space that we now call the United States. We will examine the historical, political, religious, and pre/post-societal implications that spurned the literature of this time period. With a 21st century lens, we will explore various forms of literary criticism of readings by authors such as Mary Rowlandson, Red Jacket, Benjamin Franklin, and Olaudah Equiano.

MAIS 59800: INTERNSHIP: 4 Hour(s)

International Studies (INTL)

Courses in International Studies can be found under other subject areas including: POLS; HIST; ECON and COMM

Seminar courses are offered for specific topics; check the current Class Schedule.

INTL 28000: SEM:: 1-4 Hour(s)
SEMINAR ~

Latin (LATN)

LATN 10100: BEGINNING LATIN I: 4 Hour(s)
BEGINNING LATIN I--An introduction to the basics of the language. Emphasis will be placed on acquiring Latin vocabulary and mastering elementary grammar so that simple Latin sentences can be read.
Management (MGMT)

MGMT 11800: ORGANIZATIONAL BEHAVIOR:CA: 4 Hour(s)
ORGANIZATIONAL BEHAVIOR:CA~ This course offers an introduction to the field of organizational behavior. The emphasis will be on learning theories and vocabulary to improve your analytic ability to make sense of behavior in organizations and to learn how to initiate an effective course of action. To this end, you will be exposed to some of the major ideas in the field and their disciplinary foundations in economics, psychology, social psychology, sociology, and anthropology. You will be asked to apply these ideas to your own experience and to the vicarious experience of case studies and simulations. We will cover such topics as intuition, decision-making, motivation, job design, organizational culture, personality and group dynamics, power and persuasion, innovation, social capital, and managing change, among others. This course fulfills the Social and Cultural Analysis requirement.
Core: Social/Cultural Analysis Meth

MGMT 15500: PRINCIPLES OF MANAGEMENT: 4 Hour(s)
PRINCIPLES OF MANAGEMENT ~ This course will provide the student with a conceptual framework for basic understanding of the management functions and process including planning, organizing, leading, directing, and controlling for establishing and accomplishing business objectives. This course will provide the student a broad overview of the subject of management, application of these concepts in real world scenarios; as well as with the basic skills that are necessary in order for a manager to be effective. The objective of the course is to expose the student to the theories and principles that are important for successfully managing organizations and people; serving as basis for further management studies.

MGMT 18000: WKSP: 1 Hour(s)
WORKSHOP~ This workshop will provide the opportunity for students to examine a special topic in Management. Through readings, discussions and written assignments there will be opportunities to evaluate the topic at issue. Workshops may be taken Pass/No Credit only. Students may take no more than nine workshops for credit toward graduation. Workshops can be used as elective credit only. (For PGS students only.)

MGMT 22100: GROUP INTERACTION PROCESSES: 3 Hour(s)
GROUP INTERACTION PROCESSES ~ This course examines the complex dynamics of small group life within the context of organizational systems. Small group theory as it applies to perception, membership, leadership, norms, communication, problem-solving and decision making is explored. The focus of the course is to develop individual competence in group settings. Through a laboratory approach students are provided with opportunities to experiment with new behaviors and to improve group effectiveness. Students experience the development of a group through predictable stages and engage in critical analysis of the experiment. A group project is required. Also listed as Communication (221 or 22100).

Literature (LITR)

LITR 12600: FREN LITR IN TRANSLATION:IM,EW: 3 Hour(s)
FRENCH LITERATURE IN TRANSLATION:IM,EW ~ The study of major works of French literature. Selections may also include works from francophone literature (Canada, Africa, Madagascar, the Caribbean, etc.). Course content may vary with each offering; it may treat a major theme or it may focus on major authors, or a literary movement. This course fulfills the Interpretive Methods and Experiencing the World requirements.
Core: Experiencing the World; Interpretive Methods

LITR 16000: JAPANESE LITERATURE: 3 Hour(s)
JAPANESE LITERATURE~ This course introduces students to traditional Japanese literature in translation and explores the influence of other cultures, such as Chinese and Western, in the development of the literature of Japan. Genres studied include the novel, poetry, and theatre.

LITR 18000: WKSP: 1 Hour(s)
WORKSHOP~ Workshops may be taken Pass/No Credit only. Students may take no more than nine workshops for credit toward graduation. Workshops can be used as elective credit only.

LITR 28100: INDEPENDENT STUDY: 1-4 Hour(s)
IND INDEPENDENT STUDY~

LITR 30200: THE QUIXOTE: 4 Hour(s)
THE QUIXOTE~ Cervantes’ classic novel, Part I and selections from Part II. Also offered as SPAN 30200. Prerequisite: Spanish (200 or 20000).
Prerequisite: (SPAN 200 or SPAN 20000)

LITR 38000: SEMINAR: 1-4 Hour(s)
SEMINAR~

LITR 38100: SPC TPC:: 1-4 Hour(s)
SPECIAL TOPICS~
MGMT 22000: ORGANIZATIONAL COMMUNICATION: 4 Hour(s)
ORGANIZATIONAL COMMUNICATION ~ The course involves the study of communication theory as it relates to organizations. Topics include communication systems analysis, intergroup communication, team building, goal setting, meetings, and organizational change. The course requires a field research project during which students work with actual organizations to diagnose communication systems. The course contains a significant writing component. Students will develop skill in writing proposals, letters, memos, agendas, progress reports, final reports, and executive summaries as they progress through the field research project. Also listed as Communication (222 or 22200). Prerequisite: Management (218 or 21800), or Communication (220 or 22000). Prerequisite: (MGMT 218 or MGMT 21800) or (COMM 220 or COMM 22000)

MGMT 22400: INFLUENCE & NEGOTIATION SKILLS: 3 Hour(s)
INFLUENCE AND NEGOTIATION SKILLS~ Negotiation and influence skills are key components of everyday life. We negotiate daily with potential employers, co-workers, bosses, landlords, merchants, service providers, partners, parents/children, friends, roommates, and many other people. Although we negotiate often, many of us know very little about the strategy and psychology of effective negotiation. The purpose of the course is to develop expertise in managing negotiations and to understand the influence tactics so often used to persuade us (most notably among salespeople). This course seeks to increase your competence and confidence to confront negotiation and influence opportunities through a progressive sequence of simulations. Through this process we will explore your own personal style and its impact, as well as specific areas for individual development. We will encourage you to expand your negotiation toolkit and develop greater strategic flexibility across situations and people by encouraging you to try out new behaviors and strategies. Prerequisites: Management (218 or 21800). Prerequisite: (MGMT 218 or MGMT 21800)

MGMT 22700: PROJECT MANAGEMENT: 4 Hour(s)
PROJECT MANAGEMENT ~ Project Management is both people and process (technical) oriented, and is a discipline where one must oversee complex, and often very unique projects to meet organization's strategic goals. Special attention will be given to understand first what a project is, and how they differ from standard processes. As a prospective project manager, organizational and management skills will be taught and developed to improve the chances of making a project successful. Project management coordinates a vast and complex network of vendors, subcontractors, project team members, senior management, functional managers, and customers. We will explain and teach how to build a high-performance project team. The goal of successful project management is to help the project stakeholders understand the role of the project within the organization. Emphasis will be on developing and mastering the project manager's tools, techniques, and interpersonal skills necessary to manage projects. Emphasis will include project proposal, commercial terms, starting, running and completion of the project along with financial analysis, closure and lessons learned.

MGMT 22800: COMPARATIVE HR MGMT:EW: 3 Hour(s)
COMPARATIVE HUMAN RESOURCE MANAGEMENT:EW~ Human resource management practices vary considerably across organizations and countries. Personnel management concerns--recruitment and retention, compensation and evaluation, among many others--are universal. However, the handling of them is generally place-specific or contextual. This course examines various core human resource management issues through a comparative lens. Therefore, students will gain exposure to personnel management practices in the United States and other countries. Through this survey of comparative human resource management practices, students will focus on three units of analysis--employees, employers, and government--and develop a working sense of how HR management is a product of complex and sometimes fluid forces. This course fulfills the Experiencing the World requirement Core: Experiencing the World

MGMT 23000: STOCK MARKET INVESTMENT I: 2 Hour(s)
INVESTMENT CLUB I~ The emphasis of this course is understanding the stock and bond markets. Fundamental techniques for analyzing stocks and bonds are introduced and applied. Advanced investment strategies such as short sales, margin, options and futures are also discussed.

MGMT 23100: STOCK MARKET INVESTMENT II: 2 Hour(s)
INVESTMENT CLUB II~ The emphasis of this course is understanding the stock and bond markets. Fundamental techniques for analyzing stocks and bonds are introduced and applied. Advanced investment strategies such as short sales, margin, options, and futures are also discussed. Prerequisite: Management (230 or 23000) or permission of the instructor. Prerequisite: (MGMT 230 or MGMT 23000)

MGMT 25100: INTRO TO SOCIAL DEMOGRAPHY: 4 Hour(s)
POPULATION PATTERNS~ This course is about population, the causes of population growth and change, and the consequences of population trends for human society. These issues will be analyzed from the point of view of the three components of population growth (fertility, morality, and migration), and the factors, especially social factors, which affect them. Finally, the course will investigate the ways in which societies and cultures respond to population change, with an emphasis on the sociodemographic future of the United States. Also listed as Sociology 25100. Prerequisite: Sociology (155 or 15500). Prerequisite: (SOAN 155 or SOAN 15500)

MGMT 28000: SEM: 1-4 Hour(s)
SEMINAR~ An introduction to selected topics of current interest in Management.

MGMT 28100: INDEPENDENT STUDY: 1-4 Hour(s)
INDEPENDENT STUDY~ Open to all management majors with the consent of the instructor. It affords management majors the opportunity to design their own course of study in an area that is not currently taught. The independent study normally requires the students to write a research paper.

MGMT 29800: FIELD EXPERIENCE: 4 Hour(s)
FIELD EXPERIENCE~

MGMT 30200: CORPORATE FINANCE: 4 Hour(s)
CORPORATE FINANCE~ This course provides students with the foundations of corporate finance. Students apply these foundations by analyzing decisions that are made within firms and other institutions. Topics examined include risk analysis, valuation, present value concepts, debt and equity offerings, and underwriting. Prerequisite: Accounting (225 or 22500). Prerequisite: (ACCT 225 or ACCT 22500)
MGMT 31200: OPERATIONS MANAGEMENT: 3 Hour(s)
OPERATIONS MANAGEMENT~ An investigation of the process of organizing the resources of humans, machines, and materials in the production process. Topics covered include plant location, design of facilities, choosing equipment, layout of equipment, product development, time and motion studies, quality control, and efficient decision making. Cases are used to illustrate methods of approach. The latest managerial concepts will be discussed including PERT, CPM, and other operations research techniques. Prerequisite: Accounting (225 or 22500) and Management (218 or 21800). This course is also offered in a 4 credit hour format as MGMT 31300.
Prerequisite: (ACCT 226 or ACCT 22600)

MGMT 31300: OPERATIONS MANAGEMENT: 4 Hour(s)
OPERATIONS MANAGEMENT~ An investigation of the process of organizing the resources of humans, machines, and materials in the production process. Topics covered include plant location, design of facilities, choosing equipment, layout of equipment, product development, time and motion studies, quality control, and efficient decision making. Cases are used to illustrate methods of approach. The latest managerial concepts will be discussed including PERT, CPM, and other operations research techniques. Prerequisite: Accounting (226 or 22600).
Prerequisite: (ACCT 226 or ACCT 22600)

MGMT 31700: SMALL BUSINESS MANAGEMENT: 3 Hour(s)
SMALL BUSINESS MANAGEMENT~ This course examines the history of small business and the role it plays in U.S. society. It also examines the unique challenges that are presented to small-business success. The course focuses on the tasks and issues that are associated with operating a small business after start up, with a primary emphasis on day-to-day operation. Students will study strategic planning for the small business. Other operational aspects of a small business will also be addressed; for example, accounting and financial aspects, marketing of goods and services, managing human resources, and succession planning. This course is also offered in a 4 credit hour format as MGMT 31710. Prerequisite: Management (218 or 21800).
Prerequisite: (MGMT 218 or MGMT 21800)

MGMT 31710: SMALL BUSINESS MANAGEMENT: 4 Hour(s)
SMALL BUSINESS MANAGEMENT~ This course examines the history of small business and the role it plays in U.S. society. It also examines the unique challenges that are presented to small-business success. The course focuses on the tasks and issues that are associated with operating a small business after start up, with a primary emphasis on day-to-day operation. Students will study strategic planning for the small business. Other operational aspects of a small business will also be addressed; for example, accounting and financial aspects, marketing of goods and services, managing human resources, and succession planning. Prerequisite: Management (218 or 21800). This course is also offered in a 3 credit hour format as MGMT 31700.
Prerequisite: (MGMT 218 or MGMT 21800)

MGMT 32100: BUSINESS LAW I: 4 Hour(s)
BUSINESS LAW I~ This course develops the student's familiarity with doctrines traditionally distilled as the law of negotiable instruments, agency, partnership, and corporations. This course will also deal with the laws pertaining to property protection; title protection; freedom of personal action; freedom of use of property; enforcement of intent; protection from exploitation, fraud, and oppression; furtherance of trade; creditor protection; nature and classes of contracts; interpretation of contracts; breach of contracts and remedies; obligations and performance; warranties and product liabilities; creation, management, and termination of corporations.

MGMT 32200: BUSINESS LAW II: 4 Hour(s)
BUSINESS LAW II~ A continuation of the business law sequence. Prerequisite: Management (321 or 32100).
Prerequisite: (MGMT 321 or MGMT 32100)

MGMT 32600: PERSUASION & ATTITUDE CHANGE: 4 Hour(s)
PERSUASION AND ATTITUDE CHANGE ~ This course focuses on the interaction of attitudes and verbal communication process emphasizing recent experimental studies dealing with source, message, receiver and environmental variables. Additionally, specific persuasive situations such as bargaining, negotiations, trial processes, marketing and political campaigns are examined. A research paper on an aspect of persuasion theory and recent experiments is required. A research paper on an aspect of persuasion theory and recent experiments is required. Also listed as Communication (326 or 32600).

MGMT 32700: HUMAN RESOURCE MANAGEMENT: 3 Hour(s)
HUMAN RESOURCE MANAGEMENT~ Analysis and examination of personnel practices; selection, interviewing, training programs, merit rating, and promotion. Students also learn techniques of preparing job descriptions and case analysis. Prerequisite: Management (218 or 21800). This course is also offered in a 4 credit hour format as MGMT 32800.
Prerequisite: (MGMT 218 or MGMT 21800)

MGMT 32800: HUMAN RESOURCE MANAGEMENT: 4 Hour(s)
HUMAN RESOURCE MANAGEMENT~ Analysis and examination of personnel practices; selection, interviewing, training programs, merit rating, and promotion. Students also learn techniques of preparing job descriptions and case analysis. Prerequisite: Management (218 or 21800). This course is also offered in a 3 credit hour format as MGMT 32700.
Prerequisite: (MGMT 218 or MGMT 21800)

MGMT 34000: INTERNATIONAL MANAGEMENT:EW: 4 Hour(s)
INTERNATIONAL MANAGEMENT:EW~ This course examines the application of management concepts in an international environment. Topics include: worldwide developments, cultural contexts, organizational structures, management processes, and social responsibility and ethics. Case studies will encourage students to explore the critical issues related to doing business in a global context. Prerequisite: Management (218 or 21800). This course fulfills the Experiencing the World requirement.
Prerequisite: (MGMT 218 or MGMT 21800)

Core: Experiencing the World

MGMT 35600: BUSINESS+SUCCESS CHILE:PREQUEL: 1 Hour(s)
BUSINESS AND CULTURE IN CHILE ~ Business and Culture in Chile is the required one credit hour preparatory course for the study abroad program in Chile. Students are exposed to frameworks from management and economics to better understand business behavior. Students also study Chilean culture, history and geography to more fully grasp the nature of doing business there. In addition, this course prepares students on a practical level for the visit to Santiago as well as other locations around the country.

MGMT 36400: FINANCING INT'L BUSINESS: 3 Hour(s)
FINANCING INTERNATIONAL BUSINESS FIRMS~ Problems facing the financial management of multinational firms including environmental problems, organizing for optimal results, sources and uses of funds, accounting, tax, and control problems. Prerequisite: Management (302 or 30200). Also offered as MGMT 365 or 36500 for 4 credit hours.
Prerequisite: (MGMT 302 or MGMT 30200)
MGMT 3500: FINANCING INT'L BUSINESS: 4 Hour(s)
FINANCING INTERNATIONAL BUSINESS FIRMS~ Problems facing the financial management of multinational firms including environmental problems, organizing for optimal results, sources and uses of funds, accounting, tax, and control problems. Prerequisite: Management (302 or 30200). Also offered as MGMT 36400 for 3 credit hours. Prerequisite: (MGMT 302 or MGMT 30200)

MGMT 36600: ORGANIZATION DEVELOPMENT: 4 Hour(s)
ORGANIZATION DEVELOPMENT~ This course concentrates on the process of planned, systemic change in open organizational systems. Emphasis is placed upon understanding change as a complex educational strategy intended to change the beliefs, attitudes, values, and structure of organizations so that they can better adapt to new technologies, markets, and challenges. International organization development is also explored. The course requires a field research project. Prerequisite: Management (218 or 21800). Prerequisite: (MGMT 218 or MGMT 21800)

MGMT 36700: ORGANIZATIONAL LEADERSHIP: 3 Hour(s)
ORGANIZATIONAL LEADERSHIP~ This course is designed to help you better understand organizations and how effective leadership can be exercised in them. Better understanding of how organizations work helps leaders to eliminate surprise, reduce confusion, and make success more likely. Self-awareness, sound intuition, valid theory, and leadership skills are all important. Through this course, you will gain experience in diagnosing and addressing organizational problems, and hone your personal leadership skills. Prerequisite: Management (218 or 21800). This course is also offered in a 4 credit hour format as MGMT 36800. Prerequisite: (MGMT 218 or MGMT 21800)

MGMT 36800: ORGANIZATIONAL LEADERSHIP: 4 Hour(s)
ORGANIZATIONAL LEADERSHIP~ This course is designed to help you better understand organizations and how effective leadership can be exercised in them. Better understanding of how organizations work helps leaders to eliminate surprise, reduce confusion, and make success more likely. Self-awareness, sound intuition, valid theory, and leadership skills are all important. Through this course, you will gain experience in diagnosing and addressing organizational problems, and hone your personal leadership skills. Prerequisite: Management (218 or 21800). This course is also offered in a 3 credit hour format as MGMT 36700. Prerequisite: (MGMT 218 or MGMT 21800)

MGMT 38000: SEM:~ 1-4 Hour(s)
SEMINARY~ Includes various topics or upper level specialization courses.

MGMT 38100: SPC TPC:~ 1-4 Hour(s)
SPECIAL TOPICS:~ Various advanced courses.

MGMT 39310: CHINA: TRAD & CHG:BACKGROUND: 1 Hour(s)
CHINA: TRADITION AND CHANGE: BACKGROUND~ As a prerequisite for INTD 39300 and Study Away trip to China in the subsequent semester, the course will introduce students to China's history, geography, philosophies, religious traditions, and cultural values. The course will also address issues associated with the process of cultural transition and practical considerations for preparation for the trip abroad. The course will provide the broader context for understanding the readings, sites, and interactions when the students travel to China. Corequisite: INTD 39300

MGMT 40100: RESEARCH DEVELOPMENT: 1 Hour(s)
RESEARCH DEVELOPMENT~ This course is the first step in a yearlong process of reflecting on the meaning of the management major. One part of this process focuses on students identifying a research topic and initiating the research necessary for the completion of a high-quality, senior-level paper in the spring. Another part of this process relates to career preparation and development. MGMT 40100 seeks to assist students in identifying job opportunities and presenting a compelling professional profile in the marketplace.

MGMT 48000: MANAGEMENT SENIOR SEMINAR: 4 Hour(s)
MANAGEMENT SENIOR SEMINAR~ This course is designed as a capstone to the Management major. The format for the seminar is to have each student write and present a significant research paper on a topic of his or her choice. The research effort will be a group process with continuous discussion, criticism, and suggestion from the participants, in order to improve the quality of the paper during the research and writing process. Participants give progress reports and summarize their readings to receive constructive evaluations. Prerequisite: Management (401 or 40100). Prerequisite: MGMT 401 or MGMT 40100

MGMT 48100: MARKETING CAPSTONE: 4 Hour(s)
Course Description: MARKETING CAPSTONE ~ The Marketing Capstone focuses on Ethical Marketing issues applied to the marketing management and strategy process. Students study the ethical and legal constraints of contemporary market and marketing mix elements from the perspective of a practitioner. The course discusses current marketing, advertising, public relations, and social media controversies many of which involve products and services students use in their everyday lives. Topics include ethical framework models, First Amendment issues, libel, and consumer privacy and confidentiality with emphasis on the ethical and legal issues inherent in developing an integrated marketing strategy.

MGMT 48100: INDEPENDENT RESEARCH: 1-4 Hour(s)
INDEPENDENT RESEARCH~ The course is open to management majors with junior standing or above with the consent of the department. This affords junior and senior Management majors the opportunity to design their own course of study in an area that is not currently taught. The independent research course would normally require the student to write a research paper.

MGMT 49800: INTERNSHIP: 4 Hour(s)
INTERNSHIP~ For a complete description of this program students should consult with a member of the management faculty.

Mathematics (MATH)

MATH 10100: BASIC MATHEMATICS I: 3 Hour(s)
BASIC MATHEMATICS I~ Development of basic mathematical skills necessary for other mathematics courses. The number system and its operations, use of percent, problem solving. (For PGS students only. Not for students with prior credit for college-level mathematics.)

MATH 10200: BASIC MATHEMATICS II: 3 Hour(s)
BASIC MATHEMATICS II~ A continuation of 101/10100. Solving equations, problem solving, geometric and graphical properties of functions, systems of equations with applications. (For PGS students only.) Prerequisite: MATH 10100 or placement Prerequisite: (MATH 101 (may be taken concurrently) or MATH 10100 (may be taken concurrently))
MATH 10300: FUNDAMENTALS OF MATHEMATICS I: 4 Hour(s)
FUNDAMENTALS OF MATHEMATICS I~ A study of elementary school mathematics topics to promote a deep understanding in the areas of problem solving; number (whole numbers, integers, rational and irrational numbers) and operations (addition, subtraction, multiplication, division); and algebra and functions. Students will learn to apply manipulatives and the technology of calculators and other software. Students will become familiar with the National Council of Teachers of Mathematics (NCTM) resource Principles and Standards for School Mathematics and the Common Core State Standards. For early childhood and middle childhood education majors only.

MATH 10400: FUNDAMENTALS MATHEMATICS II:MM: 4 Hour(s)
FUNDAMENTALS OF MATHEMATICS II:MM ~ A continuation of 103/10300. Topics include geometry (planar and 3 dimensional figures; transformation, symmetries, and tilings; and congruence and similarity), measurement (length, area, perimeter, volume, surface area), and statistics, probability and data analysis. Students will learn to apply manipulatives, and the technology of both calculators and geometry and statistical software. Students will continue to become familiar with the National Council of Teachers of Mathematics (NCTM) resource Principles and Standards for School Mathematics and the Common Core State Standards. This course satisfies the Modeling Methods core requirement. For early childhood and middle childhood education majors only.

Core: Modeling Methods

MATH 10800: STATISTICS:MM: 4 Hour(s)
STATISTICS:MM~ An introduction to the art and science of obtaining meaning from data. The emphasis is on conceptual understanding and developing statistical thinking, rather than on mere calculation and procedures. Topics include experiments and observational studies, data displays and data summaries, correlation and linear regression, randomization, the normal model, sampling distributions, confidence intervals, and testing hypotheses. Technology is used as an aid in developing concepts and analyzing data. Some sections of this course may be prerequisites for service learning (SL).
Prerequisite: Math Placement Test-Algebra with a score of 09
Core: Modeling Methods

MATH 11000: COMPUTATIONS FOR NURSING: 2 Hour(s)
COMPUTATIONS FOR NURSING~ This course provides the students with essential knowledge for the preparation and administration of medications in the clinical setting, including introduction to drug measures, syringe calibrations and dosage calculations as well as intravenous therapy calculations. Also addressed are calculations for pediatrics and older adults. This is a required course for students in the BSN program. For nursing majors only. Prerequisite: NURS (210 or 21000).
Prerequisite: (NURS 210 or NURS 21000)

MATH 13200: METHODS OF DECISION MAKING:MM: 3 Hour(s)
METHODS OF DECISION MAKING:MM~ An introduction to the field of decision theory. Contemporary mathematical thinking is used to model problems in modern society. Topics may include applications of graph theory, scheduling, voting and apportionment, game theory, and linear programming. This course fulfills the Modeling Methods requirement.
Prerequisite: Mathematics Placement Test
Prerequisite: Math Placement Test-Algebra with a score of 09
Core: Modeling Methods

MATH 16200: MATH MODELING IN LIB ARTS:MM: 4 Hour(s)
MATHEMATICAL MODELING IN THE LIBERAL ARTS:MM~ Motivated by naturally occurring phenomena in areas such as medicine, economics, business, and ecology, students will use data together with linear, quadratic, polynomial, exponential, and logarithmic functions to model relationships within these and other disciplines. Numerical, graphical, verbal, and symbolic modeling methods will all be examined. This course fulfills the Modeling Methods requirement. Prerequisite: placement Core: Modeling Methods

MATH 18000: WKSP: 1 Hour(s)
WORKSHOP~ This workshop provides the opportunity for students to examine a special topic in mathematics. Through readings, discussions and written assignments there will be opportunities to evaluate the topic at issue. Workshops may be taken Pass/No Credit only. Students may take no more than nine workshops for credit toward graduation. Workshops can be used as elective credit only. Pass/No Credit only. (For PGS students only.)

MATH 19700: PRECALCULUS: 4 Hour(s)
PRECALCULUS~ Exponential and logarithmic functions, the trigonometric functions, analytic trigonometry, and topics in analytic geometry. For students who plan to study calculus but need to supplement their prior mathematics courses. Prerequisite: Mathematics Placement Test
Prerequisite: Math Placement Test-Algebra with a score of 16

MATH 19800: CALCULUS I:MM: 4 Hour(s)
CALCULUS I:MM~ The differential calculus. Topics include limits, continuity, differentiation of algebraic and transcendental functions, maxima/minima and other applications of the derivative. This course fulfills the Modeling Methods requirement. Prerequisite: Mathematics (197 or 19700) or Mathematics Placement Test
Prerequisite: (MATH 197 or MATH 19700) or (Math Placement Test-Algebra with a score of 16 and Math Placement-Trig/Function with a score of 09 and Math Placement-Calc Readiness with a score of 13)
Core: Modeling Methods

MATH 19900: CALCULUS II:MM: 4 Hour(s)
CALCULUS II:MM~ A continuation of 198/19800. The integral calculus. Topics include antidifferentiation, the Riemann integral, the Fundamental Theorem of Calculus, applications of the definite integral, techniques of integration, sequences, and infinite series. This course fulfills the Modeling Methods requirement. Prerequisite: MATH (198 or 19800) or permission.
Core: Modeling Methods

MATH 20000: CALCULUS III:MM: 4 Hour(s)
CALCULUS III:MM~ A continuation of 199/19900. Infinite series, multivariable and vector calculus. Topics include parametrizations, polar coordinates, partial derivatives, directional derivatives, multiple integrals. A computer algebra system is used throughout the course. This course fulfills the Modeling Methods requirement. Prerequisite: MATH (199 or 19900).
Prerequisite: (MATH 199 or MATH 19900)
Core: Modeling Methods

MATH 21000: PROBLEM SOLVING IN MATHEMATICS: 1 Hour(s)
PROBLEM SOLVING IN MATHEMATICS~ Methods, strategies and skills to solve a large variety of mathematical problems will be studied. Topics such as mathematical induction, indirect reasoning, and symmetry will be developed as needed. Pass/No Credit Only.
MATH 21700: DISCRETE MATHEMATICS: 3 Hour(s)
DISCRETE MATHEMATICS~ An introduction to proofs and mathematical reasoning in the context of discrete mathematical structures. Topics include proof techniques, mathematical logic, elementary number theory, set theory, relations, and elementary function theory. Prerequisite: Mathematics Placement Test
Prerequisite: Math Placement Test-Algebra with a score of 21

MATH 21800: LINEAR ALGEBRA:MM: 3 Hour(s)
LINEAR ALGEBRA:MM~ Systems of linear equations, matrix algebra and determinants, vector spaces, eigenvalues, eigenvectors, and linear transformations are studied. This course fulfills the Modeling Methods requirement. Prerequisite: Mathematics Placement Test
Prerequisite: Math Placement Test-Algebra with a score of 21
Core: Modeling Methods

MATH 24300: DIFFERENTIAL EQUATIONS:MM: 3 Hour(s)
DIFFERENTIAL EQUATIONS:MM~ A study of the theory, solution, and application of ordinary differential equations. Existence and uniqueness theorems. Solutions of several types of first-order equations. Solution of homogeneous and non-homogeneous higher-order linear equations; Laplace transform methods. Applications for first and second order equations. Prerequisite: MATH (200 or 20000). This course fulfills the Modeling Methods requirement.
Prerequisite: (MATH 200 or MATH 20000 (may be taken concurrently))
Core: Modeling Methods

MATH 28000: SEM:~ 1-4 Hour(s)
SEMINAR~

MATH 28100: INDEPENDENT STUDY: 1-4 Hour(s)
INDEPENDENT STUDY~

MATH 28900: FIELD EXPERIENCE: 1-4 Hour(s)
FIELD EXPERIENCE~

MATH 30100: MODERN GEOMETRIES: 4 Hour(s)
MODERN GEOMETRIES~ This course surveys selected topics in Euclidean, non-Euclidean, finite, and projective geometries, together with the historical development of these geometries. Prerequisite: MATH (217 or 21700).
Prerequisite: (MATH 217 or MATH 21700)

MATH 30200: ADVANCED EUCLIDEAN GEOMETRY: 4 Hour(s)
ADVANCED EUCLIDEAN GEOMETRY~ This course presents an advanced study of Euclidean geometry, with a focus on developments since the eighteenth century. Topics include Ceva’s Theorem, Menelaus’ Theorem, the Euler line, the Nine-Point Circle, Morley’s Theorem, and the Simson line. Dynamic geometry software is used throughout the course.
Prerequisite: MATH (217 or 21700).
Prerequisite: (MATH 217 or MATH 21700)

MATH 30800: MATHEMATICAL STATISTICS I: 4 Hour(s)
MATHEMATICAL STATISTICS I~ A calculus-based, mathematical approach to the study of probability. Includes basic discrete and continuous probability models, moment-generating functions, multivariate distributions, distributions of random variables and functions of random variables, limiting distributions, the Central Limit Theorem, and approximations for discrete distributions. Prerequisite: MATH (200 or 20000).
Prerequisite: (MATH 200 or MATH 20000)

MATH 30900: MATHEMATICAL STATISTICS II: 3 Hour(s)
MATHEMATICAL STATISTICS II~ A continuation of 308/30800 focusing on inferential statistics. Topics include interval and point estimation, tests of statistical hypotheses, and regression analysis. Prerequisite: MATH (308 or 30800).
Prerequisite: (MATH 308 or MATH 30800 (may be taken concurrently))

MATH 33000: HISTORY OF MATHEMATICS:EW: 4 Hour(s)
HISTORY OF MATHEMATICS:EW~ This course examines the historical development of major mathematical concepts, focusing on the period through the invention of the calculus in the late seventeenth century. Both European and non-European mathematical developments are explored. This course fulfills the EW requirement. Prerequisite: MATH (199 or 19900) or MATH (217 or 21700).
Prerequisite: (MATH 199 or MATH 19900) or (MATH 217 or MATH 21700) Core: Experiencing the World

MATH 37100: ANALYSIS I: 4 Hour(s)
ANALYSIS I~ Real analysis, often called the theory of calculus, is a core course in the mathematics curriculum. Most of the topics will be familiar from the study of elementary calculus; however, theory and deeper understanding will be stressed. Topics include sequences, limits, continuity, and differentiation. Prerequisites: MATH (200 or 20000) and MATH (217 or 21700).
Prerequisite: (MATH 200 or MATH 20000) and (MATH 217 or MATH 21700)

MATH 37200: ANALYSIS II: 3 Hour(s)
ANALYSIS II~ A continuation of MATH 371/37100. Topics include integration, sequences of functions, and series. Prerequisite: MATH (371 or 37100).
Prerequisite: (MATH 371 or MATH 37100 (may be taken concurrently))

MATH 38000: SEMINAR:~ 1-4 Hour(s)
Seminar~

MATH 38100: TPC:~ 1-4 Hour(s)
TOPICS IN MATHEMATICS~ Various advanced topics, such as topology, graph theory, complex variables, combinatorics, and number theory, are offered when need or sufficient interest is demonstrated. Credit hours and prerequisites are established for each offering. May be taken more than once for credit.

MATH 38500: JUNIOR SEMINAR: 1 Hour(s)
JUNIOR SEMINAR~ The student will read and evaluate mathematics literature on topics not included in the standard undergraduate curriculum. By the end of the course, the student will have selected a topic for the Senior Seminar capstone project and will have begun research on that topic. (Formerly offered as MATH 38000)

MATH 46100: ABSTRACT ALGEBRA I: 4 Hour(s)
ABSTRACT ALGEBRA I~ Abstract algebra is a core course in the mathematics curriculum because of its focus on the basic underlying structures that occur in many mathematical systems. The basic structures of study in this course are groups and rings. Prerequisites: Mathematics (217 or 21700).
Prerequisite: (MATH 217 or MATH 21700)

MATH 46200: ABSTRACT ALGEBRA II: 3 Hour(s)
ABSTRACT ALGEBRA II~ A continuation of 461/46100. The basic structures of study in this course are rings and fields. Prerequisite: MATH (461 or 46100).
Prerequisite: (MATH 461 or MATH 46100 (may be taken concurrently))
MATH 48000: SENIOR SEMINAR: 3 Hour(s)  
SENIOR SEMINAR: The mathematics capstone. In this course a student works independently on a substantial mathematics project that involves techniques and concepts beyond the typical content of a single course. The project culminates in a paper and a public oral presentation.  
Prerequisite: MATH (385 or 38500).  
Prerequisite: (MATH 385 or MATH 38500)  
MATH 48100: INDEPENDENT RESEARCH: 1-4 Hour(s)  
INDEPENDENT RESEARCH:  
MATH 49800: INTERNSHIP: 4 Hour(s)  
INTERNSHIP:  

Modern Languages  
Modern Languages  
The Modern Languages and Classics program offers minors in French and Spanish as well as classes in Latin, Arabic and Chinese. Classical languages and Italian language may be studied at John Cabot University in Rome, and Japanese can be undertaken via our affiliation with Kansai Gaidai University in Osaka, Japan. Please consult with the Associate Dean’s office to discuss this exchange option. A minor in classical studies can also be pursued through the multidisciplinary classical and medieval studies minor.  
Eligibility for membership into Phi Beta Kappa requires completion of a language through 20200 level.  

Language Placement  
Incoming First-Year students who are interested in taking a foreign language will be given a tentative placement based upon their high school language experience and a language placement examination. Students who place above 20200 should consult with a faculty member in that language before enrolling in a course. Students should take the placement exam before First-Year Institute or Orientation and advising.  

Music (MUSI)  
MUSI: Are offered under the Performing Arts program.  
MUSI 10000: FUNDAMENTALS OF MUSIC:CM: 3 Hour(s)  
FUNDAMENTALS OF MUSIC:CM: This course is an introduction to the fundamentals of reading musical notation. Topics to be covered in this course include reading pitch and rhythm notation on the treble and bass clefs; identifying whole and half steps; identifying key signatures; major and minor scales; and visually and aurally identifying simple intervals. Simple creative written and keyboard activities will be used to master these concepts. Successful completion of this course will allow entrance into the Theory I course designed for Music majors and minors. This course fulfills the Creative Methods requirement.  
Core: Creative Methods  
MUSI 10100: INTRO TO MUSIC LITERATURE:IM: 3 Hour(s)  
INTRO TO MUSIC LITERATURE:IM: An introduction to the music of the Western world. The course surveys important composers, compositions, and stylistic developments of the Medieval, Renaissance, Baroque, Classical, and Romantic periods, and the 20th century. The students are introduced to the elements of music and how they can be used to listen to music more intelligently and appreciatively. Class sessions include lectures and guided listening. This course fulfills the Interpretive Methods requirement.  
Core: Interpretive Methods  
MUSI 10200: SURVEY OF AMERICAN MUSIC:IM: 3 Hour(s)  
SURVEY OF AMERICAN MUSIC:IM: This course presents American music from colonial psalm-singing to the most recent jazz, avant-garde, popular, and rock-and-roll. The course is designed to give the student a chronological and historical understanding of the development of American music. Some background material related to European and African music will be discussed. The format of the class will involve lectures, listening, and class discussion. A strong emphasis will be placed on listening skills for purposes of identifying genre, period, style, and composer. This course fulfills the Interpretive Methods requirement.  
Core: Interpretive Methods  
MUSI 10300: WORLD MUSIC:CM,EW: 3 Hour(s)  
WORLD MUSIC:CM,EW: A general introduction to ethnomusicology. Study of the native music of diverse Western and Eastern cultures through reading and listening. Cultural context is emphasized. Guest lectures and live performance when possible. This course is also offered in a 4 credit hour format as MUSI 10301. A student may receive credit for only one of these two courses. This course fulfills the Creative Methods requirement and the Experiencing the World requirement.  
Core: Creative Methods; Experiencing the World  
MUSI 10301: WORLD MUSIC:CM,EW: 4 Hour(s)  
WORLD MUSIC:CM,EW: A general introduction to ethnomusicology. Study of the native music of diverse Western and Eastern cultures through reading and listening. Cultural context is emphasized. Guest lectures and live performance when possible. This course is also offered in a 3 credit hour format as MUSI 10300. A student may receive credit for only one of these two courses. This course fulfills the Creative Methods requirement and the Experiencing the World requirement.  
Core: Creative Methods; Experiencing the World  
MUSI 10400: MUSICAL THEATER:IM: 3 Hour(s)  
MUSICAL THEATER:IM: A study in the development of the three types of musical theater: Opera, Operetta and the Musical. Class meetings will involve lectures, discussions of outside readings, analyses and discussions of video performances. This course fulfills the Interpretive Methods requirement.  
Core: Interpretive Methods  
MUSI 10600: INTRO TO MUSIC TECHNOLOGY:CM: 3 Hour(s)  
INTRO TO MUSIC TECHNOLOGY:CM: MIDI and Computer Music: An interactive study of music technology. A variety of software will be explored which utilize the Musical Instrument Digital Interface (MIDI) format; a universal language that allows free flow of information between electronic musical instruments and computers. Topics will include sequencing; sampling; importing, exporting, and managing MIDI files; and digital audio recording and editing. Basic music reading skills required. Also, understanding of keyboard instruments is also recommended. This course fulfills the Creative Methods requirement.  
Core: Creative Methods  
MUSI 10800: HISTORY OF ROCK & ROLL:IM: 3 Hour(s)  
HISTORY OF ROCK & ROLL: RHYTHM AND REVOLT:IM: The history of rock and roll. More than fifty years after its birth, American rock is the most influential music in the world. This class examines the myriad stylistic roots of rock and roll and its growth amid the tumultuous social events of postwar American culture. Emphasis is on the early creative energy: the soloists and groups of the First Wave (1950s) through the Beatles era. Technical aspects of music and listening skills are developed within the framework of popular style. This course fulfills the Interpretive Methods requirement.  
Core: Interpretive Methods
MUSI 12110: MUSICIANSHIP I:CM: 4 Hour(s)
MUSICIANSHIP I:CM~ Musicianship I is the first in a series of four courses integrating the theoretical and practical study of the elements of musical works. In this course, we will become fluent in the basic components and vocabulary of music materials, improving both theoretical and practical skills needed for music interpretation and performance. This course includes a combination of reading, listening, writing, singing, and keyboard assignments, as well as written and aural analysis of musical scores and the composition of original melodies. We will also consider the role of expectation and anticipation in creating unity and variety in music. Experience reading music in a choral, band, or private instruction setting is a prerequisite of this course. A diagnostic test will be held on the first day of the course. Students who do not meet the prerequisite literacy required to succeed in this course will be advised to enroll in class piano or private instrument instruction before taking this course. This course fulfills the Creative Methods requirement.
Core: Creative Methods

MUSI 12210: MUSICIANSHIP II: 4 Hour(s)
MUSICIANSHIP II~ Musicianship II is the second in a series of four courses integrating the theoretical and practical study of the elements of musical works. This course includes a combination of reading, listening, writing, singing, and keyboard assignments, as well as written and aural analysis of musical scores and the composition of original melodies and chord progressions. Drawing from Western music traditions, we will examine how composers use variation and repetition of pitches to create musical works. We will also consider the role of intuition and human physiology in the performance and interpretation of music, studying the role of expectation and anticipation in creating unity and variety in music. Musicianship I is a prerequisite for this course.
Prerequisite: MUSI 121 or MUSI 12100 (may be taken concurrently) or MUSI 23000 or MUSI 12110

MUSI 18000: WKSP: 1 Hour(s)
WORKSHOP~ Workshops may be taken Pass/No Credit only. Students may take no more than nine workshops for credit toward graduation. Workshops can be used as elective credit only.

MUSI 19100: CLASS PIANO: 1 Hour(s)
CLASS PIANO I~ May only be taken once for credit.

MUSI 19200: CLASS PIANO II: 1 Hour(s)
CLASS PIANO II~ May only be taken once for credit.
Prerequisite: MUSI 19100

MUSI 19300: CLASS GUITAR: 1 Hour(s)
CLASS GUITAR~ May only be taken once for credit.

MUSI 20680: OPERA/MUSICAL THEATRE WKSHP: 1 Hour(s)
OPERA/MUSICAL THEATRE WORKSHOP~ Opera Workshop is open by audition to experienced singers. This ensemble rehearses and performs scenes and full operas and operettas from the classical repertory.

MUSI 20900: HISTORY OF JAZZ:UD: 3 Hour(s)
HISTORY OF JAZZ:UD~ The purpose of this course is to examine the musical development of jazz in its historical context, as well as the important elements which comprise the individual styles of jazz. The course will study jazz from its inception to the present, focusing on the important musicians and literature of each era, including the New Orleans, swing, bebop, cool, hard bop, free jazz, and jazz-rock fusion styles, in addition to major individual musicians such as Louis Armstrong, Duke Ellington and Charlie Parker.
Core: Understanding Diversity Home

MUSI 21000: AFRICAN AMERICAN MUSIC:IM: 3 Hour(s)
AFRICAN AMERICAN MUSIC:IM~ A survey of the unique contributions to, and influences on, music made by African American composers and performers. Emphasis will be placed on the main musical genres including Spirituals, Work Songs, Blues, Ragtime, Jazz, Swing, Bebop, Modern Jazz, Rhythm and Blues and Gospel Songs. This course fulfills the Interpretable Methods requirement.
Core: Interpretive Methods

MUSI 21400: SYMPHONIC LITERATURE: 3 Hour(s)
SYMPHONIC LITERATURE~ The course is designed to examine important standard works for symphony orchestra of the 18th through 20th centuries. Repertory will include compositions by Haydn, Mozart, Beethoven, Schubert, Brahms, Prokofiev, Shostakovich, and Barber, to name a few. Music will not be limited to symphonies, but will also cover symphonic poems, concertos, and important orchestral excerpts from operas and incidental music to plays. The artistic, historic, and even problematic aspects of each piece will be examined. Open to non-majors with note-reading ability.

MUSI 21800: WOMEN IN MUSIC:IM: 3 Hour(s)
WOMEN IN MUSIC:IM~ This course presents an examination of the role of women in music history, from the ancient world to the present. The class focuses on women's contributions as composers, performers, and patrons. Repertories include classical, popular, and world styles. Music reading ability is helpful. This course fulfills the Interpretive Methods requirement.
Core: Interpretive Methods

MUSI 22000: ASIAN MUSIC:EW,IM: 4 Hour(s)
ASIAN MUSIC:EW,IM~ This cross-cultural study allows students to investigate new musical styles and, equally importantly, to gain new perspectives on their own experiences with and conceptions of music. This class explores music making in three regions of Asia with great performance traditions: South India, Japan, and Bali, Indonesia. Contemporary music is the point of departure, with historical information added to elucidate the present. There are unifying topics such as gender, globalization, and authenticity. The varied format of the class will include listening, discussion, group activities, videos, and guest performers. Suitable for general students or music majors. This course fulfills the Interpretive Methods requirement and the Experiencing the World requirement.
Core: Experiencing the World, Interpretive Methods

MUSI 22110: MUSICIANSHIP III: 4 Hour(s)
MUSICIANSHIP III~ Musicianship III is the third in a series of four courses integrating the theoretical and practical study of the elements of musical works. This course explores the topics of modulation, the use of chromatic color chords, binary and ternary forms, variation, sonata, rondo, and related forms, imitative counterpoint, as well as vocal and popular music idioms. We will continue our study of counterpoint, concentration on 4th species exercises. This course includes a combination of reading, listening, writing, singing, and keyboard assignments, as well as written and aural analysis of musical scores and the composition of original melodies and chord progressions. We will also consider the role of expectation and anticipation in creating unity and variety in music. Musicianship II is prerequisite for this course.
Prerequisite: MUSI 122 or MUSI 12200 or MUSI 33000 (may be taken concurrently) or MUSI 12210
MUSI 22110: MUSICIANSHIP IV: 4 Hour(s)
MUSICIANSHIP IV~ Musicianship IV is the fourth in a series of four courses integrating the theoretical and practical study of the elements of musical works. This course explores the topics of twentieth century music materials, including the use of set classes for composition, ordered segments, serialism, twelve tone music and matrices, and additional ways of organizing rhythm, meter, duration, and form. We will continue our study of counterpoint, concentration on 5th species exercises. This course includes a combination of reading, listening, writing, singing, and keyboard assignments, as well as written and aural analysis of musical scores and the composition of original melodies and chord progressions. We will also consider the role of intuition and physiology in the performance and interpretation of music, studying the role of expectation and anticipation in creating unity and variety in music. Musicianship III is a prerequisite for this course.
Prerequisite: (MUSI 221 or MUSI 22100 or MUSI 43000 or MUSI 22110)

MUSI 22500: MUSIC COMP: FUNDMENTS: 1 Hour(s)
MUSIC COMPOSITION-FUNDAMENTALS OF MELODY AND HARMONY, FORM AND ORCHESTRATION~ The purpose of this course is to introduce students to the art and craft of music composition, and to the techniques and philosophies of composers from the 16th to the 21st centuries. Via exercises in melodic, harmonic, and contrapuntal writing and in orchestration, they will become familiar with a variety of compositional techniques and a broad palate of compositional tools. Students will also engage in aural and visual study of scores as models for inspiration; and will examine historical treatises on composition by various composers of different epochs, discussing cultural, political, and social influences on the art of composition. The culmination of each semester's work will be an original work in which the students will integrate the creative process with objective analysis of their work. Students will be encouraged to have fellow students or Hiram music faculty members to perform these works in an open recital at the end of the term. The course may be repeated up to 4 times; each semester, different readings and scores will be studied. Students will present their works in an open concert at the end of the semester. Prerequisite: MUSI (100 or 10000) or permission. This course can be used as an elective for music majors and minors.
Prerequisite: (MUSI 100 or MUSI 10000)

MUSI 23100: MUSICIAN AS ENTREPRENEUR:CA: 3 Hour(s)
The Musician as Entrepreneur:CA~ 'Entrepreneurship' in the field of music is commonly associated only with music marketing, production, and publication. Yet successful performers, composers, or conductors have, throughout the history of music, demonstrated an entrepreneurial mindset. This course will demonstrate how musicians historically have created opportunities that have not only enhanced their professional lives but also have served and educated the communities in which they live. We will examine entrepreneurship in music from both an historical and contemporary, practical perspective, providing the students with role models from both the past and the present. Emphasis will be placed on the role of the musician as community arts advocate and educator. The students will also examine existing local and national arts organizations and apply entrepreneurial concepts to create ideas for new enterprises. Counts toward ENTR minor. This course fulfills the Social and Cultural Analysis requirement.
Core: Social/Cultural Analysis Meth

MUSI 25300: FUNCTIONAL PIANO: 2 Hour(s)
FUNCTIONAL PIANO~ Basic practical piano skills, scales, arpeggios, sight-reading, melodic and harmonic improvisation, harmonization of folk songs; all keyboard fundamentals; cadences; preparation of piano pieces. Prepares the student for the piano proficiency examination. Required of the music majors; open to other students with permission of the keyboard faculty.

MUSI 25700: ORCHESTRATION AND ARRANGING: 3 Hour(s)
ORCHESTRATION AND ARRANGING~ The study of idiomatic writing for all orchestral and band instruments coupled with the investigation of proper techniques in arranging for public school instrumental ensembles. Prerequisite: MUSI (122 or 12200).
Prerequisite: (MUSI 122 or MUSI 12200)

MUSI 26600: DEU MUSIC,PHIL&NATL ID: 1 Hour(s)
GERMAN MUSIC, PHILOSOPHY, AND NATIONAL IDENTITY ~ This course will serve as preparation for the 3-week Study Abroad course, Music, Philosophy, and German National Identity. Through readings, listening assignments, videos, and discussion, students will develop a foundational background through which they will be better equipped to interpret their experiences and observations in Germany. The course will introduce students to 19th and 20th century German philosophers and composers, providing a basis for discussion and understanding of the complex relationship between German philosophy, music, and national identity. We will analyze the close connections between German music and philosophy and the manner in which both were utilized to promote National Socialist Party ideology in the 20th century, examining how some German composers and philosophers distanced themselves from the Nazi party and the consequences they suffered for their aesthetic choices. We will discuss Germany's history as a center of both philosophy and art music and how the events of the 20th century have shaped their perceptions and interpretation of music and philosophy in the 21st century. We will also examine the influence that German music and philosophy have had on American art music development and music education. This course will also introduce current German societal norms and basic phrases that students can use in their interactions with Germans. Attendance at all class sessions is mandatory.

MUSI 28000: SEM: 4 Hour(s)
SEMINAR~

MUSI 28100: INDEPENDENT STUDY: 1-4 Hour(s)
INDEPENDENT STUDY~

MUSI 31000: MUSIC HISTORY & LIT I:IM: 4 Hour(s)
MUSIC HISTORY AND LITERATURE I:IM~ A historical and analytical study of music from Gregorian Chant through 1750, including composers such as Machaut, Josquin, Palestrina, Lassus, Gabrieli, Monteverdi, Purcell, Vivaldi, Bach and Handel. The student is introduced to research methods in musicology. Open to non-majors with note-reading ability. This course fulfills the Interpretive Methods requirement.
Core: Interpretive Methods

MUSI 31100: MUSIC HISTORY & LIT II:IM: 4 Hour(s)
MUSIC HISTORY AND LITERATURE II: CLASSIC AND ROMANTIC:IM~ A historical and analytical study of music by selected composers of the late 18th to late 19th century. Listening assignments teach students to identify different styles of composers such as Haydn, Mozart, Beethoven, Schubert, Schumann, Chopin, Brahms, and Liszt. Open to non-majors with note-reading ability. This course fulfills the Interpretive Methods requirement.
Core: Interpretive Methods
MUSI 31200: MUSIC HISTORY & LIT III: 4 Hour(s)
MUSIC HISTORY AND LITERATURE III: ROMANTIC AND MODERN: IM~
This course focuses on the Post Romantic period and the 20th century. It examines significant music by composers of the late 19th and 20th centuries. This course is intended to make students aware of music as a living art and also aware of its effects of present and future cultural life. Open to non-majors who have not reading ability. This course fulfills the Interpretive Methods requirement.

Core: Interpretive Methods

MUSI 33100: FOUNDATIONS OF SINGING: 1 Hour(s)
FOUNDATIONS OF SINGING: VOCAL PEDAGOGY AND LITERATURE~ A study of pedagogical approaches to the study of the voice and general survey of classical vocal literature. Open to all students.

MUSI 33300: PIANO PEDAGOGY AND LITERATURE: 1 Hour(s)
PIANO PEDAGOGY AND LITERATURE~ A survey of piano-teaching methods, available literature, survey of technical materials, introduction to teaching methods for beginning, intermediate and advanced piano pupils. Categorization of piano materials according to grade level for teaching purposes. Some classroom teaching laboratory experience. Prerequisite: permission of instructor.

MUSI 34300: SURVEY OF KEYBOARD LITERATURE: 3 Hour(s)
SURVEY OF KEYBOARD LITERATURE~ A study of keyboard music from the baroque through the romantic periods. Emphasis will be placed on the development of international 'schools' and styles of keyboard playing. Classes to consist of lectures, recordings and live performances when possible.

MUSI 34800: SURVEY OF WIND & ORCH LITR: 3 Hour(s)
SURVEY OF WIND AND ORCHESTRAL LITRATURE~ An overview of music written specifically for the wind band and orchestra. The course will incorporate listening and score study to trace the development of standard musical forms and identify significant composers and compositions. Music reading ability is not required though strongly recommended.

MUSI 35500: CHORAL CONDUCTING AND LITR: 3 Hour(s)
CHORAL CONDUCTING AND CHORAL LITERATURE~ Basic elements of choral conducting techniques. Survey of choral literature. Prerequisite: MUSI (122 or 12200) or permission.
Prerequisite: MUSI 122 or MUSI 12200

MUSI 35800: INSTRUMENTAL CONDUCTING: 3 Hour(s)
INSTRUMENTAL CONDUCTING~ The study, development and practice of instrumental conducting and rehearsal techniques utilizing audio/visual taping and the concert band. Also included is a survey of various levels of band literature. Prerequisite: MUSI (122 or 12200).
Prerequisite: MUSI 122 or MUSI 12200

MUSI 38000: SEM: 1-4 Hour(s)
SEMINAR~

MUSI 38100: SPC TPC: 1-4 Hour(s)
SPECIAL TOPICS~

MUSI 48000: SENIOR SEMINAR: 4 Hour(s)
SENIOR SEMINAR~

MUSI 48100: INDEPENDENT RESEARCH: 1-4 Hour(s)
INDEPENDENT RESEARCH~

MUSI 49800: INTERNSHIP: 4 Hour(s)
INTERNSHIP~ Developed in consultation with the student's major faculty interests and needs of the student and can be served in a wide variety of private and public organizations. Hiram College's internship program permits students to bridge the distance between the theory they learn in the classroom and the application of their knowledge. The academic department establishes prerequisites for the application procedure. Students should check with individual departments for specific requirements and guidelines for the experience as they may vary by discipline. Prospective interns work with the faculty discipline. Prospective interns work with the faculty the academic component of the internship.

Music Lessons (MUSL)

Music Lessons are offered under the Performing Arts program.

MUSL 10501: BANJO/NON-MAJOR: 1 Hour(s)
BANJO FOR THE NON-MAJOR~ Private Music Lessons - Individual instruction including technical exercises and representative repertoire at the appropriate level as determined by the instructor. Lessons are available to non-music majors for a fee.

MUSL 10502: BARITONE HORN/NON-MAJOR: 1 Hour(s)
BARITONE HORN FOR THE NON-MAJOR~ Private Music Lessons - Individual instruction including technical exercises and representative repertoire at the appropriate level as determined by the instructor. Lessons are available to non-music majors for a fee.

MUSL 10503: BASSOON/NON-MAJOR: 1 Hour(s)
BASSOON FOR THE NON-MAJOR~ Private Music Lessons - Individual instruction including technical exercises and representative repertoire at the appropriate level as determined by the instructor. Lessons are available to non-music majors for a fee.

MUSL 10504: CELLO/NON-MAJOR: 1 Hour(s)
CELLO FOR THE NON-MAJOR~ Private Music Lessons - Individual instruction including technical exercises and representative repertoire at the appropriate level as determined by the instructor. Lessons are available to non-music majors for a fee.

MUSL 10505: CLARINET/NON-MAJOR: 1 Hour(s)
CLARINET FOR THE NON-MAJOR~ Private Music Lessons - Individual instruction including technical exercises and representative repertoire at the appropriate level as determined by the instructor. Lessons are available to non-music majors for a fee.

MUSL 10506: COMPOSITION/NON-MAJOR: 1 Hour(s)
COMPOSITION FOR THE NON-MAJOR~ Private composition is open to all students who can read music fluently in at least one clef or who are very skilled in reading guitar tab and are enrolled in Music Fundamentals or Musicianship. This course combines a combination of technical exercises in harmonization, text setting, instrumentation, analysis, and transposition; reading and listening assignments; and creation of original works. Students meet with the instructor on an individual basis and biweekly for group seminars. Instructor permission required. A separate fee is charged for non-majors.

MUSL 10507: DOUBLEBASS/NON-MAJOR: 1 Hour(s)
DOUBLE BASS FOR THE NON-MAJOR~ Private Music Lessons - Individual instruction including technical exercises and representative repertoire at the appropriate level as determined by the instructor. Lessons are available to non-music majors for a fee.
MUSL 10508: FLUTE/NONMAJOR: 1 Hour(s)
FLUTE FOR THE NON-MAJOR~ Private Music Lessons - Individual instruction including technical exercises and representative repertoire at the appropriate level as determined by the instructor. Lessons are available to non-music majors for a fee.

MUSL 10509: FRENCH HORN/NONMAJOR: 1 Hour(s)
FRENCH HORN FOR THE NON-MAJOR~ Private Music Lessons - Individual instruction including technical exercises and representative repertoire at the appropriate level as determined by the instructor. Lessons are available to non-music majors for a fee.

MUSL 10510: GUITAR/NONMAJOR: 1 Hour(s)
GUITAR FOR THE NON-MAJOR~ Private Music Lessons - Individual instruction including technical exercises and representative repertoire at the appropriate level as determined by the instructor. Lessons are available to non-music majors for a fee.

MUSL 10512: HARP/NONMAJOR: 1 Hour(s)
HARP FOR THE NON-MAJOR~ Private Music Lessons - Individual instruction including technical exercises and representative repertoire at the appropriate level as determined by the instructor. Lessons are available to non-music majors for a fee.

MUSL 10513: HARPSCICHORD/NONMAJOR: 1 Hour(s)
HARPSCICHORD FOR THE NON-MAJOR~ Private Music Lessons - Individual instruction including technical exercises and representative repertoire at the appropriate level as determined by the instructor. Lessons are available to non-music majors for a fee.

MUSL 10514: INSTR IMPROVISATION/NON-MAJOR: 1 Hour(s)
INSTRUMENTAL IMPROVISATION FOR THE NON-MAJOR~ JAZZ IMPROVISATION ~ Students will explore the necessary aspects of jazz improvisation and performance. This will include the study of theory, history, form, style, and the analysis of harmonic progressions found in jazz. 1.000 OR 2.000 Credit hours A separate fee is charged for non-majors.

MUSL 10516: MANDOLIN/NONMAJOR: 1 Hour(s)
MANDOLIN FOR THE NON-MAJOR~ Private Music Lessons - Individual instruction including technical exercises and representative repertoire at the appropriate level as determined by the instructor. Lessons are available to non-music majors for a fee.

MUSL 10517: OBOE/NONMAJOR: 1 Hour(s)
OBOE FOR THE NON-MAJOR~ Private Music Lessons - Individual instruction including technical exercises and representative repertoire at the appropriate level as determined by the instructor. Lessons are available to non-music majors for a fee.

MUSL 10518: ORGAN/NONMAJOR: 1 Hour(s)
ORGAN FOR THE NON-MAJOR~ Private Music Lessons - Individual instruction including technical exercises and representative repertoire at the appropriate level as determined by the instructor. Lessons are available to non-music majors for a fee.

MUSL 10519: PERCUSSION/NONMAJOR: 1 Hour(s)
PERCUSSION FOR THE NON-MAJOR~ Private Music Lessons - Individual instruction including technical exercises and representative repertoire at the appropriate level as determined by the instructor. Lessons are available to non-music majors for a fee.

MUSL 10520: PIANO/NONMAJOR: 1 Hour(s)
PIANO FOR THE NON-MAJOR~ Private Music Lessons - Individual instruction including technical exercises and representative repertoire at the appropriate level as determined by the instructor. Lessons are available to non-music majors for a fee.

MUSL 10521: PIANO ACCOMPANYING/NONMAJOR: 1 Hour(s)
PIANO ACCOMPANYING FOR THE NON-MAJOR~ Individual instruction on the skill of accompanying various types of instruments and vocalists. Survey of typical literature of various media, together with actual accompanying work, observed by the instructor. Prerequisite: Permission of instructor. A separate fee is charged for non-majors.

MUSL 10522: RECORDER/NONMAJOR: 1 Hour(s)
RECORDER FOR THE NON-MAJOR~ Private Music Lessons - Individual instruction including technical exercises and representative repertoire at the appropriate level as determined by the instructor. Lessons are available to non-music majors for a fee.

MUSL 10523: SAXOPHONE/NONMAJOR: 1 Hour(s)
SAXOPHONE FOR THE NON-MAJOR~ Private Music Lessons - Individual instruction including technical exercises and representative repertoire at the appropriate level as determined by the instructor. Lessons are available to non-music majors for a fee.

MUSL 10524: TROMBONE/NONMAJOR: 1 Hour(s)
TROMBONE FOR THE NON-MAJOR~ Private Music Lessons - Individual instruction including technical exercises and representative repertoire at the appropriate level as determined by the instructor. Lessons are available to non-music majors for a fee.

MUSL 10525: TRUMPET/NONMAJOR: 1 Hour(s)
TRUMPET FOR THE NON-MAJOR~ Private Music Lessons - Individual instruction including technical exercises and representative repertoire at the appropriate level as determined by the instructor. Lessons are available to non-music majors for a fee.

MUSL 10526: TUBA/EUPHONIUM/NONMAJOR: 1 Hour(s)
TUBA/EUPHONIUM FOR THE NON-MAJOR~ Private Music Lessons - Individual instruction including technical exercises and representative repertoire at the appropriate level as determined by the instructor. Lessons are available to non-music majors for a fee.

MUSL 10527: VIOLA/NONMAJOR: 1 Hour(s)
VIOLA FOR THE NON-MAJOR~ Private Music Lessons - Individual instruction including technical exercises and representative repertoire at the appropriate level as determined by the instructor. Lessons are available to non-music majors for a fee.

MUSL 10528: VIOLIN/NONMAJOR: 1 Hour(s)
VIOLIN FOR THE NON-MAJOR~ Private Music Lessons - Individual instruction including technical exercises and representative repertoire at the appropriate level as determined by the instructor. Lessons are available to non-music majors for a fee.

MUSL 10529: VOICE/NONMAJOR: 1 Hour(s)
VOICE FOR THE NON-MAJOR~ Vocal lessons are open to all Hiram College students. Students will be guided in mastery of vocal technique, music literacy, interpretation, diction, and acting for singers. Attendance at all lessons is mandatory. Practice outside of class is required and expected. Each voice teacher will determine the number of pieces to be learned each semester; the difficulty level of the repertoire will be based on the individual student’s experience level. Music majors will perform in one recital per semester. All voice students may be asked to perform in studio and student recitals. Level: Freshman A separate fee is charged for non-majors.

MUSL 10530: UKULELE/NONMAJOR: 1 Hour(s)
UKULELE FOR THE NON-MAJOR~ Private Music Lessons - Individual instruction including technical exercises and representative repertoire at the appropriate level as determined by the instructor. Lessons are available to non-music majors for a fee.
MUSL 21101: BANJO/MAJOR: 2 Hour(s)
BANJO FOR THE MUSIC MAJOR~ Private Music Lessons - Individual instruction including technical exercises and representative repertoire at the appropriate level as determined by the instructor. Lessons are available to non-music majors for a fee.

MUSL 21102: BARITONE HORN/MAJOR: 2 Hour(s)
BARITONE HORN FOR THE MUSIC MAJOR~ Private Music Lessons - Individual instruction including technical exercises and representative repertoire at the appropriate level as determined by the instructor. Lessons are available to non-music majors for a fee.

MUSL 21103: BASSOON/MAJOR: 2 Hour(s)
BASSOON FOR THE MUSIC MAJOR~ Private Music Lessons - Individual instruction including technical exercises and representative repertoire at the appropriate level as determined by the instructor. Lessons are available to non-music majors for a fee.

MUSL 21104: CELLO/MAJOR: 2 Hour(s)
CELLO FOR THE MUSIC MAJOR~ Private Music Lessons - Individual instruction including technical exercises and representative repertoire at the appropriate level as determined by the instructor. Lessons are available to non-music majors for a fee.

MUSL 21105: CLARINET/MAJOR: 2 Hour(s)
CLARINET FOR THE MUSIC MAJOR~ Private Music Lessons - Individual instruction including technical exercises and representative repertoire at the appropriate level as determined by the instructor. Lessons are available to non-music majors for a fee.

MUSL 21106: COMPOSITION MAJOR: 2 Hour(s)
COMPOSITION FOR THE MUSIC MAJOR~ Private Music Lessons - Individual composition is open to all students who can read music fluently in at least one clef or who are very skilled in reading guitar tab and are enrolled in Music Fundamentals or Musicianship. This course combines a combination of technical exercises in harmonization, text setting, instrumentation, analysis, and transposition; reading and listening assignments; and creation of original works. Students meet with the instructor on an individual basis and biweekly for group seminars. Instructor permission required.

MUSL 21107: DOUBLE BASS/MAJOR: 2 Hour(s)
DOUBLE BASS FOR THE MUSIC MAJOR~ Private Music Lessons - Individual instruction including technical exercises and representative repertoire at the appropriate level as determined by the instructor. Lessons are available to non-music majors for a fee.

MUSL 21108: FLUTE/MAJOR: 2 Hour(s)
FLUTE FOR THE MUSIC MAJOR~ Private Music Lessons - Individual instruction including technical exercises and representative repertoire at the appropriate level as determined by the instructor. Lessons are available to non-music majors for a fee.

MUSL 21109: FRENCH HORN/MAJOR: 2 Hour(s)
FRENCH HORN FOR THE MUSIC MAJOR~ Private Music Lessons - Individual instruction including technical exercises and representative repertoire at the appropriate level as determined by the instructor. Lessons are available to non-music majors for a fee.

MUSL 21110: GUITAR/MAJOR: 2 Hour(s)
GUITAR FOR THE MUSIC MAJOR~ Private Music Lessons - Individual instruction including technical exercises and representative repertoire at the appropriate level as determined by the instructor. Lessons are available to non-music majors for a fee.

MUSL 21112: HARP/MAJOR: 2 Hour(s)
HARP FOR THE MUSIC MAJOR~ Private Music Lessons - Individual instruction including technical exercises and representative repertoire at the appropriate level as determined by the instructor. Lessons are available to non-music majors for a fee.

MUSL 21113: HARP/MAJOR: 2 Hour(s)
HARP FOR THE MUSIC MAJOR~ Private Music Lessons - Individual instruction including technical exercises and representative repertoire at the appropriate level as determined by the instructor. Lessons are available to non-music majors for a fee.

MUSL 21114: INSTR IMPROVISATION/MAJOR: 2 Hour(s)
INSTR IMPROVISATION ~ Students will explore the necessary aspects of jazz improvisation and performance. This will include the study of theory, history, form, style, and the analysis of harmonic progressions found in jazz. 1.000 OR 2.000 Credit hours

MUSL 21116: MANDOLIN/MAJOR: 2 Hour(s)
MANDOLIN FOR THE MUSIC MAJOR~ Private Music Lessons - Individual instruction including technical exercises and representative repertoire at the appropriate level as determined by the instructor. Lessons are available to non-music majors for a fee.

MUSL 21117: OBOE/MAJOR: 2 Hour(s)
OBOE FOR THE MUSIC MAJOR~ Private Music Lessons - Individual instruction including technical exercises and representative repertoire at the appropriate level as determined by the instructor. Lessons are available to non-music majors for a fee.

MUSL 21118: ORGAN/MAJOR: 2 Hour(s)
ORGAN FOR THE MUSIC MAJOR~ Private Music Lessons - Individual instruction including technical exercises and representative repertoire at the appropriate level as determined by the instructor. Lessons are available to non-music majors for a fee.

MUSL 21119: PERCUSSION/MAJOR: 2 Hour(s)
PERCUSSION FOR THE MUSIC MAJOR~ Private Music Lessons - Individual instruction including technical exercises and representative repertoire at the appropriate level as determined by the instructor. Lessons are available to non-music majors for a fee.

MUSL 21120: PIANO/MAJOR: 2 Hour(s)
PIANO FOR THE MUSIC MAJOR~ Private Music Lessons - Individual instruction including technical exercises and representative repertoire at the appropriate level as determined by the instructor. Lessons are available to non-music majors for a fee.

MUSL 21121: PIANO ACCOMPANYING/MAJOR: 2 Hour(s)
PIANO ACCOMPANYING FOR THE MUSIC MAJOR~ Private Music Lessons - Individual instruction including technical exercises and representative repertoire at the appropriate level as determined by the instructor. Lessons are available to non-music majors for a fee.

MUSL 21122: RECORDER/MAJOR: 2 Hour(s)
RECORDER FOR THE MUSIC MAJOR~ Private Music Lessons - Individual instruction including technical exercises and representative repertoire at the appropriate level as determined by the instructor. Lessons are available to non-music majors for a fee.

MUSL 21123: SAXOPHONE/MAJOR: 2 Hour(s)
SAXOPHONE FOR THE MUSIC MAJOR~ Private Music Lessons - Individual instruction including technical exercises and representative repertoire at the appropriate level as determined by the instructor. Lessons are available to non-music majors for a fee.
Music-Ensemble (MUSE)

Music Ensembles are offered under the Performing Arts program.

MUSE 19000: AFRICAN ENSEMBLE: 1 Hour(s)
AFRICAN ENSEMBLE~ The African Drum Ensemble is open to all Hiram College students. The ensemble learns and performs traditional African percussion music. Instruments are provided. Pass/No Credit Only

MUSE 20610: EARLY MUSIC ENSEMBLE: 1 Hour(s)
EARLY MUSIC ENSEMBLE~ The Early Music Ensemble is a vocal and instrumental ensemble open to all Hiram students and community members. The ensemble rehearses and performs music from the Medieval, Renaissance, and Baroque periods.

MUSE 20620: CHAMBER ENSEMBLES: 1 Hour(s)
CHAMBER ENSEMBLES~ Students participating in faculty-directed/coached chamber music duos, trios, or ensembles that will be rehearsing challenging repertoire and performing publicly on campus may register for Chamber Ensemble with the permission of the supervising faculty member.

MUSE 20630: JAZZ ENSEMBLE: 1 Hour(s)
JAZZ ENSEMBLE~ Performing groups are open to all students who qualify.

MUSE 20640: WIND ENSEMBLE: 1 Hour(s)
WIND ENSEMBLE~ The Wind Ensemble is open by audition to all Hiram College students and to community members. Auditions are held the first week of the semester. The Wind Ensemble rehearses and performs wind ensemble works from the classical repertory.

MUSE 20650: CHAMBER SINGERS: 1 Hour(s)
CHAMBER SINGERS~ The Chamber Singers is Hiram College’s premiere SATB choir, and includes 16 - 32 auditioned singers who perform a variety of repertoire from several styles and epochs. Rehearsals held biweekly. Auditions first week of fall semester.

MUSE 20660: CHAMBER ORCHESTRA: 1 Hour(s)
CHAMBER ORCHESTRA~ The Chamber Orchestra is open to all Hiram students and community members. The Chamber Orchestra rehearses and performs string symphony works from the classical repertory.

MUSE 20670: WESTERN RESERVE WOMEN'S CHORUS: 1 Hour(s)
WESTERN RESERVE WOMEN'S CHORUS~ The Hiram College Western Reserve Women’s Chorus is open by audition to all Hiram students, both music majors and non-majors. The purpose of this ensemble is to provide motivated young women with the opportunity to study and perform choral music composed specially for women’s voices. In order to provide the students with opportunities for growth and progress, new repertoire will be studied each semester, including compositions from the Renaissance to the 21st century, and encompassing works from across the globe. Students will not only be challenged to widen their musicianship skills, including their vocal technique, music literacy, and interpretative skills, but will also gain new insights into world history, culture, and languages through the music they are studying. In addition, the singers will benefit from the discipline and collaborative skills required in choral music performance, and will learn the importance of individual contributions to group goals. The culmination of each semester’s rehearsal process is a public concert. Students will be evaluated on the basis of their concentrated participation and preparedness during rehearsals. The group also serves as an ambassador for the arts at Hiram College, and occasionally performs off-campus.

MUSE 28000: SEM: 4 Hour(s)
SEMIFIAN ~

Neuroscience (NEUR)

NEUR 18000: WKSP: 1 Hour(s)
WORKSHOP~ Workshops may be taken Pass/No Credit only. Students may take no more than nine workshops for credit toward graduation. Workshops can be used as elective credit only.
NEUR 22700: INTRO TO NEUROSCIENCE: 4 Hour(s)
INTRODUCTION TO NEUROSCIENCE~ Introduction to neuroscience is a laboratory-based course designed to orient students to the many approaches to neuroscience. In addition to covering the development, evolution, anatomy, and physiology of the nervous system, students will learn about cell and molecular, cognitive and behavioral, computational, and philosophical approaches to the study of the brain. The lecture component of the course emphasizes finding, using, and criticizing primary sources in each domain of neuroscience. The lab component comprises two major original research projects designed, carried out, summarized, and presented by students based on topics that interest them in the lecture component. Students must register for a NEUR 22700 lab. Prerequisite: CHEM (120 or 12000)and PSYC (101 or 10100). CHEM 120 or 12000 is not mandatory, you may ASK instructor for permission. Prerequisite: CHEM (120 or 12000) or (PSYC 101 or PSYC 10100)
NEUR 28000: SEM: 1-4 Hour(s)
SEMINAR~
NEUR 28100: INDEPENDENT STUDY: 1-4 Hour(s)
INDEPENDENT STUDY~
NEUR 29800: FIELD EXPERIENCE: 1-4 Hour(s)
FIELD EXPERIENCE~
NEUR 33000: CELLULAR & MOLECULAR NEUROBIO: 4 Hour(s)
CELLULAR AND MOLECULAR NEUROBIOLOGY~ This course is a study of the microscopic parts of the nervous system: the molecular, cellular and developmental aspects of what is arguably the most complex biological system ever studied. We will cover the basic plan of the nervous system, the cellular components of the nervous system (neurons and glia), the electrical properties of neurons, neurotransmitters and synaptic transmission. We will also study the embryonic development of the nervous system, including neurogenesis, axonal pathfinding, neuronal cell death and synapse elimination. In addition, we will discuss primary scientific papers describing fundamental breakthroughs in cellular and molecular neuroscience. Also listed as BIOL (330 or 33000). Prerequisites: BIOL (230 or 23000) or NEUR (227 or 22700). Prerequisite: (BIOL 230 or BIOL 23000) or (NEUR 227 or NEUR 22700)
NEUR 38000: SEM: 4 Hour(s)
SEMINAR~
NEUR 38100: SPC TPC: 1-4 Hour(s)
SPECIAL TOPICS~
NEUR 48000: NEUROSCIENCE CAPSTONE: 1-4 Hour(s)
NEUROSCIENCE CAPSTONE~ Students in this course will design and execute original research related to the discipline of neuroscience. The student must submit a project proposal to his or her neuroscience faculty advisor outlining the research problem, the methods to be used and anticipated results prior to beginning the project. The student will submit a final report to the sponsoring faculty member and a public presentation. Prerequisites: Senior standing and permission.
NEUR 48100: INDEPENDENT RESEARCH: 1-4 Hour(s)
INDEPENDENT RESEARCH~
NEUR 49800: INTERNSHIP: 4 Hour(s)
INTERNSHIP~

Nursing (NURS)
NURS 10100: INTRO PROFESSIONAL NURSING I: 1 Hour(s)
INTRODUCTION TO PROFESSIONAL NURSING I~ The course focuses on nursing as a discipline and a profession and is available to any student who is interested in nursing and healthcare. An overview of the historical development of nursing is presented. Introductions to the healthcare delivery system and the role of the professional registered nurse are provided. Issues, trends, and influences are examined.
NURS 18000: WKSP: 1 Hour(s)
WORKSHOP~ Workshops may be taken Pass/No Credit only. Students may take no more than nine workshops for credit toward graduation. Workshops can be used as elective credit only.
NURS 21000: PROFESSIONAL NURSING II: 2 Hour(s)
PROFESSIONAL NURSING II~ The focus of this course is on components essential in the process of practicing professional nursing, including critical thinking; problem-solving and decision-making skills; ethics; social policy; and scope and standards of practice, with particular emphasis on writing skills and scholarly methods of knowledge dissemination. Students must also register for NURS 21000. Prerequisite: Nursing (101 or 10100) and sophomore level in Nursing. Prerequisite: (NURS 101 or NURS 10100)
Corequisite: NURS 21000
NURS 22000: PHARMACOLOGY FOR NURSING: 3 Hour(s)
PHARMACOLOGY FOR NURSING PRACTICE~ This course is designed to provide the student with basic principles and concepts of pharmacology, including pharmacology, pharmacogenetics, pharmacokinetics, and pharmacodynamics in the human body. Content will be presented according to the major drug classifications and their impact. Drug actions and reactions, recommended dosages, and the basic principles of medications administration and related nursing care are addressed. Prerequisite: Nursing (210 or 21000) or instructor permission. Prerequisite: (NURS 210 or NURS 21000)
NURS 23000: NURSING INFORMATICS: 2 Hour(s)
NURSING INFORMATICS~ This web-based course will introduce the student to practical computer applications in nursing and health care. A basic overview of information systems and the use by nurses of the technology and informatics in clinical, educational, and research situations is presented. Prerequisite: Nursing (210 or 21000) or instructor permission required. Prerequisite: (NURS 210 or NURS 21000)
NURS 23100: HEALTH ASSESSMENT W/LAB: 3 Hour(s)
INTRODUCTION TO NURSING PRACTICE AND HEALTH ASSESSMENT W/ LAB~ This course introduces the student to fundamental knowledge and skills required to provide professional nursing care. The components of nursing practice are a major focus of the course, as are therapeutic communication and interpersonal relationship skills. Basic tenets of patient care and comfort will be addressed and simulated. Laboratory experience is an important component of the course. American Heart Association CPR Certified for all ages. Prerequisites: Satisfactory completion of all first-year requirements and admission to the sophomore Nursing Sequence. A test fee of approximately $600.00 is charged.
NURS 22000: FUND PROF CLINIC NURS-W/CL&LB: 5 Hour(s)
FUNDAMENTALS OF PROFESSIONAL NURSING WITH CLINICAL AND LAB ~ This course will introduce the student to the clinical practice of nursing in a patient care setting. A major focus is the application of the nursing process, as well as the use of therapeutic communication and interpersonal relationship skills. Students will be introduced to beginning concepts of interventions for the medical and surgical patients, including the administration of medication. Prerequisite: Nursing 21000
Prerequisite: (NURS 210 or NURS 21000)

NURS 23000: BASIC LIFE SUPPORT: 1 Hour(s)
BASIC LIFE SUPPORT~ The Basic Life Support for Health Care Providers Course is designed to teach the skills of cardio-pulmonary resuscitation (CPR) using the American Heart Association guidelines for victims of all ages. Skills addressed include ventilation with a barrier device; a bag-mask device with oxygen; use of the Automated External Defibrillator (AED); and relief of foreign-body airway obstruction. Prerequisite: none. Offered irregularly.

NURS 25000: DEVELOP ACROSS THE LIFE SPAN: 3 Hour(s)
DEVELOPMENT ACROSS THE LIFE SPAN~ This course is designed for the student who wishes to gain a broad perspective on the entire range of human development, from conception to old age. We explore the common principles that describe developmental changes across all ages, as well as the differences in thought, emotion, and behavior from age to age. The theories of Piaget and Erikson are particularly useful to understand both the commonalities as well as the differences. Prerequisite: PSYC 101 or 10100.
Prerequisite: PSYC 10100

NURS 25010: ZAMBIA: A DEVELOPING COUNTRY: 1 Hour(s)
ZAMBIA: A DEVELOPING COUNTRY ~ This course is designed to prepare students for the subsequent 3-week experiential examination of comparative health and conservation issues from social, cultural, ethical, political, policy, educational, and environmental perspectives in the developing country of Zambia (INTD 25000). There will be comparison and contrast with these issues affecting health and conservation in the U.S. as a developed country. Prerequisite: instructor approval.

NURS 28000: SEM: 4 Hour(s)
NURSING SOPHOMORE SEMINAR~ This is a course that is designed to provide an overview of a nursing or healthcare topic. Prerequisites: Nursing major with sophomore standing or sophomore non-nursing major with instructor permission. Offered irregularly.

NURS 28100: INDEPENDENT STUDY: 1-4 Hour(s)
INDEPENDENT STUDY ~

NURS 29800: FIELD EXPERIENCE: 1-4 Hour(s)
FIELD EXPERIENCE~

NURS 30100: PROFESSIONAL NURSING III: 2 Hour(s)
PROFESSIONAL NURSING III~ This course will deal with critical concepts and issues impacting nursing and health care delivery, with particular focus on the role of the professional nurse as change agent. Writing skills and scholarly methods of knowledge dissemination will be emphasized. Prerequisite: Nursing (201 or 20100) and junior standing in Nursing Sequence.
Prerequisite: (NURS 201 or NURS 20100)

NURS 30200: INTRO TO NURSING RESEARCH: 2 Hour(s)
INTRODUCTION TO NURSING RESEARCH~ This introductory research course provides the basis for understanding the development and application of research in nursing. The steps involved in planning and conducting nursing research will be presented, as well as techniques for the critique of nursing research studies. Influencing factors in the process and progress of nursing research will be discussed. The evidence-based practice model will be used as the framework for relating clinical practice and research. Prerequisite: Mathematics (108 or 10800) and junior standing in Nursing Sequence.
Prerequisite: (MATH 108 or MATH 10800)
Corequisite: NURS 30100

NURS 30300: APPLIED/EVIDENCE- PRACTICUM: I: 1 Hour(s)
APPLIED EVIDENCE BASED NURSING RESEARCH PRACTICUM~ In this second of two introductory research courses, the focus is on active involvement in nursing research, setting. Experience with critiquing various research articles including systematic review of various levels of qualitative and quantitative studies will be provided, including a practicum experience with current evidence-based nursing research projects being conducted in clinical settings. Experience in utilizing research principles to critique various evidence-based clinical nursing research studies will be provided, as well as opportunity for direct involvement in various stages of clinical research studies. A required continuation of this course is Nursing 30310. Prerequisites: Nursing (302 or 30200) and junior standing in Nursing sequence.
Prerequisite: (NURS 302 or NURS 30200)
Corequisite: NURS 30310

NURS 30310: APPLIED RESEARCH PRACT: II: 2 Hour(s)
APPLIED RESEARCH PRACTICUM II~ In this second of two introductory research courses, the focus is on active involvement in nursing research, setting. Experience with critiquing various research articles including systematic review of various levels of qualitative and quantitative studies will be provided, including a practicum experience with current evidence-based nursing research projects being conducted in clinical settings. Experience in utilizing research principles to critique various evidence-based clinical nursing research studies will be provided, as well as opportunity for direct involvement in various stages of clinical research studies. Prerequisites: Nursing 302 or 30200 and Mathematics 108 or 10800, and junior standing in Nursing sequence.
Prerequisite: (NURS 302 (may be taken concurrently) or NURS 30200 (may be taken concurrently)) and (MATH 108 or MATH 10800) and (NURS 303 (may be taken concurrently) or NURS 30300 (may be taken concurrently))

NURS 30500: HEALTH SERV DISADVANTAGED AREA: 1 Hour(s)
HEALTH SERVICE IN DISADVANTAGED AREAS~ Many health professionals may choose to serve people in a disadvantaged area as a part of their career. The ability to plan for these types of situations will aid the nurse to be effective in providing service in an unfamiliar environment lacking in the usual resources available for health care delivery. This course will use the experience of a health service trip to an underserved area as a model for instruction. Students who successfully complete this course will be prepared for a follow up course where they will put their plans into action. Prerequisite: Nursing major, at least sophomore status
NURS 31001: ACUTE&CHRONIC ADLT NUR-W/CL&LB: 5 Hour(s)
ACUTE AND CHRONIC ADULT NURSING-W/CLINICAL AND LAB~
This clinical course provides a student with the basic knowledge
and skills required for the provision of nursing care and comfort for
acute and chronically ill adults. The pathophysiology and resulting
medical and surgical needs and care of the patient and family are
examined. Corequisite: Nursing 320 or 32000 must be taken concurrently.
Prerequisite: Nursing 220 or 22000 and junior standing in Nursing
Sequence.
Prerequisite: (NURS 220 or NURS 22000)
Corequisite: NURS 32000

NURS 32000: GERONTOLOGICAL NURSING-W/CLINICAL: 4 Hour(s)
GERONTOLOGICAL NURSING-W/CLINICAL~ This clinical course will
introduce the student to the foundations of gerontological nursing care.
Developmental aspects of aging, physiological and psycho-social issues,
health promotion, health restoration, quality of life, and end-of-life issues
are addressed, as well as the complexity of conditions and care of the
gerontological patient. Corequisite: Nursing (310 or 31001) must be taken
concurrently. Prerequisite: Nursing (220 or 22000) and junior standing in
Nursing Sequence.
Prerequisite: (NURS 220 or NURS 22000)
Corequisite: NURS 31001

NURS 32200: ADULT WELLNESS: 2 Hour(s)
ADULT WELLNESS~ The focus of this course is on the role of the
professional nurse in the promotion and maintenance of health,
the prevention of illness and disease, and self-care education and
empowerment. The skills of health teaching and education will be
emphasized. Prerequisite: Nursing (220 or 22000).
Prerequisite: NURS 220 or NURS 22000

NURS 33000: PEDIATRIC NURSING-W/CLINICAL: 4 Hour(s)
PEDIATRIC NURSING-W/CLINICAL~ This clinical course focuses
on health care of children, with emphasis of family-centered health
promotion, and preventive and restorative care from newborn through
adolescence. Prerequisites: Nursing (220 or 22000) and junior standing in
Nursing Sequence.
Prerequisite: (NURS 220 or NURS 22000)

NURS 34000: PARENT&NEWBORN NURSING-W/CLINICAL: 4 Hour(s)
PARENT AND NEWBORN NURSING-W/CLINICAL~ This clinical course is
designed to provide the student the knowledge and skills required
for nursing care of the childbearing family and reproductive health with
emphasis on health promotion. Prerequisite: Nursing (220 or 22000) and
junior standing in Nursing Sequence.
Prerequisite: (NURS 220 or NURS 22000)

NURS 38000: SEM: 1-4 Hour(s)
SEMINAR: ADULT WELLNESS~ This is a course that is designed to
provide in-depth study of a relevant topic regarding nursing or/and
health care. Prerequisites: Nursing major with junior standing or junior
nursing major with instructor permission. Offered irregularly

NURS 38100: SPC TPC: 1-4 Hour(s)
SPECIAL TOPICS: INDEPENDENT STUDY IN NURSING~ This course
provides an opportunity for a junior student in Nursing to pursue
inquiry on a topic of interest under the direction of a Nursing faculty
member. Prerequisites: Nursing major with junior standing and instructor
permission.

NURS 40100: PROFESSIONAL NURSING IV: 2 Hour(s)
PROFESSIONAL NURSING IV~ This course focuses on role transition
and preparation for the initial professional employment position as a
registered nurse. The course includes self assessment as well as analysis
of the professional environment, including influencing factors on the
individual nurse and on nursing as a profession. Ethical, societal, cultural,
economical, legal, political, and global issues as they influence transition
and role development are examined. Prerequisite: Nursing (301 or 30100)
and senior standing in Nursing Sequence.
Prerequisite: (NURS 301 or NURS 30100)

NURS 41000: COMMUNITY HLTH NURS-W/CLINICAL: 4 Hour(s)
COMMUNITY HEALTH NURSING-W/CLINICAL~ This course is on the basic principles and practices of community
health nursing, with particular emphasis on the promotion of health, the
prevention of illness, and the empowerment of individuals, families, and
communities to promote care of self and others. Students must also
register for a NURS 41000 Clinical. Prerequisites: Nursing (310 or 31001)
and (320 or 32000) and (330 or 33000) and (340 or 34000) and senior
standing in Nursing Sequence. This course fulfills the Understanding
Diversity in the USA requirement.
Prerequisite: (NURS 310 or NURS 31001) and (NURS 320 or NURS 32000)
and (NURS 330 or NURS 33000) and (NURS 340 or NURS 34000)
Core: Understanding Diversity Home

NURS 42000: PSYC & MENTAL HLTH NURS-W/CLINICAL: 4 Hour(s)
PSYCHIATRIC AND MENTAL HEALTH NURSING-W/CLINICAL~ This clinical course introduces the student to the theories and pathology
of psychiatric illness, concepts of mental health, and therapeutic
interventions. Principles of prevention and therapeutic strategies for
treatment and care are examined. Prerequisites: Nursing (310 or 31001)
and (320 or 32000) and (330 or 33000) and (340 or 34000) and senior
standing in Nursing Sequence.
Prerequisite: (NURS 310 or NURS 31001) and (NURS 320 or NURS 32000)
and (NURS 330 or NURS 33000) and (NURS 340 or NURS 34000)

NURS 43000: CRITICAL CARE NURSING-W/CLINICAL & LAB: 4 Hour(s)
CRITICAL CARE NURSING-W/CLINICAL AND LAB~ This clinical course is designed to introduce the student to nursing care of the high-acuity
patient. Course content will focus on physiological complexities,
technological interventions, applications of the nursing process, and the
role of the nurse in the critical-care setting. Prerequisite: NURS (310 or
31001) and senior standing in Nursing Sequence.
Prerequisite: (NURS 310 or NURS 31001) and (NURS 320 or NURS 32000)
and (NURS 330 or NURS 33000) and (NURS 340 or NURS 34000)

NURS 44000: LEADERSHIP/MGMT NURSING: 2 Hour(s)
PRINCIPLES OF LEADERSHIP AND MANAGEMENT IN NURSING~ This course is designed to introduce the student to the basic knowledge and
skills required for effective leadership and management in clinical nursing
practice. Prerequisite: Nursing (310 or 31001) and senior standing in
Nursing sequence.
Prerequisite: (NURS 310 or NURS 31001)
NURS 48100: ROLE TRANSITION IN NURSING:I: 1 Hour(s)
ROLE TRANSITION IN NURSING:I:~ This capstone practicum is designed to help the student synthesize the didactic and clinical knowledge, skills, and behaviors of professional nursing practice. An applied clinical experience with an RN mentor in a selected area of nursing will provide the setting for this capstone experience in role development. A continuation of this course is offered as NURS 44110. Prerequisite: Nursing (410 or 41000) and (420 or 42000) and (430 or 43000) and (440 or 44000) and senior standing in Nursing Sequence. Prerequisite: (NURS 410 or NURS 41000 (may be taken concurrently)) and (NURS 420 or NURS 42000 (may be taken concurrently)) and (NURS 430 or NURS 43000 (may be taken concurrently)) and (NURS 440 or NURS 44000 (may be taken concurrently))
Corequisite: NURS 44110

NURS 44110: ROLE TRANSITION IN NURSING II:ES: 3 Hour(s)
ROLE TRANSITION IN NURSING II:ES:~ This capstone practicum is designed to help the student synthesize the didactic and clinical knowledge, skills, and behaviors of professional nursing practice. An applied clinical experience with an RN mentor in a selected area of nursing will provide the setting for this capstone experience in role development. Must register for NURS 44100 in the term prior. This course fulfills the Meaning, Ethics, and Social Responsibility requirement.
Corequisite: NURS 44100
Core: Meaning/Ethics/Soc Responsibil

NURS 48000: SENIOR SEMINAR: 1-4 Hour(s)
SENIOR SEMINAR:~ This is a course that is designed to provide advanced inquiry of a relevant topic regarding nursing and/or health care. Prerequisites: Nursing major with senior standing or senior non-nursing major with instructor permission. Offered irregularly

NURS 48100: INDEPENDENT RESEARCH: 1-4 Hour(s)
INDEPENDENT STUDY IN NURSING:~ This course provides opportunity for a senior student in nursing to pursue independent research on a topic of mutual interest under the direction of a Nursing faculty member. Prerequisites: Nursing major with senior standing and instructor permission.

NURS 49800: INTERNSHIP: 4 Hour(s)
INTERNSHIP:~

Philosophy (PHIL)

PHIL 10100: INTRODUCTION TO PHILOSOPHY: 4 Hour(s)
INTRODUCTION TO PHILOSOPHY:~ An introduction to some of the basic issues and areas of philosophy: metaphysics and theories of reality, epistemology and theories of knowledge, ethics, social & political philosophy, theories of human nature and existence. Historical and contemporary texts studied, such as Plato, Descartes, Kant, Mill, Nietzsche, Freud, Sartre.

PHIL 11810: INTRODUCTION TO ETHICS:ES: 3 Hour(s)
INTRODUCTION TO ETHICS:ES:~ An inquiry and introduction to the texts and theories of traditional and contemporary ethics, including virtue ethics, utilitarianism, deontological ethics, and ethics of care. A three (3) credit hour version of this course is offered as 11810. This course fulfills the Meaning, Ethics, and Social Responsibility requirement.
Core: Meaning/Ethics/Soc Responsibil

PHIL 12100: ELEMENTARY LOGIC:MM: 3 Hour(s)
ELEMENTARY LOGIC:MM:~ In this course, we will learn how to identify, analyze, and evaluate arguments. In doing so, we will be concerned with distinguishing “good” arguments from “bad” arguments. The arguments with which we will be concerned will initially be stated in “informal” colloquial language (i.e., everyday English). We will learn how to restate arguments in order that their underlying logical structure becomes apparent. This will enable us to identify patterns of “fallacious” (logically incorrect) reasoning in arguments stated in English. Not all bad arguments can be easily identified. Thus, we will develop a series of increasingly technical and abstract representations of the underlying logic of arguments in order to hone our abilities to distinguish good and bad reasoning. This course fulfills the Modeling Methods requirement.
Core: Modeling Methods

PHIL 18000: WKSP: 1 Hour(s)
WORKSHOP:~ Workshops may be taken Pass/No Credit only. Students may take no more than nine workshops for credit toward graduation. Workshops can be used as elective credit only.

PHIL 20600: INTRO TO WORLD PHIL:ES,EW: 3 Hour(s)
INTRODUCTION TO WORLD PHILOSOPHY:EW,ES:~ In this course, we will take up a number of traditional philosophical questions. What is the good life? What can we really know about the world? What kind of entity are we? What is the ultimate nature of reality? We will be looking at these questions from a multicultural perspective. We will examine Western answers alongside answers from other cultures and traditions, such as Islam, Zen Buddhism, Hinduism, and African religions. Not only will this broaden our understanding of the world, but such comparisons should give us a more nuanced sense of our own traditions. This course fulfills the Experiencing the World requirement and the Meaning, Ethics, or Social Responsibility.
Core: Meaning/Ethics/Soc Responsibil; Experiencing the World

PHIL 21000: ANCIENT PHILOSOPHIES: 4 Hour(s)
ANCIENT PHILOSOPHIES,IM:~ In this course we will study some of the questions and problems that prompted ancient Greek, and therefore also, ultimately, all Western philosophizing. These questions fall generally under two fundamental problems: An epistemological problem—What can we know?—and an ethical problem—How should we live our lives? In the first half of the semester, we will examine several attempts to determine what can be known and what we must possess in order to claim that we know something in texts of Plato and Aristotle. In the second half of the semester, we will study the most important attempts to answer the ethical problem in antiquity, focusing on the Hellenistic era and its four major schools, Aristotelianism, Epicureanism, Stoicism and Skepticism. Throughout the semester, we will engage in close, careful reading and discussion of the philosophical texts in which these problems are confronted. This course fulfills the Meaning, Ethics, or Social Responsibility requirement.
Core: Meaning/Ethics/Soc Responsibil
PHIL 21100: MEDIEVAL PHILOSOPHY:IM,ES: 3 Hour(s)
MEDIEVAL PHILOSOPHY:IM,ES-- This course focuses on select problems from the history of medieval philosophy (understood broadly as 350-1400 C.E.) and an overview of the most significant philosophical developments in this period. The problems which will receive particular consideration include: the relationship between faith and reason; the existence and nature of God insofar as this is accessible to reason (natural theology); the relationship between God and evil; the nature of sin, the problem of universals and its metaphysical and epistemological consequences. We will explore these problems in the texts of Christian, Islamic, or Jewish philosophers, such as, Augustine, Anselm, Abelard, Thomas Aquinas, William of Ockham, Averroes, Al-ghazali, and Moses Maimonides. This course fulfills the Interpretive Methods requirement and the Meaning, Ethics, or Social Responsibility requirement.
Core: Interpretive Methods

PHIL 21200: EARLY MODERN PHILOSOPHY:IM: 4 Hour(s)
EARLY MODERN PHILOSOPHY:IM-- An examination of European philosophy from 1600-1800, including the Rationalists (Descartes, Spinoza, Leibniz), the British Empiricists (Locke, Berkeley, Hume), and the critical philosophy of Kant. This course fulfills the Interpretive Methods requirement.
Core: Interpretive Methods

PHIL 21300: 19th CENTURY PHILOSOPHY:IM,ES: 4 Hour(s)
19TH CENTURY PHILOSOPHY:IM,ES-- An overview of the development of German idealism from Kant to Hegel, the collapse of idealism in the post-Hegelian philosophy of Marx, Kierkegaard, and Nietzsche. College-level reading and writing skills are necessary. This course fulfills the Interpretive Methods requirement and the Meaning, Ethics, or Social Responsibility requirement.
Core: Meaning/Ethics/Soc Responsibil; Interpretive Methods

PHIL 21800: CONTEMPORARY MORAL PROBLEMS:ES: 4 Hour(s)
CONTEMPORARY MORAL PROBLEMS:ES-- Examination of topics and issues in moral problems, drawn from one or more of the following: biomedical ethics, business ethics, environmental ethics, social ethics, sexual/gender ethics. This course fulfills the Meaning, Ethics, and Social Responsibility requirement. This course is also offered for 3 credit hours as PHIL 21900.
Core: Meaning/Ethics/Soc Responsibil

PHIL 21900: CONTEMPORARY MORAL PROBLEMS:ES: 3 Hour(s)
CONTEMPORARY MORAL PROBLEMS:ES-- Examination of topics and issues in moral problems, drawn from one or more of the following: biomedical ethics, business ethics, environmental ethics, social ethics, sexual/gender ethics. This course fulfills the Meaning, Ethics, and Social Responsibility requirement. This course is also offered for 4 credit hours as PHIL 21800.
Core: Meaning/Ethics/Soc Responsibil

PHIL 22000: UNDERSTANDING ARGUMENTS: 3 Hour(s)
UNDERSTANDING ARGUMENTS-- An examination and analysis of different types and specimens of arguments in ordinary language, and in various special applications and contexts. Specimens of arguments will be drawn from environmental controversies, political debates (capital punishment, abortion), legal reasoning (court cases), ethical arguments, scientific arguments, theological arguments, and philosophical issues.

PHIL 22100: SYMBOLIC LOGIC:MM: 3 Hour(s)
SYMBOLIC LOGIC:MM -- Development of general principles of inference, using symbolic notation to represent everyday discourse. This course will explore modern symbolic representations of logical relationships and examine their significance for our understanding of human reason and the world. Our primary focus will be modern symbolic logic including truth tables and natural deduction using propositional logic and basic quantification. We will also examine basic modal logic and some questions metalogic and the philosophy of logic. This course fulfills the Modeling Methods requirement.
Core: Modeling Methods

PHIL 22500: PHILOSOPHY AND FEMINISM:UD,ES: 3 Hour(s)
PHILOSOPHY AND FEMINISM:UD,ES-- This course is an exploration of the central concerns, issues, and theories of modern and contemporary feminism, including the sex/gender distinction, essentialism, feminist critiques of knowledge and disciplines, ecological feminism, women's spirituality, feminist ethics, and the connections of feminism to issues of class, race, and sexuality. This course fulfills the Meaning, Ethics, or Social Responsibility requirement and the Understanding Diversity in the USA requirement.
Core: Meaning/Ethics/Soc Responsibil; Understanding Diversity Home

PHIL 22800: THEORIES OF HUMAN NATURE:ES: 3 Hour(s)
THEORIES OF HUMAN NATURE-- A comparative critical examination of contrasting and divergent views of human nature. Theories to be examined will include one or more of the following: Christianity, Buddhism, Evolutionary theory, Classical conceptions of humanity, Psychoanalysis, Marxism, Existentialism, Feminism, non-Western and native culture conceptions of humanity. This course fulfills the Meaning, Ethics, and Social Responsibility requirement. This course is offered for four credit hours as Philosophy 229 or 22900.
Core: Meaning/Ethics/Soc Responsibil

PHIL 22900: THEORIES OF HUMAN NATURE:ES: 4 Hour(s)
THEORIES OF HUMAN NATURE:ES-- A comparative-critical examination of contrasting and divergent views of human nature. Theories to be examined will include one or more of the following: Christianity, Buddhism, Evolutionary theory, Classical conceptions of humanity, Psychoanalysis, Marxism, Existentialism, Feminism, non-Western and native culture conceptions of humanity. This course is offered for three credit hours as Philosophy 228 or 22800. This course fulfills the Meaning, Ethics, or Social Responsibility requirement.
Core: Meaning/Ethics/Soc Responsibil

PHIL 23300: PHILOSOPHY THROUGH FILM:ES,IM: 3 Hour(s)
PHILOSOPHY THROUGH FILM:ES,IM-- This course examines the history of the philosophical question of the 'good life.' It is designed to provide an introduction to core philosophical problems, using film to gain access to these problems. In the light of what philosophers have to say about what makes life genuinely worthwhile and fulfilling, and through the medium of films, this course explores such questions as: the loss of faith in a secularized world, the possibility of commitment, the question of what we can know, the ultimate nature of reality, the limits of science, the place of the individual in society, the possibility of authentic existence, the nature of love, the human capacity for free will, and the role of morality in determining how we should act. This course fulfills the Meaning, Ethics, and Social Responsibility requirement and the Interpretive Methods requirement.
Core: Meaning/Ethics/Soc Responsibil; Interpretive Methods
PHIL 27000: ANIMALS AND ETHICS:ES ~ This course will consider the relationship between ethical theories and our treatment of other animals. We will examine relevant ethical theories probably including at least Utilitarianism, rights-based and contract-based ethical theories. These theories will be examined in their applications to problems surrounding our treatment of non-human animals including consuming animals as food, using animals for experimentation, and the recreational use of animals. In addition, this course will consider issues surrounding our ascription of various mental states or capacities to animals including the ability to feel pain, possessions of interests and desires, and the ascription of awareness, self-awareness, and language to animals. This course fulfills the Meaning, Ethics, or Social Responsibility requirement. Core: Meaning/Ethics/Soc Responsibil

PHIL 27200: ETHICAL THINKING:ES ~ Ethical life depends upon identifiable intellectual capacities as well as virtues of character. This course aims to develop the intellectual virtues that are a necessary condition of an ethical life. This requires two sorts of skills - those of critical thinking and of dialogue. The first set of skills enables the analysis of arguments, exposure of fundamental assumptions, and the rigorous statement of criticism of moral values and ethical frameworks, the ability to mediate ethical discussions, seek shared ground, formulate issues in non-prejudicial or unnecessarily judgmental terms, the ability to re-frame ethical problems and open new ground for discussion. This course will cultivate these skills while engaged in analysis and discussion of some of the most pressing moral difficulties we face. This course fulfills the Meaning, Ethics, and Social Responsibility requirement. Also listed as Ethics 272 or 27200. Core: Meaning/Ethics/Soc Responsibil

PHIL 27000: ENVIRONMENTAL ETHICS:ES ~ The questions that have developed over the last century concerning our use of resources and our effects on our environment require raising fundamental conceptual and theoretical questions about our moral obligations. The discipline of environmental ethics aims at developing the necessary conceptual frameworks for addressing these questions and at the application of these frameworks both to questions of environmental policy and to questions concerning individual behavior. In this course, we will examine various attempts to include nature and natural objects within the realm of our moral obligations and the attempts to apply these ethical theories to particular environmental problems such as pollution, global warming, wilderness preservation, biodiversity. This course fulfills the Meaning, Ethics, and Social Responsibility requirement. Also listed as Environmental Studies 270 or 27000. Core: Meaning/Ethics/Soc Responsibil
PHIL 31400: 20TH CENTURY CONT PHIL:ES - 3 Hour(s)
20TH CENTURY CONTINENTAL PHILOSOPHYES~ Now that it has drawn a close, we can begin to make sense of philosophy in the 20th Century. What makes it distinctive? Which topics and figures dominated it and why? How does it carry forth ideas from the 19th Century, and what might it be pointing towards in the future? In this course, we will focus on Continental thought which arises primarily in continental Europe, rather than Analytic philosophy which is more common in Anglo-American departments. We will read about the creation of phenomenology and structuralism and trace the way both movements developed to the point of undermining themselves. Particular attention will be paid to ethical ramifications of these views. This course fulfills the Meaning, Ethics, or Social Responsibility requirement. This course is offered for four credit hours as Philosophy 315 or 31500.
Core: Meaning/Ethics/Soc Responsibil

PHIL 31500: 20TH CENTURY CONTINENTAL PHIL:ES - 4 Hour(s)
20TH CENTURY CONTINENTAL PHILOSOPHYES-- Now that it has drawn a close, we can begin to make sense of philosophy in the 20th Century. What makes it distinctive? Which topics and figures dominated it and why? How does it carry forth ideas from the 19th Century, and what might it be pointing towards in the future? In this course, we will focus on Continental thought which arises primarily in continental Europe, rather than Analytic philosophy which is more common in Anglo-American departments. We will read about the creation of phenomenology and structuralism and trace the way both movements developed to the point of undermining themselves. Particular attention will be paid to ethical ramifications of these views. This course is offered for three credit hours as Philosophy 314 or 31400. This course fulfills the Meaning, Ethics, and Social Responsibility requirement. This course is offered for four credit hours as Philosophy 315 or 31500.
Core: Meaning/Ethics/Soc Responsibil

PHIL 37000: EXISTENTIALISM:IM,ES - 3 Hour(s)
EXISTENTIALISM:IM,ES~ An examination of existential thought through the texts of Kierkegaard, Nietzsche, Camus, Satre, Beauvoir, and others a study of the extental concepts of dread, freedom, subjective truth, bad faith, and authenticity. This course is offered for four credit hours as Philosophy 37010. This course fulfills the Interpretive Methods requirement and the Meaning, Ethics, or Social Responsibility requirement.
Core: Meaning/Ethics/Soc Responsibil; Interpretive Methods

PHIL 37010: EXISTENTIALISM:IM,ES - 4 Hour(s)
EXISTENTIALISM:IM,ES~ An examination of existential thought through the texts of Kierkegaard, Nietzsche, Camus, Satre, Beauvoir, and others a study of the extental concepts of dread, freedom, subjective truth, bad faith, and authenticity. This course is offered for three credit hours as Philosophy 370 or 37000. This course fulfills the Interpretive Methods requirement and the Meaning, Ethics, or Social Responsibility requirement.
Core: Meaning/Ethics/Soc Responsibil; Interpretive Methods

PHIL 37500: PHENOMENOLOGY - 3 Hour(s)
PHENOMENOLOGY~ An introduction to the movement of phenomenology, its methods and theories, through the writings of Husserl, Heidegger, Merleau-Ponty, and Sartre. Topics include the phenomenological reductive, lived experience, embodiment, intersubjectivity and the other, and existential psychology.

PHIL 37700: PHILOSOPHY OF THE BODY:IM - 4 Hour(s)
PHILOSOPHY OF THE BODY:IM~ What is the nature of our bodies? Is the mind essentially independent of the body or is it embodied by its very nature? What can recent neuro-scientific findings tell us about our bodies? This class will examine several analyses of the body, including those by philosophy, cognitive science, and neuro-science. Students’ reading and writing skills should improve, as well as their critical awareness of those aspects of our experience that we generally ignore due to their ubiquity, what the ancient Greeks called wonder. This course fulfills the Interpretive Methods requirement.
Core: Interpretive Methods

PHIL 37900: PHILOSOPHY OF SPACE:IM - 4 Hour(s)
PHILOSOPHY OF SPACE:IM~ Space pervades out lives and yet is surprisingly difficult to describe. St. Augustine famously said that as long as no one asked him, he knew perfectly well what time was, but as soon as someone asked him to define it he was all in a muddle. We are going to plunge head first into this muddle by examining the theories of some historical, and artistic perspectives. The course will combine lectures and small group discussions. You will write and rewrite essays, short textual analyses, and present topics to the rest of the class. Your reading and writing skills will get an intensive work-out in this class. This class counts as a Philosophy elective. This course fulfills the Interpretive Methods requirement.
Core: Interpretive Methods

PHIL 38000: SEM: - 1-4 Hour(s)
SEMINAR~

PHIL 38100: SPC TPC: - 1-4 Hour(s)
SPECIAL TOPICS~

PHIL 40000: MJR PHILOSOPHICAL PROBLEMS: - 4 Hour(s)
MAJOR PHILOSOPHICAL PROBLEMS~ This course is an investigation of a major problem, issue, concept in philosophy, or a study of a particular text. Prerequisite: permission of instructor.

PHIL 40100: FOUNDATIONS OF ETHICS: - 4 Hour(s)
FOUNDATIONS OF ETHICS~ The two most natural questions about ethics are also two of the most difficult: Can moral beliefs be true or false? Why should we be good? Answering these questions requires an investigation into the nature of moral judgments and their connection to motivation and action. What are we doing when we claim that something is morally wrong? Can this claim be true or false? If so, what would make it so? Are there moral facts? Or, are we, perhaps, merely expressing our disapproval of an action? If so, then why should anyone else care about our disapproval? More importantly, can we make sense of moral judgments as either expressions of our attitudes or as claims that could be true or false? And, assuming that we hold that some action is wrong, what sort of reason does this provide? Do moral beliefs need questions such as these focus on the assumptions that any moral judgment makes about epistemology, metaphysics, logic, and philosophical psychology. This course examines historically significant and recent attempts to answer these questions, seeking thereby a deeper insight into the foundations of ethics. A significant seminar paper and presentation are required in this course.
PHIL 47000: HEIDEGGER: BEING AND TIME: 4 Hour(s)
HEIDEGGER BEING AND TIME~ This class will be a slow reading of
one of philosophy's masterpieces: Martin Heidegger's 'Being and Time.'
Considered by many to be the greatest work of twentieth-century
philosophy, it has also influenced religious studies, psychology, literary
criticism, cognitive science, and many other fields. Heidegger explores,
in fascinating detail, what it is like to experience life as a human being,
in such a way as to be at once both astonishing and profoundly familiar.
Prerequisite: Students must have taken at least two (2) humanities
courses, preferably Philosophy.

PHIL 47500: FOUCAULT: POLITICS OF IDENTITY: 4 Hour(s)
FOUCAULT THE POLITICS OF IDENTITY~ Michel Foucault is an important
and intriguing figure in late 20th century philosophy. His claim that
power affects all human relations has influenced gender studies, literary
criticism, religious studies, and traditional views of the medical and
psychological professions. Foucault shows how all features of reality
and human nature are fundamentally historical, which undermines
our traditional pursuits of truth and, at the same time, liberates us.
We will examine books from each of the three phases of his work,
 focusing on his 'genealogical' period, in which he describes the historical
origin and transformations of punishment and sexuality. Prerequisite:
Students must have taken at least two (2) humanities courses, preferably
Philosophy.

PHIL 48000: SENIOR SEMINAR: 1-4 Hour(s)
SENIOR SEMINAR~

PHIL 48100: INDEPENDENT RESEARCH: 1-4 Hour(s)
INDEPENDENT RESEARCH~

PHIL 49800: INTERNSHIP: 4 Hour(s)
INTERNSHIP~

Physical Education (PHED)

PHED 11000: SCUBA DIVING: 1 Hour(s)
SCUBA DIVING~ There is an additional cost with this course.

PHED 11200: ADVANCED SCUBA DIVING: 1 Hour(s)
ADVANCED SCUBA DIVING~ There is an additional cost with this course.
Prerequisite: PHED 11000
Prerequisite: PHED 111 or PHED 11000

PHED 13200: RACQUETBALL: 1 Hour(s)
RACQUETBALL~

PHED 13500: SELF DEFENSE: 1 Hour(s)
SELF DEFENSE~

PHED 14200: GOLF: 1 Hour(s)
GOLF~

PHED 15400: HORSEMANSHIP I: 1 Hour(s)
HORSEMANSHIP I~ Additional Fee for this course.

PHED 15500: HORSEMANSHIP II: 1 Hour(s)
HORSEMANSHIP II~ Additional Fee for this course. Prerequisite:
Physical Education 154 or 15400.
Prerequisite: PHED 154 or PHED 15400

PHED 15600: HORSEMANSHIP III: 1 Hour(s)
HORSEMANSHIP III~ Additional Fee for this course. Prerequisite:
Physical Education 155 or 15500.
Prerequisite: PHED 155 or PHED 15500

PHED 15700: HORSEMANSHIP IV: 1 Hour(s)
HORSEMANSHIP IV~ Additional Fee for this course. Prerequisite:
PHED 15600
Prerequisite: PHED 156 or PHED 15600

PHED 16400: SWIM/STAY FIT: 1 Hour(s)
SWIM/STAY FIT~

PHED 16500: WEIGHT TRAINING I: 1 Hour(s)
WEIGHT TRAINING I~

PHED 16700: WEIGHT TRAINING II: 1 Hour(s)
WEIGHT TRAINING II~ Prerequisite: PHED 165 or PHED 16500
Prerequisite: PHED 165 or PHED 16500

PHED 18000: WKSP.: 1 Hour(s)
WORKSHOP~ This workshop will provide the opportunity for students
to examine a special topic in Physical Education. Through readings,
discussions and written assignments there will be opportunities to
evaluate the topic at issue. Workshops may be taken Pass/No Credit
only. Students may take no more than nine workshops for credit toward
graduation. Workshops can be used as elective credit only. (For PGS
students only.)

PHED 20000: WELLNESS & FITNESS FOR LIFE: 2 Hour(s)
WELLNESS AND FITNESS FOR LIFE~ The study and application of the
various contributions of physical activity and wellness concepts in
achieving a state of total well-being, which encompasses the physical,
mental, emotional, social, and spiritual dimensions of the whole person.
Students enrolling in PHED 20000 should also enroll in either 20300 or
20700 in order to have 3 credit hours in the 3-week session. Cross listed
with IES 20000.

PHED 20100: AQUATIC STUDIES: 1 Hour(s)
AQUATIC STUDIES~ An exploration of essential skills, knowledge, and
social behavior associated with various aquatic sports activities. An
emphasis on personal water safety practices and unique benefits of
aquatic activities to enhance a wellness state of being.

PHED 20300: FITSNESS MANAGEMENT: 1 Hour(s)
FITNESS MANAGEMENT~ An exposure to proper conditioning principles
and the means to achieve lifetime fitness through practical application
of these principles. Students will have the opportunity to utilize various
pieces of equipment and techniques to actively pursue a healthy fitness
environment. They will develop physical, emotional, and social well-being
through the advantages of a healthy lifestyle, mind, and body. This course
should be taken co-currently with PHED 20000.
Corequisite: PHED 20000

PHED 20400: MARTIAL ART FORMS: 1 Hour(s)
MARTIAL ART FORMS~ An exploration of essential skills, knowledge, and
social behavior associated with various martial art forms. An emphasis
on developing an awareness of the 'embodiment' principle of mind, body,
and spirit for self-realization, enlightenment, and an inner state of total
well-being.

PHED 20500: OUTDOOR PURSUITS: 1 Hour(s)
OUTDOOR PURSUITS~ An exposure to and practical experiences
involving physical activities generally performed in the outdoors. An
emphasis will be on teaching specific skills necessary to undertake
outdoor experiences. The course will be designed around the weather so
that appropriate outdoor activities are experienced.

PHED 20600: RACQUET SPORTS: 1 Hour(s)
RACQUET SPORTS~ A progressing introduction to racquet sports
including historical perspective, fundamentals, rules, drills, strategies, and
comparative analysis and techniques for racquetball, tennis, squash, and
badminton.
PHED 20700: RECREATIONAL SPORTS: 1 Hour(s)
RECREATIONAL SPORTS: Students will explore a wide variety of lifetime sports and skills that will develop the emotional, social, and physical aspects of wellness. Students will have an opportunity to cognitively develop an understanding of rules and basic skills of recreational sports.

PHED 21000: KINANTHROPOLOGY, KINESIOLOGY, PE: 4 Hour(s)
KINANTHROPOLOGY KINESIOLOGY AND PHYSICAL EDUCATION: An introduction. An interdisciplinary inquiry into the study of human performance behavior in contemporary American culture and society. In this context, the course examines physical education, dance and sport performance behavior, its meanings, social contexts, and personal and social resources; employs concepts, principles, theories, and methods of inquiry from various disciplines in the study of kinanthropology and physical education; explores the relationship of physical education, dance, sport and contemporary social issues; and examines research studies dealing with the various perspectives of kinanthropology, kinesiology, and physical education.

PHED 24400: ATHLETIC TRAINING: 4 Hour(s)
ATHLETIC TRAINING: Prevention and care of injuries; skills in bandaging, taping and first aid methods; instruction in the application and use of therapeutic equipment. Successful completion of this course also constitutes completion of both the Red Cross Standard Course in First Aid and the Red Cross CPR course.

PHED 28000: SEM: 1-4 Hour(s)
PHED 28100: INDEPENDENT STUDY: 1-4 Hour(s)
INDEPENDENT STUDY: Open to all Exercise and Sport Science minors with the consent of the instructor. It affords minor students the opportunity to design their own area of study. A significant research paper is normally required. Prerequisite: permission.

PHED 29800: FIELD EXPERIENCE: 1-4 Hour(s)
FIELD EXPERIENCE:

PHED 32000: KINESIOLOGY: APP BIO-MECHANICS: 4 Hour(s)
KINESIOLOGY APPLIED BIO-MECHANICS: A systematic approach to the analysis of human movements and experience in applying that knowledge to the evaluation of both the performer and the performance. Includes an analysis of the skeletal, muscular and nervous systems and their roles in determining movement efficiency; and an application of kinesiological principles relative to anatomical structures of the body as functional determinants of movement. Prerequisite: Biology 131 or 13100 or permission. Prerequisite: BIOL 131 or BIOL 13100

PHED 38000: SEM: 1-4 Hour(s)
PHED 38100: SPC TPC: 1-4 Hour(s)
SPECIAL TOPICS:

PHED 41200: PHYSIOLOGY: MUSC ACT & EXER: 4 Hour(s)
PHYSIOLOGY OF MUSCULAR ACTIVITY AND EXERCISE: This course presents an analysis of the physiological effects of muscular activity and exercise upon the human body during various levels of stress. The primary focus assesses changes in the physiological system of the body relative to neuromuscular, cardiorespiratory, metabolic control and adaptation, and heat and fluid regulation during physical activity. Prerequisite: Biology 131 or 13100 or permission. (Laboratory Required.)

PHED 48100: INDEPENDENT RESEARCH: 1-4 Hour(s)
INDEPENDENT RESEARCH: Scholarly research and independent investigation in any phase of the discipline of Physical Education Exercise and Sport Science or related sub-disciplines. For students minoring in the discipline who excel in self-direction and intellectual curiosity. A student must submit an outline of the area of research for departmental faculty approval prior to registration. Prerequisites: Five upper division courses or permission. Acceptance into the Exercise and Sport Science minor curriculum.

PHED 49800: INTERNSHIP: 4 Hour(s)
INTERNSHIP: Developed in consultation with the student's major faculty advisor(s), the internship will be tailored to the interests and needs of the student and can be served in a wide variety of private and public organizations. Hiram College's internship program permits students to bridge the distance between the theory they learn in the classroom and the application of their knowledge. The academic department establishes prerequisites for the application procedure. Students should check with individual departments for specific requirements and guidelines for the experience as they may vary by discipline. Prospective interns work with the faculty advisor who will monitor the experience and grade the academic component of the internship.

Physics (PHYS)

PHYS 00100: LAB: 0 Hour(s)
PHYSICS LAB: This is the lab portion of lectures PHYS 11300, 11400, 21300, and 21400.

PHYS 11300: PRINCIPLES PHYSICS I-W/LAB:SM: 4 Hour(s)
PRINCIPLES OF PHYSICS I-W/LAB:SM: An introduction to the basic concepts of physics including mechanics, wave motion, temperature, heat, and thermodynamics. The course is designed for the person with no physics background; however, the ability to use algebra and trigonometry is assumed. Students who have had a rigorous high-school physics course and have met the calculus prerequisite should take Physics 213 or 21300. Student must register for a PHYS 00100 lab. This course fulfills the Experimental Scientific Methods requirement. Offered every Fall 12 week. Prerequisite: high-school algebra and trigonometry. The breakdown between lecture and lab hours is for administrative office use only. This course may only be taken as 4 credit hours. Core: Experimental Scientific Method

PHYS 11400: PRINCIPLES PHYSICS II-W/LAB:SM: 4 Hour(s)
PRINCIPLES OF PHYSICS II-W/LAB:SM: A continuation of Physics 113 or 11300. Topics included are electrical, magnetic, and optical phenomena with emphasis on their use in modern technology followed by a qualitative and quantitative coverage of unique developments in the 20th century. These developments include Einstein's special theory of relativity, quantum mechanics, atomic and nuclear behavior and structure, and elementary particle theory. Laboratory work includes study of simple electrical circuits, measurement of electron charge and mass, and investigation of radioactivity. Offered every Spring 12 week. Student must register for a PHYS 00100 lab. This course fulfills the Experimental Scientific Methods requirement. Prerequisite: Physics (113 or 11300) or (213 or 21300).

Core: Experimental Scientific Method
PHYS 15000: USE OF TEST & MEASUREMENT EQUIP: 1 Hour(s)
USE OF TEST AND MEASUREMENT EQUIPMENT~ An introduction to a range of equipment used for performing tests and measurements. In this course, students will learn the capability of, and gain experience using, such instruments as a data-logging digital multimeter, a digital oscilloscope, a function generator, a counter-timer, a frequency standard, and a pulse generator. They will also be introduced to the use of transducers (devices which turn real-world conditions such as force, pressure, temperature, position, etc., into electrical signals) and how these devices can be interfaced with a computer. The course will include the building of some very simple circuits and cover basic soldering techniques, cable making and testing, and computer interfacing protocol. Usually offered Spring 12 week. This course is offered pass/no credit only.

PHYS 18000: WKS: 1 Hour(s)
WORKSHOP~ This workshop provides the opportunity for students to examine a special topic in Physics. Through readings, discussions and written assignments there will be opportunities to evaluate the topic at issue. Workshops may be taken Pass/No Credit only. Students may take no more than nine workshops for credit toward graduation. Workshops can be used as elective credit only.

PHYS 20200: INTRO TO ASTRONOMY-W/LAB:SM: 4 Hour(s)
INTRODUCTION TO ASTRONOMY:SM~ An introduction to modern astronomy. A survey of the universe as we understand it today, including how we know, provides the framework to explain the workings of science and the nature of scientific law. Students must also register for a PHYS 20200 lab. This course fulfills the Experimental Scientific Methods requirement. The breakdown between lecture and lab hours is for administrative office use only. This course may only be taken as 4 credit hours.
Core: Experimental Scientific Method

PHYS 21300: FUNMTLS OF PHYSICS-W/LAB I:SM: 4 Hour(s)
FUNDAMENTALS OF PHYSICS I-W/LAB:SM~ Fundamental concepts of physics with emphasis on acquiring analytical skill in the solution of problems. Fundamental principles and experimental laws of mechanics, wave motion, sound, heat, and thermodynamics will be covered. This course is for students, concentrating in science, who desire a thorough understanding of the fundamentals of physics. Students must register for a PHYS 00100 lab. This course fulfills the Experimental Scientific Methods requirement. Offered every Fall 12 week. Prerequisite: MATH 198 (may be taken concurrently) and may be taken concurrently. Prerequisite: (MATH 198 (may be taken concurrently) or MATH 19800 (may be taken concurrently))
Core: Experimental Scientific Method

PHYS 21400: FUNMTL OF PHYSICS-W/LAB II:SM: 4 Hour(s)
FUNDAMENTALS OF PHYSICS II-W/LAB:SM~ A continuation of Physics 213 or 21300. Fundamental principles and experimental laws of electricity, magnetism, and optics will be covered. Students must also register for PHYS 00100 lab. This course fulfills the Experimental Scientific Methods requirement. Offered every Spring 12 week. Prerequisite: Physics 213 or 21300 and Mathematics (199 or 19900). (Mathematics 199 or 19900 may be taken concurrently.) Prerequisite: (PHYS 213 or PHYS 21300) and (MATH 199 or MATH 19900 (may be taken concurrently))
Core: Experimental Scientific Method

PHYS 22500: INTRO ELECTRONICS-W/LAB: 4 Hour(s)
INTRODUCTORY ELECTRONICS-W/LAB~ An introduction to the principles of electronics and the uses of electronic components. The laboratory will investigate the fundamentals of linear and digital circuits while using basic laboratory instruments such as oscilloscopes, waveform generators, and digital multimeters. Topics will include basic circuit theory, passive devices, junction and field effect transistors, operational amplifiers, digital logic, integrated circuit chips and optical solid-state devices. This course is designed for physics and chemistry majors and entails a considerable amount of problem solving. While not required, a familiarity with calculus would be helpful. Students must also register for a PHYS 22500 lab. The breakdown between lecture and lab hours is for administrative office use only. This course may only be taken as 4 credit hours. Prerequisites: Physics (114 or 11400) or Physics (214 or 21400). Also listed as CHEM 22500.
Prerequisite: (PHYS 114 or PHYS 11400) or (PHYS 214 or PHYS 21400)

PHYS 28000: SEM: 1-4 Hour(s)
SEMINAR~

PHYS 28100: INDEPENDENT STUDY: 1-4 Hour(s)
INDEPENDENT STUDY~

PHYS 29800: FIELD EXPERIENCE: 1-4 Hour(s)
FIELD EXPERIENCE~

PHYS 32000: FUNDMTLS OF MRDN PHYSICS-W/LAB: 4 Hour(s)
FUNDAMENTALS OF MODERN PHYSICS-W/LAB~ An experimental and theoretical development of fundamental concepts of modern physics, including the special theory of relativity, quantum mechanics, atomic and nuclear structure, and elementary particles. Offered every Fall 12 week. Student must also register for a PHYS 32000 lab. Prerequisites: Physics (214 or 21400) and Mathematics (200 or 20000). (Mathematics 200 or 20000 may be taken concurrently.) Prerequisite: (PHYS 214 or PHYS 21400) and (MATH 200 or MATH 20000 (may be taken concurrently))

PHYS 33000: MECHANICS: 3 Hour(s)
MECHANICS~ A course intended to develop an understanding of the principles of mechanics introduced in Physics 21300-21400 and to treat specific problems important in physics and engineering. The topics to be covered will include particle motion in one, two, and three dimensions; the motion of systems of particles; the motion of rigid bodies; rotation, gravitation, statistics, and moving frames of reference. Offered Fall 3 week, alternate years. Prerequisite: PHYS 320 or 32000.
Prerequisite: (PHYS 320 or PHYS 32000)

PHYS 33500: THERMAL PHYSICS: 4 Hour(s)
THERMAL PHYSICS~ Thermal or statistical physics provides the link between the microscopic world of atoms and molecules and the macroscopic world of everyday objects. A central goal is understanding the emergence of simple thermodynamic behavior in systems comprised of a large number of particles governed by an underlying chaotic dynamic. This course will cover the fundamentals of thermodynamics, ensemble theory, classical and quantum gases, transport processes, interacting systems, and phase transitions. Students will do a computational project using Monte Carlo simulation techniques to study a magnetic, liquid, polymer, or other many-body system. Offered Spring 12 week, alternate years. Prerequisite: Physics 320 or 32000.
Prerequisite: (PHYS 320 or PHYS 32000)
PHYS 35000: QUANTUM PHYSICS: 4 Hour(s)
QUANTUM PHYSICS~ A theoretical course in quantum mechanics which significantly develops the basic concepts introduced by Physics 320 or 32000. Topics covered will include: A review of wave mechanics; Fundamental postulates state space, Dirac notation, operators, and eigenvectors; Commutation relations, observables, and time evolution; Three-dimensional systems and angular momentum; Spin and identical particles; Perturbation theory and other approximation methods; Measurement theory and 'quantum reality'. Offered Spring 12 week, alternate years. Prerequisite: Physics (320 or 32000) and Mathematics (218 or 21800). Mathematics (243 or 24300) is recommended. Prerequisite: (PHYS 320 or PHYS 32000)

PHYS 36000: ELECTROMAGNETIC THEORY: 4 Hour(s)
ELECTROMAGNETIC THEORY~ A theoretical course in classical electromagnetic theory. The course is intended to develop an understanding of electromagnetic theory that was introduced in Physics 214 or 21400 and to study specific problems in the classical theory concerning charged objects. The topics covered will include a review of vector calculus, electrostatics, electrical potentials, magnetostatics, electrodynamics, and an introduction to electromagnetic waves. Offered Spring 12 week, alternate years. Prerequisite: Physics (320 or 32000). Prerequisite: (PHYS 320 or PHYS 32000)

PHYS 38000: SEM: 1-4 Hour(s)
SEMINAR~

PHYS 38100: SPC TPC: 1-4 Hour(s)
SPECIAL TOPICS~

PHYS 44000: PHYSICS ADVANCED LABORATORY: 3 Hour(s)
PHYSICS ADVANCED LABORATORY~ In this course students carry out a series of in-depth experiments in the areas of atomic physics, optics, solid state physics, and nuclear physics. Specific experiments include nuclear magnetic resonance, optical interferometry, X-ray scattering, and gamma-ray spectroscopy. A complete understanding of each experiment requires a synthesis of knowledge from several different fields of physics. The course stresses basic experimental techniques and data and uncertainty analysis along with oral and written presentation of experimental results. (Offered Spring 3-week, alternate years). Prerequisites: Physics (320 or 32000) and one other upper level physics course. Prerequisite: (PHYS 320 or PHYS 32000)

PHYS 48000: SENIOR SEMINAR: 1 Hour(s)
SENIOR SEMINAR~ Students determine a research topic in which they are interested and have it approved by the physics faculty early in their senior year. The senior seminar may be based on research done during a summer research experience or on work done at Hiram. Although original research is preferred, a library research project using primary sources is acceptable. Successful fulfillment of this requirement will include a 30-minute public presentation and a one-to two-page abstract, including a bibliography.

PHYS 48100: INDEPENDENT RESEARCH: 1-4 Hour(s)
INDEPENDENT RESEARCH~

PHYS 49800: INTERNSHIP: 4 Hour(s)
INTERNSHIP~

Political Science (POLS)

POLS 10900: AMERICAN GOVERNMENT:CA,ES: 4 Hour(s)
AMERICAN GOVERNMENT:CA,ES~ The government and politics of the United States in its national aspects. Some emphasis on constitutional and current problems. This course fulfills the Social and Cultural Analysis requirement and the Meaning, Ethics, and Social requirement.
Core: Social/Cultural Analysis Meth; Meaning/Ethics/Soc Responsibil

POLS 10910: US GOVERNMENT:CA,ES: 4 Hour(s)
US GOVERNMENT~ This course is designed to be equivalent but not identical to POLS 10900 (American Government) and counts in its place for departmental requirements. The purpose of this course is to provide students with an understanding of the constitutional underpinnings of the United States Government, the main institutions of national government, the roles of political action committees, political lobbies and interest groups, and the media and their effect on the political process and public policy. More important, students should have a better understanding of what it means to be an engaged citizen, of their own civic responsibilities, and of their own power to effect change. In the first week, students choose a controversial political issue to research in depth; they design multi-dimensional timelines of the issues and write pro and con arguments regarding a proposed legislative change regarding their issue. Students also participate in a number of interactive lessons, daily seminars, and meetings with representatives of the branches of government. Each group then designs a bill that relates to its chosen controversial issue and tries to push it through a session of Mock Congress that will convene at the end of the first week. In the second week, students travel to Washington, D.C. to familiarize themselves with the various branches of government through experiences. Based on their research during the first week of J-Term, they meet with lobbyists, journalists, elected officials, and members of think tanks relevant to their fields of research. Students close the course with a synthesis and reflection essay that challenges them to analyze both the socio-political and cultural contexts of their issue, as well as to analyze how a particular ethical theory best serves to evaluate the issue from a moral perspective. This course fulfills the Social and Cultural Analysis requirement and the Meaning, Ethics, and Social Responsibility requirement.
Core: Social/Cultural Analysis Meth; Meaning/Ethics/Soc Responsibil

POLS 18000: WKSP: 1 Hour(s)
WORKSHOP~ This workshop will provide the opportunity for students to examine a special topic in Political Science. Through readings, discussions and written assignments, there will be opportunities to evaluate the topic at issue. Workshops may be taken Pass/No Credit only. Students may take no more than nine workshops for credit toward graduation. Workshops can be used as elective credit only. (For PGS students only.)
POLS 20500: WORLD GEOGRAPHY:CA: 3 Hour(s)
WORLD GEOGRAPHY:CA~ A basic course, organized to develop knowledge and an understanding of the physical factors of the environment and man's adjustment to them. World patterns of land forms, climate, soils, vegetation, etc., are studied in relation to their influence on the economic and cultural activities of man. Special emphasis will be placed on certain regions and on recent economic, cultural and political changes in those areas, and the significance of these changes to world economy and world peace. This course fulfills the Social and Cultural Analysis requirement.
Core: Social/Cultural Analysis Meth

POLS 20900: POL PARTIES/INTEREST GROUPS:CA: 4 Hour(s)
POLITICAL PARTIES & INTEREST GROUPS:CA~ This course examines factions (political parties and interest groups), the unsavory effects of which the Founders sought to mitigate through their architecture of republican government. The course considers a wide variety of materials in seeking to understand how factions have come into being, how they have evolved, how they are organized, how they adapt and maintain themselves, how they choose their issues and tactics, whom they represent, and how they relate to each other. The central question is whether the effects that parties and interest groups have on the American polity and public policy are corrosive or salutary, and what, if anything could be done to improve their functioning.. This course fulfills the Social and Cultural Analysis requirement.
Core: Social/Cultural Analysis Meth

POLS 21000: STATE AND LOCAL GOVERNMENT: 4 Hour(s)
STATE AND LOCAL GOVERNMENT~ A survey of governmental structures and processes at the sub-national level in the United States.

POLS 21600: THE AMERICAN PRESIDENCY: 4 Hour(s)
THE AMERICAN PRESIDENCY~ This course is an examination of the role of the presidency in the American constitutional system, and the changes that time and the divergent personalities of the presidents have brought about. Another version of this course is offered for three (3) credit hours as 21610. Prerequisite: A high school course in American Government.

POLS 21610: THE AMERICAN PRESIDENCY: 3 Hour(s)
THE AMERICAN PRESIDENCY~ This course is an examination of the role of the presidency in the American constitutional system, and the changes that time and the divergent personalities of the presidents have brought about. Another version of this course is offered for four (4) credit hours as 21600. Prerequisite: A High School Course in American Government.
POLS 22310: COMPARATIVE POLITICS: CA, EW: 4 Hour(s)
COMPARATIVE POLITICS: CA, EW~ This course provides an introduction to comparative politics—the study of domestic political ideas, institutions, processes, and outcomes within and across countries. The first half of the course will be devoted to the methodological approaches and conceptual themes required for analyzing domestic politics within and across various cases. The second half of the course will apply these approaches and conceptual themes to the study of the domestic politics of select countries from various regions of the world including potentially South America, Europe, Africa, the Middle East, and Asia through pairwise comparisons. These empirical cases will span the range from totalitarian/authoritarian regimes to various types of democratic ones, and communist economic systems to more market-oriented ones. The purpose of the pairwise comparisons will be to explain the contrasting political and/or economic conditions of the countries under examination by focusing primarily on the interplay of their comparative state formation, nature of society, dynamics of governance, and evolving political economy. This course is designed to furnish students with the analytical, conceptual, and theoretical tools necessary for studying the domestic politics and societies of various countries in a comparative descriptive and explanatory context. Fills both Cultural Analysis and Experiencing the World.
Core: Social/Cultural Analysis Meth; Experiencing the World

POLS 22800: INTERNATIONAL LAW: 3 Hour(s)
INTERNATIONAL LAW~ This course presents an analysis of the process by which international law is formed. Topics will range from regional developments and international treaties to the contributions of such modern philosophers as Hugo Grotius. The role of international law in the twentieth century (since World War II) will be examined.

POLS 22900: INTERNATIONAL ORGANIZATION: ES: 3 Hour(s)
INTERNATIONAL ORGANIZATION: ES~ This course presents an analysis of the development of general functions and characteristics of international organization in the world arena. Specifically, the course will examine the role of the United Nations and regional organizations as political institutions in changing systems: the rise of the Third World; the cold war; and the post-cold-war world. This course fulfills the Meaning, Ethics, and Social Responsibility requirement.
Core: Meaning/Ethics/Soc Responsibil

POLS 23100: INTERNATIONAL POLITICS: CA: 4 Hour(s)
INTERNATIONAL POLITICS: CA~ This course provides an introduction to the process and structure of international relations. The basic goals are to introduce the student to the domain of international politics and to provide familiarity with the major theoretical overviews. Students will develop the capacity to think about international phenomena beyond the level of specific events. This course fulfills the Social and Cultural Analysis requirement.
Core: Social/Cultural Analysis Meth

POLS 23200: INTERNATIONAL RELATIONS OF SOUTH ASIA: CA, EW: 3 Hour(s)
INTERNATIONAL RELATIONS OF SOUTH ASIA: CA, EW~ South Asia—which is comprised of eight different countries (India, Pakistan, Afghanistan, Bangladesh, Sri Lanka, Nepal, and the Maldives)~ is home to over one-fifth of the world’s population. The region has consistently been described as “the most dangerous place on earth” because the confluence of nuclear-armed powers, enduring rivalries, potentially weak states, and cross-border terrorism. This course seeks to examine the international relations of South Asia (e.g., the politics between South Asian states and other world powers including the United States and China) through the analytical lens of the prevailing theories of international politics including (neo) realism, (neo) liberalism, and social constructivism/critical theory. While the primary empirical focus of the course is on the politics between South Asian states and the role of other international actors in the region, the domestic politics of South Asian states will also be examined in relation to the construction of identities and interests relevant to their foreign policies. Thus, the overall analytical goal of this course is to provide students with a critical understanding of both the international relations of South Asia and also the dominant theories in the field used to explain state behavior in foreign relations. This course will count toward the International Relations requirement for the political science minor and major. This course fulfills the Social and Cultural Analysis and the Experiencing the World requirement.
Core: Social/Cultural Analysis Meth; Experiencing the World

POLS 23400: POLITICS DEVELOP AREAS: CA, EW: 1-4 Hour(s)
POLITICS OF DEVELOPING AREAS: CA, EW~ This course explores the unique political and socioeconomic challenges faced by “developing” (or Third World) countries in an increasingly globalized world. Developing countries—which encompass much of Asia, Africa, Latin America, and the Middle East—are home to over 80% of the world’s population, but produce only about one-fifth of the world’s wealth. Violent conflict and poverty are endemic in these countries, in comparison to developed countries. Most “developing” countries were also, at one time, colonial possessions of European powers and gained independence only in the early and/or middle 19th-century. This course specifically seeks to analyze the interrelated challenges of establishing a stable and effective state, integrated society, and prosperous economy faced by these countries, especially in an international system dominated by major “developed” powers. It will examine the theoretical literature related to issues of institutional development, national integration and economic development, and will look at specific case studies to vividly illustrate the conceptual themes and debates on the topic. These cases will also include “developing” countries currently moving from “third world” to “second world” status. Thus, the course will integrate theory with empirics, and will also point toward possible policy implications regarding general themes of political and economic development in the Third World. This course fulfills the Social and Cultural Analysis requirement and the Experiencing the World requirement.
Core: Social/Cultural Analysis Meth; Experiencing the World
POLS 23600: ANARCHY:IM: 3 Hour(s)
ANARCHY:IM: The purpose of the course is to examine how contemporary International Relations scholars have analyzed the concept of global anarchy, and then to compare that analysis with treatment of anarchy by early modern contract theorists such as Locke, Hobbes and Rousseau, as well as 19th and 20th Century pro-anarchy theorists. Through this analysis, students will develop a more informed appreciation of 1) how international relations are carried out, 2) how and why domestic structures of hierarchy are created, 3) the potential for a global structure of hierarchical authority to be created, and 4) the costs and benefits of anarchical vs. hierarchical social structures. This course fulfills the Interpretive Methods requirement.
Core: Interpretive Methods

POLS 24100: CORE: INTERPRETIVE METHODS: 4 Hour(s)
THE TRANSATLANTIC RELATIONSHIP:EW: The Transatlantic Relationship constitutes one of the central aspects of contemporary international order. During the semester we will explore the relational history between various sets of states in Europe and North America; we will examine the history and present reality of the NATO alliance; we will consider the evolving political/military capacity of the European Union; and we will see how these various relations and institutions are influencing U.S. and European activities not only in Europe, but also in Iraq, in Afghanistan, and elsewhere. This course fulfills the Experiencing the World requirement.
Core: Experiencing the World

POLS 26200: POLITICS OF SEX: 3 Hour(s)
POLITICS OF SEX: Sex, Gender and Sexuality are the cornerstones of human nature and yet we seldom have a sophisticated understanding of how these various factors are influenced by government and laws. In this course we will discuss the ways in which our understanding of politics, and our understanding of sexuality, influence how we live our lives in the U.S.

POLS 27400: MODERN POLITICAL PHILOSOPHY: 4 Hour(s)
MODERN POLITICAL PHILOSOPHY: A study of the history of modern political philosophy from Machiavelli to the present. Readings will be from the original texts by the seminal philosophers of liberalism, romanticism, Kantian ethics, Marxism and contemporary anti-rationalist thought.

POLS 27900: TPC POLS PHIL:: 3 Hour(s)
SELECTED TOPICS IN POLITICAL PHILOSOPHY: Taught in a seminar format, a close examination of one selected work from the tradition of political philosophy.

POLS 28000: SEM:: 1-4 Hour(s)
SEMINAR: An introduction to selected topics of current interest in Political Science.

POLS 28100: INDEPENDENT STUDY: 1-4 Hour(s)
INDEPENDENT STUDY:

POLS 29100: GARFIELD CTR PUBLIC LEADERSHIP: 1 Hour(s)
GARFIELD CENTER FOR PUBLIC LEADERSHIP: This course will be comprised of activities which are engaged in each semester by the Garfield Center for Public Leadership. These activities may include such things as seminar planning and preparation, research activities, paper writing, crisis simulations, and group meetings/discussions. Garfield Scholars Only.

POLS 29800: FIELD EXPERIENCE:: 1-4 Hour(s)
FIELD EXPERIENCE:

POLS 30100: OZ: THE PRE-INVASION: 1 Hour(s)
OZ: THE PRE-INVASION: Throughout Australia's history, its residents, as well as the land and surrounding ocean, have been subject to various "invasions" — actual, metaphorical, and perceived. These include: invasive animal and plant species forever changing the landscape of the continent; environmental and human threats to the Great Barrier Reef; native lands being removed from the Aboriginal people; and most recently, changes in political policies and military presence in response to China's increased influence and probable future dominance in the oceanic region. In many ways, Australia's history reflects our American history, but with notable differences in sociocultural and political responses. This course serves as a pre-requisite to INTD 30130 "Invading Oz," a study-abroad trip to Australia offered in the subsequent 3-week term, and begins students' examination of the similarities and differences between Australia and the United States. This course is cross-listed with PSYC 30100.
Corequisite: INTD 30130

POLS 30160: KIWI CONTENTMENT: 1 Hour(s)
Kiwi Contentment (New Zealand Prequel): Survey studies and cultural analyses indicate that in recent years New Zealanders routinely rate as being among the happiest people in the world. In this course, we will conduct an interdisciplinary examination of human happiness at two levels of analysis: individual and societal. We have identified the following key themes, around which the course will revolve: 1) the pivotal role of fairness in determining the effectiveness of the relationship between individual and societal wealth and happiness; 2) the role of social connections in determining the happiness of individuals, as well as that of their country; and 3) the relationship between individual/self-focus, materialism, and happiness. We will examine how New Zealand differs from the United States in these respects, despite having substantial overlap in key values: both are wealthy, democratic, market-oriented societies that cherish the concept of freedom, yet the two countries have taken very different trajectories since the late 1970s. This course serves as a prerequisite to INTD 30150 "Going to the Godzone," a study-abroad trip to New Zealand offered in the subsequent 3-week term, and begins students' examination of the similarities and differences between New Zealand and the United States.
POLS 30600: INTL RELATIONS S. ASIA:CA,EW: 3 Hour(s)
INTERNATIONAL RELATIONS OF SOUTH ASIA:CA,EW ~ South Asia – which is comprised of eight different countries (India, Pakistan, Afghanistan, Bangladesh, Sri Lanka, Nepal, and the Maldives) – is home to over one-fifth of the world’s population. The region has consistently been described as “the most dangerous place on earth” because the confluence of nuclear-armed powers, enduring rivalries, potentially weak states, and cross-border terrorism. This course seeks to examine the international relations of South Asia (e.g., the politics between South Asian states and other world powers including the United States and China) through the analytical lens of the prevailing theories of international politics including (neo) realism, (neo) liberalism, and social constructivism/critical theory. While the primary empirical focus of the course is on the politics between South Asian states and the role of other international actors in the region, the domestic politics of South Asian states will also be examined in relation to the construction of identities and interests relevant to their foreign policies. Thus, the overall analytical goal of this course is to provide students with a critical understanding of both the international relations of South Asia and also the dominant theories in the field used to explain state behavior in foreign relations. This course will count toward the International Relations requirement for the political science minor and major. This course fulfills the Social and Cultural Analysis requirement and the Experiencing the World requirement.
Core: Social/Cultural Analysis Meth; Experiencing the World

POLS 31400: PUBLIC POLICY MAKING: 4 Hour(s)
PUBLIC POLICY MAKING~ This course offers an analysis of various elements of American domestic public policy; e.g., progressive taxation, welfare, anti-trust enforcement, and the politics of regulatory agencies. Also listed as Economics (31400).

POLS 31600: COMPARATIVE ELECTIONS: 3 Hour(s)
COMPARATIVE ELECTIONS~ While America spends millions of dollars to implement, explain (and sometimes even hinder) how citizens vote, have you ever wondered how voting works in other countries? This course will provide a world tour of elections systems in first and second world democracies that are functioning as of 2012-2013. How does voting, campaign advertising and even candidate selection differ based on culture, fiances and even differing institutions around the world? In this course we will review electoral systems in Mexico, South Africa, Japan and England and how these systems compare to the United States.

POLS 31700: COMPARATIVE FOREIGN POLICY: 4 Hour(s)
COMPARATIVE FOREIGN POLICY~ Comparative analysis of the foreign policies of representative world powers, including comparative methods of foreign policy analysis, and the world roles, foreign policy objectives, foreign policy-making and implementation process, foreign policies of such states as the Soviet Union (Russia), France, Germany, Britain, Japan, China, Egypt, and India.

POLS 31900: THE AMERICAN FOUNDING:IM,CA: 4 Hour(s)
THE AMERICAN FOUNDING:IM,CA~ In this seminar, we will perform an examination of the intellectual history of the American founding. We will read and analyze some statements by academic historians as well as important state papers and writings by the first generation of American statesmen. This course fulfills the Interpretive Methods requirement and the Social and Cultural Analysis requirement.
Core: Social/Cultural Analysis Meth; Interpretive Methods

POLS 32000: POLITICAL VIOLENCE:CA: 3 Hour(s)
ETHNICITY, NATIONALISM, AND POLITICAL VIOLENCE:CA ~ Why are individuals often willing to fight, kill, and possibly even die on behalf of a political or ethnonationalist cause? This is the main question this course seeks to answer. In trying to solve this puzzle, we also explore answers to a number of corollary questions such as: What is the nature of ethnicity? How is ethnicity politicized into nationalism? Why does nationalism often lead to political violence? What are the dynamics of political violence and how do we study them? This course seeks to answer these questions both conceptually and within a comparative empirical framework. Particular emphasis will be placed on understanding and critically assessing competing descriptive and explanatory theories for these phenomena. These include primordialism and instrumentalism for ethnicity; rational-choice, social constructivism and socio-psychological theories for nationalist mobilization; and inductive, deductive and interpretivist approaches to the study of political violence including terrorism, insurgency, and ethnic riots. In addition, we will also analyze the comparative origins, dynamics, and trajectories of several violent ethnonationalist movements within the context of the thematic readings. The primary goal of this course is to provide students with a critical understanding of the complex phenomena of ethnicity, nationalism and political violence, and to spark their intellectual curiosity into areas for future descriptive and explanatory research. This course fulfills the Social and Cultural Analysis requirement.
Core: Social/Cultural Analysis Meth

POLS 32500: INTERNATIONAL TERRORISM:CA: 3 Hour(s)
Course Description: INTERNATIONAL TERRORISM:CA ~ The attacks of September 11, 2001 and ongoing events have forced Americans to confront the phenomenon of international terrorism in a much more regular and engaged manner. Terrorism has gone from being a marginal security concern for most Americans to becoming one of the most pressing issues of our day, both nationally and internationally. Yet, in reality, “terrorism” has been a persistent and widespread phenomenon throughout the world well before the events of 9/11. It has deep historical roots, and has been an integral part of human political behavior and interaction. This course seeks to analyze the phenomenon of “terrorism” in a highly-analytical and academic (as opposed to normative) manner. The course itself is divided into three interrelated sections: 1) definitional conceptualizations of “terrorism,” 2) the descriptive nature of “identity,” and 3) the causal basis for “political violence.” Thus, the course contains a blend of theory (both explanatory and analytic), methodology, and empirics to help students better understand and grasp the multi-faceted complexity of “terrorism” and its wider implications. The primary goal of this course is to provide students with a critical and rich understanding of the phenomenon of “terrorism,” and to spark their intellectual curiosity for future research on the topic.
Core: Social/Cultural Analysis Meth

POLS 33000: AMERICAN FOREIGN POLICY: 3 Hour(s)
AMERICAN FOREIGN POLICY~ A study of major foreign policy issues which have confronted the United States since World War II and of the process of foreign policy formation and implementation. This course is also offered in a 4 credit hour format as POLS 33010.

POLS 33010: AMERICAN FOREIGN POLICY: 4 Hour(s)
AMERICAN FOREIGN POLICY~ A study of major foreign policy issues which have confronted the United States since World War II and of the process of foreign policy formation and implementation. This course is also offered in a 3 credit hour format as POLS 33000.
**POLS 33500: TOWARDS A GLOBAL STATE: 3 Hour(s)**

**TOWARDS A GLOBAL STATE ~** In various regions of the world, states appear to be combining themselves together into larger, regional-scale political entities. This course will examine the common motivations for integration in these various regions, focusing particularly on the rationale of increasing state size in order to increase military power. Building upon this analysis of the individual regions, consideration will then be given to whether these motivational trends suggest that a supra-regional, global state structure is likely to come into being in the future.

**POLS 33700: THE ART OF WAR:ES: 3 Hour(s)**

**THE ART OF WAR:ES ~** This course considers the topic of war from a philosophical perspective, with the idea being that an understanding of war is essential for understanding human life in its social context. This course examines such questions as: What is war? Is war between states inevitable? Are interpersonal human relations always a version of war? This course fulfills the Meaning, Ethics, and Social Responsibility requirement. This course was previously numbered POLS 237 or 23700. Another version of this course is offered for 3 credit hours as POLS 33710.

Core: Meaning/Ethics/Soc Responsibil

**POLS 33710: THE ART OF WAR:ES: 4 Hour(s)**

**THE ART OF WAR:ES ~** This course considers the topic of war from a philosophical perspective, with the idea being that an understanding of war is essential for understanding human life in its social context. This course examines such questions as: What is war? Is war between states inevitable? Are interpersonal human relations always a version of war? This course fulfills the Meaning, Ethics, and Social Responsibility requirement. This course was previously numbered POLS 237 or 23700. Another version of this course is offered for 3 credit hours as POLS 33700.

Core: Meaning/Ethics/Soc Responsibil

**POLS 33900: URBAN ECONOMICS AND POLITICS: 4 Hour(s)**

**URBAN ECONOMICS AND POLITICS ~** Application of economic principles to urban spatial patterns, economic development and public policy in housing, transportation, pollution and other contemporary urban problems. Prerequisites: Economics (201 or 20100) or permission of the instructor. This course is also offered in a 3 credit hour format as Political Science 33600. Also listed as Economics 33900.

Prerequisite: (ECON 201 or ECON 20100)

**POLS 34400: CONSTITUTIONAL LIBERTY/RIGHTS: 4 Hour(s)**

**CONSTITUTIONAL LIBERTY/RIGHTS ~** A study of recent developments in American Constitutional Law in the areas of civil liberties and the equal protection of the laws. The aim is to interpret the meaning of the nationalization of the Bill of Rights and the judicialization of the broad issues of liberty and equality.

**POLS 34500: COURT/CONSTITUTION GOV:IM,ES: 4 Hour(s)**

**THE COURT AND CONSTITUTIONAL GOVERNMENT:IM,ES ~** The history of American constitutional law from the Constitutional Convention through contemporary cases. Federalism, definition and separation of powers, and the power to regulate commerce, civil liberties, and civil rights will be emphasized. This course fulfills the Interpretive Methods requirement and the Meaning, Ethics, or Social Responsibility requirement. Prerequisite: Political Science 109 or 10900.

Prerequisite: POLS 109 or POLS 10900

Core: Meaning/Ethics/Soc Responsibil; Interpretive Methods

**POLS 34600: ANCIENT FORESTS & GREAT TREES: 1 Hour(s)**

**ANCIENT FORESTS AND GREAT TREES ~** Ninety-eight percent of the world's old-growth forests are gone. Whether humans presently living on the Earth are aware of it or not, we are witnessing what ultimately may come to be known as The Age When the Ancient Forests Disappeared. For a panoply of human-caused reasons, forests everywhere are in mortal peril. The course will conduct an interdisciplinary exploration of the subject at two levels of analysis: biological and societal. The following key dimensions of this theme will benefit from these distinct perspectives: 1) the way that the ancient forests of the world came into being and to function in their mature state; 2) the threats – nearly all of which are the product of human activity – that now imperil these ancient forests; 3) what might be done – by citizens, interest groups, and policymaking bodies at different levels of government – to ensure that what remains of our planet's ancient forests are kept from oblivion. This course serves as a prerequisite to “Taking to the Trees” (INTD 30320), a study away trip to the Pacific Northwest and West Coast in the subsequent three-week term, and begins students' examination of ancient forests and great trees.

**POLS 35100: POLITICAL PHIL DANGEROUS WORLD: 4 Hour(s)**

**POLITICAL PHILOSOPHY FOR A DANGEROUS WORLD ~** This course examines the political theories of Thucydides, Cicero, and Machiavelli. The purpose of this course is to study how these three theorists explain states' efforts to obtain internally stable political regimes amidst their struggles with other states for survival. Not only will the theories of Thucydides, Cicero, and Machiavelli be examined individually, but the connections between their theories will simultaneously be explored. These three theorists are important to study as an ensemble because they take a pre-modern approach (as opposed to modern) to considering questions of international order, and thereby differ with the domestic-policy focus of other classical theorists such as Plato and Aristotle. However, they also differ from modern scholars of international politics, who are interested in a different set of questions than are the pre-modern theorists. This course was previously POLS 251 or 25100.

**POLS 35110: POLITICAL PHIL DANGEROUS WORLD: 3 Hour(s)**

**POLITICAL PHILOSOPHY FOR A DANGEROUS WORLD ~** This course examines the political theories of Cicero, and Machiavelli. The purpose of this course is to study how these theorists explain states' efforts to obtain internally stable political regimes amidst their struggles with other states for survival. Not only will the theories of Cicero and Machiavelli be examined individually, but the connections between their theories will simultaneously be explored. These theorists are important to study as an ensemble because they take a pre-modern approach (as opposed to modern) to considering questions of international order, and thereby differ with the domestic-policy focus of other classical theorists such as Plato and Aristotle. However, they also differ from modern scholars of international politics, who are interested in a different set of questions than are the pre-modern theorists. A four-credit hour version is POLS 35100.

**POLS 37300: CLASSICAL POLITICAL PHILOSOPHY: 4 Hour(s)**

**CLASSICAL POLITICAL PHILOSOPHY ~** A study of the origin of political philosophy. Readings will be mainly from Plato and Aristotle, centering on their discussions of the nature of political justice and its relation to the just life.

**POLS 37500: CAMPAIGNS & ELECTIONS: 3 Hour(s)**

**POLLS 37500: CAMPAIGNS & ELECTIONS ~** The purpose of this course is to investigate the entire world of campaigns and elections in the United States. This will include, but is not limited to, basic theories of electoral behavior, campaign strategy and the beliefs and attitudes of political consultants.
POLS 37800: SCOPE AND METHODS: 3 Hour(s)
SCOPE AND METHODS~ This course provides students with an opportunity to learn the methodological approaches they should employ in constructing research projects, such as their Capstone or Honors project, while also providing them with the guidance and instruction they need as they move from blank page to viable project. The course will review the proper creation of bibliographies, abstracts, literature reviews, and research methods in both qualitative and quantitative research.

POLS 37900: LOGIC & SCOPE POLIT INQUIRY:MM: 4 Hour(s)
LOGIC & SCOPE OF POLITICAL INQUIRY:MM~ This course critically analyzes the logic and scope of inquiry in political science specifically and the social sciences in general. The central questions driving this course are how can we study politics, and how do our choices of approach, method and modeling affect our empirical understanding of the phenomenon under examination? In other words, why is the study of politics called political 'science,' and is there anything 'scientific' about it? This course will examine the epistemological foundations of the major analytical traditions in the field by analyzing their contrasts, complementarities, and functions. Some of these debates will include the following: explanatory versus interpretive, large-n versus small-n, quantitative versus qualitative, inductive versus deductive, and comparative versus case-studies. In addition to these debates, this course will also examine the implications and utility (both strengths and weaknesses) of using theories, models and paradigms in general for political science inquiry. In fact, the course will analyze the main analytical approaches and models used in the four major subfields of political science including classical versus modern interpretive approaches in political philosophy, behavioral versus institutional models in American politics, rationalist versus culturalist models in comparative politics, and (neo)realist versus (neo)liberal models in international relations. Students who take this course will become much more conscientious social scientists in terms of how the approaches and models we use for analysis affect our understanding of the political and social worlds. This course fulfills the Modeling Methods requirement.
Core: Modeling Methods

POLS 38000: SEM: 1-4 Hour(s)
SEMINAR~ Includes various topics or upper level specialty courses.

POLS 38100: SPC TPC:: 1-4 Hour(s)
SPECIAL TOPICS~

POLS 47900: TPC POLS PHIL:: 3 Hour(s)
SELECTED TOPICS IN POLITICAL PHILOSOPHY~ Taught in a seminar format, a close examination of one selected work from the tradition of political philosophy.

POLS 48000: SENIOR SEMINAR: 1-4 Hour(s)
SENIOR SEMINAR~

POLS 48100: INDEPENDENT RESEARCH: 1-4 Hour(s)
INDEPENDENT RESEARCH~

POLS 48200: ADVANCED INDEPENDENT RESEARCH: 1-4 Hour(s)
ADVANCED INDEPENDENT RESEARCH~

POLS 49800: INTERNSHIP: 6 Hour(s)
INTERNSHIP~

Psychology (PSYC)

PSYC 10100: GENERAL PSYCHOLOGY: 4 Hour(s)
GENERAL PSYCHOLOGY~ This course introduces you to the scientific study of behavior. We examine the role of heredity and environment in the development of the individual. We show how motivation, emotion, learning, perception, intelligence, personality, and the developmental, social and biological bases of behavior have all been studied scientifically. We also examine the implications of psychological research and theory for contemporary problems.

PSYC 18000: WKSP: 1 Hour(s)
WORKSHOP~ This workshop will provide the opportunity for students to examine a special topic in Psychology. Through readings, discussions and written assignments there will be opportunities to evaluate the topic at issue. Workshops may be taken Pass/No Credit only. Students may take no more than nine workshops for credit toward graduation. Workshops can be used as elective credit only. (For PGS students only.)

PSYC 20100: CAREERS IN PSYCHOLOGY: 1 Hour(s)
CAREERS IN PSYCHOLOGY~ This course will provide students pursuing the Psychology major or minor with information and skills to prepare them for careers in psychology or other related fields by using a guided approach to individual skills discovery and career exploration. Students will develop an academic plan to provide a strong base in the breadth and depth of psychology, as well as in their liberal arts coursework, and learn to market their Hiram College experience for their future career plans. Coursework includes participation in class discussions, giving presentations, conducting informational interviews, developing a resume, and completing other written assignments. Students should have at least sophomore standing and be a declared Psychology major or minor.
Prerequisite: PSYC 10100

PSYC 21000: RESEARCH DESIGN & ANALYSIS:SM: 4 Hour(s)
RESEARCH DESIGN AND ANALYSIS:SM~ This course provides a thorough introduction to the research methods, analysis techniques, and writing style used in psychological science. Topics include a review of the scientific method and ethical concerns, problems of definition, measurement, reliability and validity, descriptive and inferential statistics, experimental designs and control procedures. Students will engage in hands-on experience in how psychologists conduct human behavioral research, with an emphasis on methods, computational analyses, and the interpretation of data for a scientific and a lay audience. This course is a required course for all psychology majors and minors, and is a prerequisite for many other content courses offered by the Psychology Department. Additionally, you must receive at least a 'C' in this course for it to count towards a psychology major or minor. This course fulfills the Scientific Methods (SM) Distribution Requirement. Prerequisite: PSYC (101 or 10100) or IES 10100
Prerequisite: PSYC 10100 or IES 10100
Core: Experimental Scientific Method
PSYC 21800: PERSONALITY: 3 Hour(s)

PERSONALITY~ This course introduces students to the scientific study of personality, which is one of the most ‘molar’ areas of psychology that examines how the major psychological processes of perception, motivation/emotion, thoughts, and memory of the self are integrated and interact together to shape our lives. This course takes a systems approach to examine (1) the various components of our personalities (e.g., our motives, abilities, traits, conscious resources, and models of self/others/world; (2) how these components are organized structurally; and (3) how those components are organized dynamically in terms of their interaction among themselves, with the outside world, and in regulating thinking and actions about the self. This course begins by reviewing what personality is, both as a system and as a field of science that continues to evolve; we then examine the purpose of different research designs and multiple measurement techniques and theoretical perspectives. The various parts of personality reveal the joint influence of our abilities and will, and our motives, emotions, and models of self and of others. Finally, we will examine how the parts are integrated and organized dynamically to influence the regulation of both conscious and unconscious behaviors. Prerequisite: Psychology (101 or 10100).
Prerequisite: (PSYC 101 or PSYC 10100)

PSYC 22000: INDUSTRIAL PSYCHOLOGY: 3 Hour(s)

INDUSTRIAL PSYCHOLOGY~ This course will survey a range of psychological principles and research findings that have been applied to business and industrial settings. Topics will include the traditional ones, such as testing, personnel selection, and human factors; and will also include recent developments in job satisfaction and motivation, human-relations training, and decision-making strategies. Prerequisite: Psychology (101 or 10100).
Prerequisite: (PSYC 101 or PSYC 10100)

PSYC 22500: PSYCHOLOGY & FILM:ES: 3 Hour(s)

PSYCHOLOGY AND FILM:ES~ Multiple films attempt to depict topics from Psychology, including developmental disorders, mental disorders, and historical figures in Psychology. How accurate are these depictions? What are the ethical consequences following inaccurate portrayals of these topics in Psychology? In this course students will learn concepts from the literature of Psychology and use them to analyze and critique films presented in class. This course fulfills the Meaning, Ethics, and Social Responsibility requirement.
Core: Meaning/Ethics/Soc Responsibil

PSYC 22700: PSYCHOLOGY OF CREATIVITY: 3 Hour(s)

PSYCHOLOGY OF CREATIVITY~ Creativity is a process at the heart of innovation and progress. It has been written about for thousands of years, yet only in the last century has it been a topic of scientific inquiry. This course will examine the process and products of creativity from an interdisciplinary perspective. By studying creative individuals from the arts, sciences, and business, we will look for common features of creative individuals across fields. Furthermore, we will address related questions that interest current scholars: Can we “teach” creativity? What brain regions are implicated in creative processes? Are their different types of creativity? Why is there such historical tension between creative individuals and “main stream” society? And finally, is there a link between creativity and madness. Prerequisites: PSYC (101 or 10100) or (ENTR 205 or 20500) or instructor permission.
Prerequisite: (PSYC 101 or PSYC 10100) or (ENTR 205 or ENTR 20500) or ENTR 20510

PSYC 22700: PSYCHOLOGY OF CREATIVITY: 3 Hour(s)

PSYCHOLOGY OF CREATIVITY~ Creativity is a process at the heart of innovation and progress. It has been written about for thousands of years, yet only in the last century has it been a topic of scientific inquiry. This course will examine the process and products of creativity from an interdisciplinary perspective. By studying creative individuals from the arts, sciences, and business, we will look for common features of creative individuals across fields. Furthermore, we will address related questions that interest current scholars: Can we “teach” creativity? What brain regions are implicated in creative processes? Are their different types of creativity? Why is there such historical tension between creative individuals and “main stream” society? And finally, is there a link between creativity and madness. Prerequisites: PSYC (101 or 10100) or (ENTR 205 or 20500) or instructor permission.
Prerequisite: (PSYC 101 or PSYC 10100) or (ENTR 205 or ENTR 20500) or ENTR 20510

PSYC 23500: SPORT/EXERCISE/P:RM PSYC: 4 Hour(s)

SPORT, EXERCISE, AND PERFORMANCE PSYCHOLOGY~ Sport, exercise, and performance psychology encompasses the thoughts, feelings, and behaviors of people in performance contexts such as competitive sport, fitness, injury rehabilitation, theater, music, surgery, public speaking, and more. This course adopts a foundations approach to theory and research, while still addressing the practical application of mental skills training to performers. Course content will be relevant to professional practice among coaches, medical professionals, athletes, business professionals, musicians, politicians, and many others.

PSYC 24000: ANIMAL COGNITION: 3 Hour(s)

ANIMAL COGNITION~ This course explores historical and current topics in animal cognition. Do animals think? Are they able to communicate, use tools, and learn about concepts such as time? Students will critically examine primary and secondary literature in the field of animal and comparative cognition, and integrate this information for class discussions. There is at least one field trip planned to an area zoo and/or humane shelter. This field trip will be the basis for a research paper to be completed by the end of the course. Prerequisite: PSYC 101 or 10100
Prerequisite: (PSYC 101 or PSYC 10100)

PSYC 25000: DEVELOP ACROSS THE LIFE SPAN: 3 Hour(s)

DEVELOPMENT ACROSS THE LIFE SPAN~ This course is designed for the student who wishes to gain a broad perspective on the entire range of human development, from conception to old age. We explore the common principles that describe developmental changes across all ages, as well as the differences in thought, emotion, and behavior from age to age. The theories of Piaget and Erikson are particularly useful to understand both the commonalities as well as the differences. Prerequisite: PSYC (101 or 10100).
Prerequisite: (PSYC 101 or PSYC 10100)

PSYC 25010: ZAMBIA:A DEVELOPING COUNTRY: 1 Hour(s)

ZAMBIA: A DEVELOPING COUNTRY ~ This course is designed to prepare students for the subsequent 3-week experiential examination of comparative health and conservation issues from social, cultural, ethical, political, policy, educational, and environmental perspectives in the developing country of Zambia (INTD 25000). There will be comparison and contrast with these issues affecting health and conservation in the U.S. as a developed country. Prerequisite: instructor approval.

PSYC 25300: HEALTH PSYCHOLOGY: 3 Hour(s)

HEALTH PSYCHOLOGY~ How you ever wondered if emotional stress increases your chances of getting or prolonging the common cold? Can psychological factors prolong life for those recovering from serious illnesses such as cancer or diabetes? Do homeopathic remedies offer any health benefits? Health psychologists study questions such as these and apply their findings in health settings. As scientist-practitioners, health psychologists bring science to bear on questions regarding lifestyle and psychosocial contributions to health and illness, especially health promotion and recovery from illness. In addition to reading empirical literature, students will use their own health as the framework for understanding and applying the principles of health psychology. We will also spend some time tying what we learn in class to bigger picture issues ranging from health and wellness practices at Hiram to public policy on a national level. Prerequisite: PSYC (101 or 10100).
Prerequisite: (PSYC 101 or PSYC 10100)
PSYC 25500: ABNORMAL PSYCHOLOGY: 4 Hour(s)
ABNORMAL PSYCHOLOGY~ This course is a survey of psychological disorders. For each disorder, we will review its characteristics, prevalence, risk factors, as well as various theoretical perspectives and the treatments they recommend. We will also examine explore other big-picture themes, including 1) the ways in which aspects of each disorder are part of normal, everyday experience, 2) the role culture plays in the manifestation of mental disorders, 3) the application of what is learned in this class to real life. Psychology 25400 was previously offered for three (3) semester hours. Prerequisite: Psychology (214 or 21400) or PSYC 21000 or BIOL 21000.
Prerequisite: PSYC 10100

PSYC 25600: INDEPENDENT STUDY: 3 Hour(s)
Students may arrange to pursue topics of individual interest upon making an individual agreement with a faculty member who will develop a syllabus with a specific learning outcomes/expectations specified. Students may work under the supervision of faculty independently, or in small teams assisting faculty with their research projects. Course level depends on the level of supervision required. This course is offered pass/no credit only. One 3-4 credit hour independent study can be counted toward the Psychology major. Prerequisite: Psychology (101 or 10100) or Psychology/Biology (215 or 21500).
Prerequisite: PSYC 21000 (may be taken concurrently)

PSYC 26100: PSYCHOLOGY OF CHILDHOOD: 4 Hour(s)
PSYCHOLOGY OF CHILDHOOD~ This course will study principles of development from infancy through middle childhood. We examine social, emotional, cognitive changes, as well as the role of parents, schools, and community in supporting that development. Learning to observe and/or interview children is an important part of the course. Prerequisite: PSYC 101 or 10100.
Prerequisite: (PSYC 101 or PSYC 10100)

PSYC 26200: PSYCHOLOGY OF ADOLESCENCE: 4 Hour(s)
PSYCHOLOGY OF ADOLESCENCE~ This course will study physical, cognitive, emotional, social and moral development during the period of transition from childhood to adulthood. We will look at the influence of family, peers, schools and culture by using different theoretical perspectives to analyze case studies. Prerequisite: PSYC 101 or 10100.
Prerequisite: (PSYC 101 or PSYC 10100)

PSYC 28000: SEM.: 1-4 Hour(s)
SEMINAR~ From time to time, the department will offer special topics in psychology, based on particular interests of department members or the availability of visiting faculty.

PSYC 29800: FIELD EXPERIENCE: 1-4 Hour(s)
FIELD EXPERIENCE~ In a placement at a social service, mental health, research, or child care agency, the student will participate in the activities of the agency, supervised by the on-campus FACULTY supervisor as well as an agency supervisor. In a journal, students will reflect upon their experiences. In a formal paper, students will analyze and discuss the organizational structures and staff-client relationships. We expect that students who enroll in Field Experience (29800) will have minimal background in psychology (perhaps only PSYC 101/10100) and/or want to observe at an agency that does not provide training or allow undergraduates direct interaction with clients. We expect that students who enroll in an Internship (49800) will have a more extensive background in the social sciences and will be trained by the agency to work with clients. Prior approval from the department and permission of instructor are required. Students must arrange an internship prior to registration for the term in which they plan to complete their hours at the agency. Hours worked at the agency may be completed during any term. Forty (40) hours of work at the site of the internship agency are the equivalent of one (1) credit hour. Only one 3-4 credit hour independent study can be counted toward the psychology major. This course is offered pass/no credit only. Prerequisite: Psychology (101 or 10100).
Prerequisite: (PSYC 101 or PSYC 10100)

PSYC 30100: OZ: THE PRE-INVASION: 1 Hour(s)
OZ: THE PRE-INVASION~ Throughout Australia’s history, its residents, as well as the land and surrounding ocean, have been subject to various “invasions” — actual, metaphorical, and perceived. These include: invasive animal and plant species forever changing the landscape of the continent; environmental and human threats to the Great Barrier Reef; native lands being removed from the Aboriginal people; and most recently, changes in political policies and military presence in response to China’s increased influence and probable future dominance in the oceanic region. In many ways, Australia’s history reflects our American history, but with notable differences in sociocultural and political responses. This course serves as a pre-requisite to INTD 30130 “Invading Oz,” a study-abroad trip to Australia offered in the subsequent 3-week term, and begins students’ examination of the similarities and differences between Australia and the United States. This course is cross-listed with POLS 30100.
Corequisite: INTD 30130

PSYC 30160: KIWI CONTENTMENT: 1 Hour(s)
Kiwi Contentment (New Zealand Prequel): Survey studies and cultural analyses indicate that in recent years New Zealanders routinely rate as being among the happiest people in the world. In this course, we will conduct an interdisciplinary examination of human happiness at two levels of analysis: individual and societal. We have identified the following key themes, around which the course will revolve: 1) the pivotal role of fairness in determining the effectiveness of the relationship between individual and societal wealth and happiness; 2) the role of social connections in determining the happiness of individuals, as well as that of their country; and 3) the relationship between individual/self-focus, materialism, and happiness. We will examine how New Zealand differs from the United States in these respects, despite having substantial overlap in key values: both are wealthy, democratic, market-oriented societies that cherish the concept of freedom, yet the two countries have taken very different trajectories since the late 1970s. This course serves as a prerequisite to INTD 30150 “Going to the Godzone,” a study-abroad trip to New Zealand offered in the subsequent 3-week term, and begins students’ examination of the similarities and differences between New Zealand and the United States.
PSYC 31600: LEARNING THEORY METHOD/APP. 4 Hour(s)
LEARNING THEORY METHODS AND APPLICATION ~ This course will begin with the findings and theories in operant and classical conditioning. Application of these techniques and other complex forms of learning will be applied to issues in learning and retention. Applied lecture activities and class projects will emphasize experimental design and data interpretation. Prerequisite: PSYC (215 or 21500) or (BIOL 215 or 21500) or PSYC 21000. This course may only be taken as 4 credit hours. Prerequisite: (PSYC 215 or PSYC 21500) or (BIOL 215 or BIOL 21500) or PSYC 21000

PSYC 32400: EXCEPTIONALITY:UD~ 3 Hour(s)
EXCEPTIONALITY:UD~ This course examines the philosophical, historical, legal, and ethical foundations of services for individuals with special needs. The characteristics, etiology, and socio-psychological implications of exceptional conditions, including specific disabilities, gifts, and talents, are explored. Categorical and noncategorical classification systems; assessment, diagnosis, and evaluation; and educational adaptations and assistive technologies, are included. Participants will explore the impact on families of disabilities at different life stages, from infancy and early childhood to adolescence and adulthood. This course fulfills the Understanding Diversity in the USA requirement. Also listed as Education (324 or 32400).
Core: Understanding Diversity Home

PSYC 32700: BIOPSYCHOLOGY: 4 Hour(s)
BIOPSYCHOLOGY~ This course provides a solid background concerning the physiological bases of behavior, beginning with an examination of neuroanatomy and neurophysiology. Additionally, this course will review classic and current research concerning the somatosensory system, motivation, emotion, learning, memory, and psychopathology. This course will also provide insight and opportunities to engage in research methods used by biopsychologists. Applied lecture activities focus on the relations between physiology and behavior, and will prepare students for further independent work. This course may only be taken as 4 credit hours. Prerequisites: (PSYC 215 or 21500) or (BIOL 215 or 21500) or PSYC 21000 or BIOL 21000. Prerequisite: (PSYC 215 or PSYC 21500) or (BIOL 215 or BIOL 21500) or (PSYC 21000 or BIOL 21000)

PSYC 34400: SOCIAL PSYCHOLOGY: 4 Hour(s)
SOCIAL PSYCHOLOGY~ This course examines psychological theory and research about how individuals think, feel, and behave in social situations. The course begins with an overview of the field of social psychology, and details the scientific methods used to research social psychological questions. The course proceeds with a comprehensive survey of the primary domains of the discipline, beginning with social perception: how we understand ourselves, other individuals, and social groups. Next to be considered is social influence: how attitudes form and change, and the processes of persuasion, conformity, and group dynamics. Finally, the course will review social relations: the factors involved in human aggression, helping behavior, and interpersonal attraction. Throughout this class, cultural perspectives and intersections will be integrated with cognitive neuroscience, highlighting applications to current events and real problems with policy implications for health, business decisions, and the law. Prerequisite: Psychology (101 or 10100) and Psychology (215 or 21500) or PSYC 21000 or Biology (215 or 21500). Prerequisite: (PSYC 214 or PSYC 21400) and (PSYC 215 or PSYC 21500) or (BIOL 215 or BIOL 21500) or PSYC 21000

PSYC 35300: HEALTH PSYCHOLOGY: 3 Hour(s)
Course Description: HEALTH PSYCHOLOGY - How you ever wondered if emotional stress increases your chances of getting or prolonging the common cold? Can psychological factors prolong life for those recovering from serious illnesses such as cancer or diabetes? Do homeopathic remedies offer any health benefits? Health psychologists study questions such as these and apply their findings in health settings. As scientist-practitioners, health psychologists bring science to bear on questions regarding lifestyle and psychosocial contributions to health and illness, especially health promotion and recovery from illness. In addition to reading empirical literature, students will use their own health as the framework for understanding and applying the principles of health psychology. We will also spend some time trying what we learn in class to bigger picture issues ranging from health and wellness practices at Hiram to public policy on a national level. Prerequisite: PSYC 10100

PSYC 35600: POSITIVE PSYCHOLOGY: 4 Hour(s)
POSITIVE PSYCHOLOGY~ This course provides an introduction to the study of topics related to happiness and the positive aspects of human experience. The first half of the course will focus on the basic areas of research in positive psychology, including but not limited to: positive emotion, resilience and post-traumatic growth, strength of character, creativity, altruism, empathy, optimism, meaning, and curiosity. Particular attention will be paid in this section to the methods that researchers use to study happiness. The second half of the course will broaden the focus to include big-picture issues, such as public policy implications and the role of culture in happiness, as well as real-world application in a variety of contexts, including in the workplace, education, self-help, and in therapy. Counts toward ENTR minor. Prerequisites: PSYC (214 or 21400) or PSYC (215 or 21500) or BIOL (215 or 21500) or PSYC 21000 or BIOL 21000. Prerequisite: (PSYC 214 or PSYC 21400) or (PSYC 215 or PSYC 21500) or (BIOL 215 or BIOL 21500) or PSYC 21000 or BIOL 21000

PSYC 36100: INTRO COUNSEL/CLINCL PSYCV:ES: 4 Hour(s)
INTRODUCTION TO COUNSELING AND CLINICAL PSYCHOLOGY~ In this course, students learn about various conceptualizations used in therapy and counseling, and gain experience with approaches designed to help individuals identify and pursue their goals and values. Morning sessions introduce, through readings and videos, various theoretical approaches, as well as some of the techniques that are used by proponents of each counseling theory. Afternoon sessions teach students basic counseling skills, including hands-on practice with fellow students, and with friends/family members outside of class. We will also discuss ethical issues surrounding self-disclosure and confidentiality in both personal and professional settings. All students must show active participation, openness to constructive criticism, and self-reflection, including recording oneself doing interviews and watching the recordings. Prerequisite: Psychology 255 or 25500. This course fulfills the Meaning, Ethics, and Social Responsibility requirement. Prerequisite: (PSYC 255 or PSYC 25500)
Core: Meaning/Ethics/Soc Responsibility

PSYC 36600: COGNITIVE PSYCHOLOGY: 4 Hour(s)
COGNITIVE PSYCHOLOGY~ The course will begin with the examination of basic sensory processes and their relationship to complex models of human perception, learning, and thinking. Research in language, problem solving, concept formation, memory systems and artificial intelligence will be considered. Prerequisite: PSYC (215 or 21500) or BIOL (215 or 21500) or PSYC 21000 or BIOL 21000. Prerequisite: (PSYC 215 or PSYC 21500) or (BIOL 215 or BIOL 21500) or PSYC 21000 or BIOL 21000
PSYC 36700: DRUG USE AND ABUSE: 3 Hour(s)
DRUG USE AND ABUSE~ This course explores current drug issues through psychological, biological, medical, social, historical, and cultural perspectives. This course discusses individual classes of drugs and their effects from the level of the single neuron to the person as a member of society, as well as ethical and legal issues related to substance use and abuse. Students will critically examine primary and secondary literature in the field of neuropsychopharmacology, and integrate this information for class discussions and individual and group research. Prerequisites: Psychology (215 or 21500) or Biology (215 or 21500) or PSYC 21000 or BIOL 21000.
Prerequisite: (PSYC 215 or PSYC 21500) or (BIOL 215 or BIOL 21500) or PSYC 21000 or BIOL 21000

PSYC 38000: SEM:: 1-4 Hour(s)
SEMINAR~

PSYC 38100: SPC TPC:: 1-4 Hour(s)
SPECIAL TOPICS~

PSYC 42000: STEREOTYPING & PREJUDICE:UD: 4 Hour(s)
STEREOTYPING AND PREJUDICE:UD~ This course examines social psychological theory and primary research exploring the origins, functions, judgment, and behavioral consequences of stereotyping and prejudice in addition to measurement strategies. We will review studies that focus on how stereotypes and prejudice influence the social perceiver, and those that focus on the targets of prejudice, their reactions to stigma, stereotype threat, and discrimination. The course culminates with mechanisms for reducing prejudice, including theories that have led to recent interventions, criticisms of alternative approaches, and current directions in the field. Prerequisites: Psychology (215 or 21500) or Biology (215 or 21500) or Mathematics (108 or 10800) or PSYC 21000 or BIOL 21000. This course fulfills the Understanding Diversity in the USA requirement.
Prerequisite: (PSYC 215 or PSYC 21500) or (BIOL 215 or BIOL 21500) or (MATH 108 or MATH 10800) or (PSYC 21000 or BIOL 21000)
Core: Understanding Diversity Home

PSYC 48000: SENIOR SEMINAR: 2 Hour(s)
SENIOR SEMINAR ~ This course is the capstone course for Psychology majors. In the senior seminar class, senior psychology majors are required to pull together what they have learned in their previous classes and use this integrating experience to demonstrate they are capable of doing what they should be able to do when they graduate from the program (e.g., think critically, perform research, and write in APA style). This process serves a dual purpose. First, it provides psychology majors with a final opportunity to practice and demonstrate the skills they will need to succeed after graduation on the job or in graduate school. Second, it provides the Psychology Department with a final opportunity to assess whether or not it has been successful in its mission to produce competent psychology majors. Prerequisite: PSYC (214 or 21400) and PSYC (215 or 21500) or BIOL (215 or 21500) or PSYC 21000 or BIOL 21000 and senior standing. Co-requisite: PSYC 48010
Prerequisite: (PSYC 215 or PSYC 21500) or (BIOL 215 or BIOL 21500) or PSYC 21000 or BIOL 21000
Corequisite: PSYC 48010

PSYC 48010: INTEGRATED RESEARCH PSYCHOLOGY: 2 Hour(s)
INTEGRATED RESEARCH IN PSYCHOLOGY ~ This course is designed to accompany the capstone course for Psychology majors. Senior psychology majors are required to develop a research question from within a narrowed scope of inquiry as set by the instructor of the Integrated Research in Psychology (IRP) section in which they are enrolled. This course will guide them through topic development, written drafts of sections of their paper and a final paper. Students will also work closely with their IRP to develop a poster for a public presentation at the conclusion of the course. Prerequisite: PSYC (215 or 21500) or BIOL (215 or 21500) or PSYC 21000 or BIOL 21000 and senior standing. Co-requisite: PSYC 48000
Prerequisite: (PSYC 215 or PSYC 21500) or (BIOL 215 or BIOL 21500) or PSYC 21000 or BIOL 21000
Corequisite: PSYC 48000

PSYC 48100: INDEPENDENT RESEARCH: 1-4 Hour(s)
INDEPENDENT RESEARCH~ Students may arrange to pursue topics of individual interest upon making an individual agreement with a faculty member who will develop a syllabus with specific learning outcomes/expectations specified. Students may work under the supervision of faculty, independently, or in small teams assisting faculty with their research projects. Course level depends on the level of supervision required. This course is offered pass/no credit only. Only one 3-4 credit hour independent study can be counted toward the psychology major.
Prerequisite: (PSYC 215 or 21500) or BIOL (215 or 21500) or PSYC 21000 or BIOL 21000.
Prerequisite: (PSYC 215 or PSYC 21500) or (BIOL 215 or BIOL 21500) or PSYC 21000 or BIOL 21000

PSYC 49800: INTERNSHIP: 6 Hour(s)
INTERNSHIP~ In a placement at a social service, mental health, research, or child care agency, the student will participate in the activities of the agency, supervised by the on-campus FACULTY supervisor as well as an agency supervisor. In a journal, students will reflect upon their experiences. In a formal paper, students will analyze and discuss the organizational structures and staff-client relationships. We expect that students who enroll in Field Experience (29800) will have minimal background in psychology (perhaps only PSYC 10100) and/or want to observe at an agency that does not provide training or allow undergraduates direct interaction with clients. We expect that students who enroll in an Internship (49800) will have a more extensive background in the social sciences and will be trained by the agency to work with clients. Prior approval from the department and permission of instructor are required. Students must arrange an internship prior to registration for the term in which they plan to complete their hours at the agency. Hours worked at the agency may be completed during any term. Forty (40) hours of work at the site of the internship agency are the equivalent of one (1) credit hour. This course is offered pass/no credit only. Prerequisite: PSYC (101 or 10100).
Prerequisite: (PSYC 101 or PSYC 10100)
Public Health (PUBH)

PUBH 10100: INTRO TO PUBLIC HEALTH:UD 4 Hour(s)
INTRODUCTION TO PUBLIC HEALTH:UD ~ This course will offer an overview of the basic concepts of public health. Health systems - both in the U.S. and abroad- will be detailed, with special attention to the essential services they provide. Past public health events will be examined, giving students a framework to analyze current issues in the news. Through a mixture of guest speakers, discussions, and case studies, students will develop a strong grasp of this multidisciplinary field, and the core philosophy and functions of public health.
Core: Understanding Diversity Home

PUBH 20100: EPIDEMIOLOGY&BIOSTATISTICS:MM 4 Hour(s)
EPIDEMIOLOGY AND BIOSTATISTICS:MM ~ This is a beginning course in applied epidemiology and biostatistics. The course will introduce the essential models used to analyze and interpret the distribution and determinants of disease in a population. It is designed to give students a general introduction to epidemiological and statistical principles that help professionals investigate health in a population, and determine what increases (and decreases) the risk of disease. Students will be introduced to the many models used in health research, their purpose, and how to apply them to their own research ideas. Through hands-on practice with real health data, the student will acquire the basic tools needed to understand and address threats to global health at the population level.
Core: Modeling Methods

PUBH 20200: EPIDEMIOLOGY&HEALTH RESEARCH:SM 4 Hour(s)
EPIDEMIOLOGY AND HEALTH RESEARCH:SM ~ This course provides a survey of the epidemiological principles and practices of research design and data collection used in public health. We will focus on (a) how research is designed to test hypotheses, and (b) the hurdles and biases during study design, data collection, and data analysis that must be anticipated and managed by health researchers. Applying the scientific method, students will apply epidemiological principles to develop their own research that will be submitted for presentation at a national public health conference. Laboratories will provide hands-on experience for students to evaluate the many potential limitations and biases in research.
Core: Experimental Scientific Method

PUBH 28000: SEM: 1-4 Hour(s)
SEMINAR ~

PUBH 38000: SEM: 1-4 Hour(s)
SEMINAR ~

PUBH 48000: SENIOR SEMINAR: 1-4 Hour(s)
SENIOR SEMINAR ~

PUBH 49800: INTERNSHIP: 1-4 Hour(s)
INTERNSHIP ~

Religious Studies (RELG)

RELG 10800: WESTERN CHRISTIANITY: 4 Hour(s)
WESTERN CHRISTIANITY ~ This course will look at the life and practice of western Christianity as viewed through the works of Christian mystics in conjunction with an analysis of the history of the institutional church. This analysis not only describes the ideal Christian life but gives us insight into the actual practice of Christian life through the ages.

RELG 11000: INTRODUCTION TO THE BIBLE:IM: 4 Hour(s)
INTRODUCTION TO THE BIBLE:IM ~ What does the word bible mean? And what exactly is The Bible? From where did it come? In what languages was it written? Have not the original texts been lost or changed in the course of the long history of their transmission? What is the relationship of English translations to the original texts? What is a 'testament?' What does it mean that there is an 'old' and a 'new' one? Why are there at least three (Jewish, Protestant, Catholic) Bibles? And what about those early 'secret' Jewish and Christian writings which did not find their way into anyone's Bible? These and other such questions, the outlines of Biblical history, sketches of key figures, and the basic religious ideas of its text are the focus of this course on this ancient and important body of literature. A revised version of this course is offered for three credit hours as Religious Studies 109 or 10900. A student may receive credit for only one of these courses. This course fulfills the Interpretive Methods requirement.
Core: Interpretive Methods

RELG 20600: RELIGIONS OF THE WORLD: 4 Hour(s)
RELIGIONS OF THE WORLD ~ This course offers an historical and thematic overview of selected non-Judaeo-Christian religious traditions, such as Islam, Hinduism, Buddhism, Native American Religions, and African Religions. The multidimensional nature of each tradition studied is emphasized through an exploration of sacred narratives, teachings, practices, experiences, and communities.

RELG 20730: RELIGION IN AMERICA:UD: 4 Hour(s)
RELIGION IN AMERICA:UD ~ Whether a person wants to walk in this direction or not, one cannot really understand America without understanding the dominant roles that Religion has played (and continues to play). Because of this, we will come to understand the Protestants who shaped the formation of the nation, along with the struggle of whether to keep religions separate from government or not. We will come to understand the unique entity often labeled as "civil religion" which functions quietly as a kind of generic American national religion. In this class we will learn a great deal of the important history which will enable us to better understand who and what we are as a people today, and how we continue to struggle with the many aspects of religion as children of both the Puritans, and of Jefferson and Madison. Please know that this course cannot be exhaustive, covering every detail of any random religion that has come along in US history. But you will understand America in a completely new way because of the course. This course fulfills the Understanding Diversity in the USA requirement.
Core: Understanding Diversity Home

RELG 21800: WIZARD, SORcerer, & SHAMAN:IM: 3 Hour(s)
WIZARDS, SORCERERS, AND SHAMANS:IM ~ An investigation of the problem of irrationality, carefully considering the perspectives of both 'insiders' and 'outsiders.' From the inside, we will engage with firsthand encounters of wizards, sorcerers, and shamans in non-Western religious traditions, such as Songhay, Mayan, and Hindu. From the outside, we will explore various theoretical positions on rationality, examining classical and contemporary works in religious, anthropological, and philosophical studies, such as Evans-Pritchard's pioneering text on magic among the Azande, Merleau-Ponty's meditations on perception, and Paul Stoller's recent scholarship in 'embodied phenomenology.' Questions to be pursued in this course include: Is there one form of rationality that is 'universal'? Is rationality 'relative' to one's own socio-religious context? Is there an alternative approach to both universalism and relativism that allows the student of religion to make sense of apparent 'multiple realities'? This course fulfills the Interpretive Methods requirement.
Core: Interpretive Methods
RELG 24300: 1st CENTURY RELIGIOUS WORLD: 4 Hour(s)
THE RELIGIOUS WORLD OF THE FIRST CENTURY—In the Greco-Roman
world of the first century, religion was very much alive and well. Judaism
spread through the cities of the Roman empire, and Christianity was
on the move, but the traditional deities still received their due, people
continued to consult Apollo’s oracles at Delphi and Didyma, the Great
Mother flourished under various forms, emperors living and dead had
become gods worthy of prayer and sacrifice, the mystery religions with
their unusual rites were welcoming initiates, and the planets, omens and
fate remained a daily source of anxiety and expectation. Designed for
the general student, and using the extensive slide library of its instructor, the
present course therefore introduces students to this fascinating world of
first century religion. No prerequisites. A revised version of this course
is offered for three credit hours as Religious Studies 242 or 24200. A
student may receive credit for only one of these courses.

RELG 24400: OT LITERATURE/INTERPRETATION:IM: 3 Hour(s)
OLD TESTAMENT LITERATURE AND INTERPRETATION:IM—Whether we
call it the Old Testament, the Hebrew Scriptures, or the Tanak, this
document provides us with an exciting witness to ancient Israel’s
walk with its god. Beginning with Abraham and Sarah it carries us from
Mesopotamia to Egypt, through the Red Sea, and into the land of
promise. It introduces us to kings both good and bad, recounts
God’s demands for a just society, describes the horrors of Jerusalem
destroyed, and continuously recalls God’s parental love for Israel. In a
very special religious language it tells of how the world was formed and
of the ultimate goal of that creation, provides both consolation for the
downtrodden as well as songs of love for the bride and her groom, and
even tells a great fish story! Thus, in this course designed for the general
student we use the results of modern Biblical research in order to gain an
appreciation for a most remarkable body of literature. A revised version
of this course is offered for four credit hours as Religious Studies 24500.
A student may receive credit for only one of these courses. This course
fulfills the Interpretive Methods requirement.
Core: Interpretive Methods

RELG 24500: NT LITERATURE/INTERPRETATION:IM: 4 Hour(s)
NEW TESTAMENT LITERATURE AND INTERPRETATION:IM—The New
Testament is a collection of twenty-seven fascinating writings from the
first hundred years of Christianity, and it was created to be the Church’s
norm for right belief. In this course designed for the general student, we
examine many of these writings from the perspective of their original
purpose. In other words, we examine who wrote them, who first read them,
when they were written, and, most interestingly, why they were written.
For example, the Apocalypse (Revelation) was prepared by an Asian Christian at a
particularly desperate time within the early years of the Church and reads
most interestingly when understood from that perspective. A revised
version of this course is offered for four credit hours as Religious Studies 24700. A student may receive credit for only one of these courses. This course fulfills the Interpretive
Methods requirement.
Core: Interpretive Methods

RELG 24600: NT LITERATURE/INTERPRETATION:IM: 3 Hour(s)
NEW TESTAMENT LITERATURE AND INTERPRETATION:IM—The New
Testament is a collection of twenty-seven fascinating writings from the
first hundred years of Christianity, and it was created to be the Church’s
norm for right belief. In this course designed for the general student, we
examine many of these writings from the perspective of their original
purpose. In other words, we examine who wrote them, who first read them,
when they were written, and, most interestingly, why they were written.
For example, the Apocalypse (Revelation) was prepared by an Asian Christian at a
particularly desperate time within the early years of the Church and reads
most interestingly when understood from that perspective. A revised
version of this course is offered for four credit hours as Religious Studies 24600. A student may receive credit for only one of these courses. This course fulfills the Interpretive
Methods requirement.
Core: Interpretive Methods

RELG 24700: JUDAISM:IM: 3 Hour(s)
JUDAISM:IM—Designed for the general student, this course has a twin
focus: concentration on the origins of Judaism in its formative period,
587 or 58700 BCE to 200 or 20000 CE, and a more general introduction
to Jewish history and thought including primary readings in modern
Orthodox, Conservative, Reformed, and Reconstructionist Judaism. No
prerequisite. A revised version of this course is offered for four credit
hours as Religious Studies 24900. A student may receive credit for
only one of these courses. This course fulfills the Interpretive Methods
requirement.
Core: Interpretive Methods

RELG 25000: INTRO TO ISLAM:CA,UD: 4 Hour(s)
INTRODUCTION TO ISLAM: VEILED BEAUTY, VOICES OF FAITH:CA,UD ~
This course will take us from historic through modern expressions of
Islamic faith. We will learn about Islam through religious, philosophical,
and historical texts, as well as through literature, poetry, music, food,
Arabic and Persian art (painting, calligraphy and architecture) as well
as through political manifestations of belief past and present. We will
attend Friday prayers at the Grand Mosque in Parma and/or the African-
American Mosque on the East Side to talk with members about their
experiences as American Muslims, and, afterward, to enjoy Middle
Eastern cuisine. If possible, we will embark on an additional fieldtrip to
view Persian art or to attend a cultural performance such as (of the semi
ritual, also known as the ‘whirling dervishes’). The goal of this course is
to explore the basic premises of Islam while acquiring an appreciation of its
diverse manifestations depending on various cultural contexts, especially
how Islam manifests in our own society of the United States.
Core: Social/Cultural Analysis Meth; Understanding Diversity Home
RELG 25300: BUDDHISM:IM: 4 Hour(s)
BUDDHISM: This course offers an introduction to Buddhist religious traditions. Students will be introduced to key historical periods of Buddhism in India, beginning with the life and teachings of the historical Buddha; moving to the development of the ‘Teaching of the Elders’ and early Indian Buddhism; continuing with the rise and development of the ‘Great Vehicle;’ and ending with the ‘Diamond Vehicle.’ The course also emphasizes the expression of Buddhism outside India in varying cultural forms; we will focus on its manifestation in different geographical areas, such as Sri Lanka and Southeast Asia, Japan, and the Tibetan cultural area.
Core: Interpretive Methods

RELG 25800: RELIG IMGTN/REALITY/JOURNEYS:IM: 3 Hour(s)
RELIGIOUS IMAGINATION REALITIES OTHERWORLDLY/JOURNEYS:IM: A cross-cultural and interdisciplinary study of other realities and otherworldly topologies as imagined and discovered in both our own and other cultures and times. Focusing on the religious imagination in particular, this course introduces students to theories and methods of the phenomenology of religion, and theories of the imagination.
The course also emphasizes the approaches taken and the alternative answers given by historians of religion with respect to traditional theories and open questions on consciousness and reality in Western and non-Western philosophy. Questions to be pursued in this course include: How seriously should we take visions of other realities? What is the role of ‘consciousness’ in such vision? What is its relationship to ‘reality’? What is the relationship between imagination and discovery? How seriously should we take the imagination? What is the relationship between religious imagination and artistic and scientific creativity? This course fulfills the Interpretive Methods requirement.
Core: Interpretive Methods

RELG 26000: CREAT/MINDFULNESS BUDDHISM: 4 Hour(s)
CREATIVITY AND MINDFULNESS IN BUDDHISM: This course is especially designed for both Religious Studies and Entrepreneurial Studies students, but will be relevant and compelling to anyone interested in Buddhist understandings and practices of creativity and mindfulness in relation to self-development in work, vocation, and other relevant life-situations. We focus on new forms of Buddhism arising in the United States that apply traditional teachings and practices of what Buddhists call ‘mindfulness’—and related aspects of the natural self, including creativity, spontaneity, and playfulness—to a 21st-century context. Students ground themselves in the historical and thematic foundations of four essential manifestations of Buddhism—Theravada, Mahayana, Zen, and Tibetan—before studying the appropriation of ideas and practices of creativity, mindfulness, contemplation, and vision, from these traditions, and applied to new life-situations. We analyze, interpret, evaluate, and apply a variety of these teachings and practices, drawing on case studies and works from a wide variety of contemporary Buddhist teachers and practitioners.
This course will contain several experiential components, based on Buddhist methods, as students learn and apply various techniques such as creative journaling, contemplation/meditation, and creative visualization.

RELG 28000: SEM: 1-4 Hour(s)
SEMINAR: This course is for the general student to introduce them to a current topic in religious studies.

RELG 28100: INDEPENDENT STUDY: 1-4 Hour(s)
INDEPENDENT STUDY: This offering provides an opportunity for students to pursue a topic of their interest under the guidance of a faculty member.

RELG 28300: BIBLE STUDY: 3 Hour(s)
TOPICS IN BIBLE STUDY: The purpose of this course is to provide students with the opportunity for in-depth study of the prophet Isaiah, or Jeremiah, Psalms or Proverbs, the Deuteronomistic history, or a fascinating text from the Catholic Bible such as First or Second Maccabees, or from the New Testament, perhaps the Gospel of Matthew or John, the Acts of the Apostles, or the Apocalypse. Because necessary introduction will be part of the class lectures, there is no prerequisite. This course is repeatable. An version of Religious Studies 28310 for four (4) semester hours is also available.

RELG 28310: BIBLE STUDY: 4 Hour(s)
TOPICS IN BIBLE STUDY: The purpose of this course is to provide students with the opportunity for in-depth study of the prophet Isaiah, or Jeremiah, Psalms or Proverbs, the Deuteronomistic history, or a fascinating text from the Catholic Bible such as First or Second Maccabees, or from the New Testament, perhaps the Gospel of Matthew or John, the Acts of the Apostles, or the Apocalypse. Because necessary introduction will be part of the class lectures, there is no prerequisite. This course is repeatable. The course syllabus or the instructor will provide the course description for a specific course offering. An version of Religious Studies 283 or 28300 for three (3) semester hours is also available.

RELG 28400: 'LOST BOOKS': 3 Hour(s)
TOPICS IN THE LOST BOOKS OF THE BIBLE: The purpose of this course is to provide students with the opportunity for in-depth study of important early Jewish and Christian documents which did not find their way into either the Jewish or Christian canon of Scripture. There exist, for example, a variety of Christian gospels and fragments thereof, an Acts of Paul, various Jewish and Christian ‘revelations’ the texts from Qumran, the Testaments of the Twelve patriarchs and many others. Because necessary introduction will be part of the class lectures, there is no prerequisite. This course is repeatable.

RELG 31100: SEM IN BIBLICAL LITERATURE:ES: 4 Hour(s)
SEMINAR IN BIBLICAL LITERATURE:ES: This seminar focuses on issues of special interest within the world of the Bible. It includes an offering on the historical Jesus and the gospels, as well as a comprehensive analysis of prophecy in ancient Israel.

RELG 31200: ASIAN SEM: 4 Hour(s)
SEMINAR IN ASIAN RELIGIONS: This seminar focuses on a selected topic in Asian Religions. Possible topics include a key figure (such as Shankara, Nagarjuna, or Chuang-tzu), a key text (such as the Bhagavad Gita, the Tibetan Book of the Dead, or the Tao-te-ching) or a particular set of related traditions (such as the Tantric traditions, Zen Buddhism, or Taoism). Additionally, we may study a selected theme comparatively in the context of Asian Religions. Possible comparative themes include models of ultimate reality, meditative disciplines and rituals of transformation, concepts and understandings of the self, or religious experiences and visions.

RELG 38000: SEM: 1-4 Hour(s)
SEMINAR:~

RELG 38100: SPC TPC: 1-4 Hour(s)
SPECIAL TOPICS:~

RELG 48000: SENIOR SEMINAR: 1-4 Hour(s)
SENIOR SEMINAR:~

RELG 48100: INDEPENDENT RESEARCH: 1-4 Hour(s)
INDEPENDENT RESEARCH: This offering provides an opportunity for students to pursue a topic of their interest under the guidance of a faculty member. Prerequisite: at least two courses in Religious Studies and permission of the department.
SOAN 10500: LAW & SOCIETY: 4 Hour(s)
ISSUES IN LAW AND SOCIETY ~ This course is an introduction to the American legal system (both civil and criminal law) and its relationship with social institutions. It provides students with knowledge about the connections between justice and society with particular emphasis on the law's historical origins and its structure and function within society.

SOAN 15500: INTRODUCTION TO SOCIOLOGY:CA: 4 Hour(s)
INTRODUCTION TO SOCIOLOGY:CA ~ A basic knowledge of sociology; introduction to study of human society-related concepts, and content. Human behavior from the perspective of culture, groups, and organizations. Prerequisite to all advanced courses except with special permission. Sociology majors/minors must earn a "C" or higher. This course fulfills the Social and Cultural Analysis requirement.
Core: Social/Cultural Analysis Meth

SOAN 18000: WKSP: 1 Hour(s)
WORKSHOP~ Workshops may be taken Pass/No Credit only. Students may take no more than nine workshops for credit toward graduation. Workshops can be used as elective credit only.

SOAN 20100: SOCIAL PROBLEMS:ES: 4 Hour(s)
SOCIAL PROBLEMS:ES ~ This course identifies and describes the main features of enduring societal problems, including, for example, alcohol and drug use, mental illness, poverty, crime, family disorganization, and health care. Causes are considered and solutions are proposed.
Core: Meaning/Ethics/Soc Responsibil

SOAN 20200: CULTURAL ANTHROPOLOGY:CA,EW: 4 Hour(s)
CULTURAL ANTHROPOLOGY:CA,EW ~ This course is designed to introduce students to the anthropological study of different cultures. We will explore ways of trying to understand the world views and belief systems of other peoples by studying each of those systems in their particular contexts, and then comparing and contrasting different cultures and the contexts in which they are situated. This learning process involves revealing our own cultural assumptions, and how they influence our understandings when we examine various facets of the belief systems and traditions of other societies. In attempting to understand other cultures on their own terms, we face the question of how to make sense of our own culture using the same theories and methods developed by anthropologists. In addition, we examine how our understanding of other cultures shapes the perspectives and policies western governments that seek to influence or change the life ways of people in other regions of the world. This course fulfills the Social and Cultural Analysis requirement and the Experiencing the World requirement.
Core: Social/Cultural Analysis Meth; Experiencing the World

SOAN 20300: CULTURAL ANTHROPOLOGY:CA,EW: 3 Hour(s)
CULTURAL ANTHROPOLOGY:CA,EW ~ This course is designed to acquaint the introductory student with pre-literate and peasant cultures and their major social and symbolic institutions. A selection of ethnographies, i.e., descriptions of cultures, will be used to illustrate the variety of human cultural systems and to introduce the student to non-Western world views. This course fulfills the Social and Cultural Analysis requirement and the Experiencing the World requirement. Prerequisite to all advanced courses except with special permission. A revised version of this course is offered for 4 credit hours as SOAN 20200. A student may receive credit for only one of these courses.
Core: Social/Cultural Analysis Meth, Experiencing the World

SOAN 20500: SOUTH AFRICA:PREQUEL: 1 Hour(s)
SOUTH AFRICA:PREQUEL ~ This 1 credit hour course is a prerequisite for INTD 30140 CHANGING LANDSCAPES: INTEGRATING SOCIOLOGICAL AND ECOLOGICAL LANDSCAPES IN AN EXPLORATION OF CONTEMPORARY ISSUES IN SOUTH AFRICA.

SOAN 21500: HUMAN SETTLEMENTS:CA: 4 Hour(s)
HUMAN SETTLEMENTS:URBANIZATION, SPRAWL, AND TRANSITIONS:CA~ For the vast majority of human history, people have lived in small groups. Urbanizing processes, which began millennia ago, have accelerated rapidly in recent centuries and have brought about some dramatic changes in how people live. With reference to biological evolution, we will identify fundamental human needs in order to establish a basis for assessing the degrees to which different kinds of settlements (e.g., foraging societies, early and industrial cities, and sprawl) meet those needs and for discerning the ways they influence quality of life. We give special consideration to the environmental and social consequences of settlement design and land use and explore some novel alternatives intended to aid the transition to a more sustainable model. Elective: fits within 'human social systems' emphasis. Prerequisites: INTD (225 or 22500) or SOAN (155 or 15500) Cross-listed with EVST This course fulfills the Social and Cultural Analysis requirement.
Prerequisite: (INTD 225 or INTD 22500) or (SOAN 155 or SOAN 15500)
Core: Social/Cultural Analysis Meth

SOAN 22600: ETHNICITY IN AMERICA:UD: 3 Hour(s)
ETHNICITY IN AMERICA:UD~ This course will take a close look at the culturally diverse groups of people in the United States. It will inquire into their origins, their contributions, and their incorporation into American society. Among the topics that will be discussed are the merits of the melting pot theory and the concept of cultural pluralism. This course will deal in depth with the experience of Euro-Americans, African-Americans, and Latino-Americans. A revised version of this course is offered for 4 hours as SOAN 22700. Prerequisite: Sociology 155 or 15500 . This course fulfills the Understanding Diversity in the USA requirement.
Prerequisite: (SOAN 155 or SOAN 15500)
Core: Understanding Diversity Home

SOAN 24010: SEX AND GENDER IN SOCIETY:UD: 4 Hour(s)
SEX AND GENDER IN SOCIETY~ This course is an introduction to the study of gender roles. By examining what it means to be male and female, we will see how different and how similar the sexes are in terms of their abilities, advantages, and the work they do. Moreover, we will look at the methods and theories social scientists use to study and explain these differences. This course fulfills the Understanding Diversity in the USA requirement. This course is offered for three (3) credit hours as Sociology 23900.
Core: Understanding Diversity Home
SOAN 26100: INTRO TO SOCIAL DEMOGRAPHY: 4 Hour(s)
POPULATION PATTERNS AN INTRODUCTION TO SOCIAL DEMOGRAPHY~ This course is about population, the causes of population growth and change, and the consequences of population trends for human society. These issues will be analyzed from the point of view of the three components of population growth (fertility, morality, and migration), and the factors, especially social factors, which affect them. Finally, the course will investigate the ways in which societies and cultures respond to population change, with an emphasis on the sociodemographic future of the United States. Also listed as Management 25100. Prerequisite: Sociology (155 or 15500).

SOAN 26500: SOC OF HUMAN DEVELOPMENT: 3 Hour(s)
SOCIOLOGY OF HUMAN DEVELOPMENT~ This course provides students with an introduction to key concepts, principles, and debates in the field of human development from a sociological perspective. This course takes an overview of human lives, considering development and social influences on human development from birth to death. Classical theories of development are considered, and a sociological approach is emphasized: human development from its beginning cannot be understood at the individual level because it is fundamentally a socially constituted, or interactive, process. This class focuses on how human development and health throughout the course of life are shaped by many important social environments and forces, including but not limited to families, schools, neighborhoods, peer groups, work organizations, organization of health care, ideology, social policies, media, history, and culture. Prerequisite: SOAN 155 or 15500
Prerequisite: (SOAN 155 or SOAN 15500)

SOAN 26200: THE FAMILY: 4 Hour(s)
THE FAMILY~ Using a sociological nature this course will explore interpersonal relationships and families throughout the lifespan, with an emphasis on history, diversity, inequality, society, and life course processes. We will examine several aspects of relationships and families, such as dating, mate selection, cohabitation, marriage, parenthood, childrearing, divorce, remarriage, singlehood, widowhood, parent-child interactions, sexual orientation, etc. Additionally, this course explores how these aspects can be defined and how they have evolved overtime. Such as: What constitutes a family? Is there a “proper” way to raise children? How does one’s childhood socialization affect their love life? Etc. Prerequisite: (SOAN 155 or SOAN 15500)

SOAN 26500: SOCIOLOGY OF RELIGION: 3 Hour(s)
SOCIOLOGY OF RELIGION~ Religious beliefs, practices, and organizations all affect, and are affected by, the social order. The course focuses on the social functions of religion, the nature of the variety of organizational forms of religion, and trends of impact of each on the other; e.g., secularization, religious movements, and civil religion. A revised version of this course is offered for 4 hours as SOAN 26600. Prerequisite Sociology (155 or 15500)
Prerequisite: (SOAN 155 or SOAN 15500)

SOAN 26710: SOCIOLOGY OF BLACK FAMILIES:UD: 3 Hour(s)
SOCIOLOGY OF BLACK FAMILIES:UD~ This introductory course will examine the history, experiences, struggles and progress of Black families in the U.S. We will explore cultural processes as well as political, economic, and social structures and policies that have shaped, and continue to shape, the ways in which Black families have formed and functioned. Beginning with slavery and ending with current issues facing Black families, the course is organized chronologically, with an emphasis on the ways in which African American families have acted as agents in their own lives by developing adaptive strategies (e.g. political resistance, reliance on extended kinship networks, responding to sociological shifts, etc...) to ensure their survival. Through course lectures, required readings, discussions, and documentaries, we will explore the impact of various social policies on the survival of Black families over time; e.g., Jim Crow, desegregation, welfare reform, etc. Finally, we will investigate key concepts, theories, and factors contributing to our understanding of Black families in the U.S. This course fulfills the Understanding Diversity in the USA requirement. This course is also offered for four (4) credit hours as Sociology 26700.

Core: Understanding Diversity Home

SOAN 27500: INTRO TO ARCHAEOLOGY:CA: 4 Hour(s)
INTRODUCTION TO ARCHAEOLOGY:CA~ From prehistoric hunter-gatherers to early civilizations to the Industrial Revolution, archaeology (a subfield of anthropology) is concerned with the study of the past through material remains. The objective of this course is to introduce the methods and theories that archaeologists use to understand past societies. It will also include a thematic discussion of some of the major events of the human past, such as the origins of tool use, the worldwide spread of the species, and the origins of agriculture and urban life. This course fulfills the Social and Cultural Analysis requirement.
Core: Social/Cultural Analysis Meth

SOAN 28000: SEM.: 4 Hour(s)
SEMINAR~

SOAN 28100: INDEPENDENT STUDY: 1-4 Hour(s)
INDEPENDENT STUDY~

SOAN 29800: FIELD EXPERIENCE: 1-4 Hour(s)
FIELD EXPERIENCE~

SOAN 30300: ENVIRONMENTAL SOCIOLOGY:CA: 4 Hour(s)
ENVIRONMENTAL SOCIOLOGY:CA~ While humans are distinct in their capacity to create culture, they remain always a part of, and dependent on, nature. This course is an examination of the ongoing dialogue between human social processes and the biophysical environment within which they take place. Readings will highlight the ways in which social structures and the individual behaviors that reflect them both shape and are shaped by the environment. We will study "environmental problems" through a sociological lens, focusing on the cultural, economic, political, and other social systems and processes that give rise to them. In particular, we will examine the ways in which these systems and processes organize patterns of everyday life and consider strategies for re-organizing those patterns in the effort to respond to and mitigate socio-ecological problems. Some sections of this course may be considered service learning (SL). This course fulfills the Social and Cultural Analysis requirement. This course is also offered as Environmental Studies 30300 Prerequisite: INTD (225 or 22500) or SOAN (155 or 15500)
Prerequisite: (INTD 225 or INTD 22500) or (SOAN 155 or SOAN 15500)

Core: Social/Cultural Analysis Meth
SOAN 30600: WORK AND FAMILY: 3 Hour(s)
WORK AND FAMILY~ This course examines selected topics and research in the growing area of work-family studies from a sociological perspective. During the semester we will explore how work and family life interconnect and influence each other and the implications of these linkages for women, men, children, employers, the community and society. Of particular interest will be how gender, social class, family structure and race and ethnicity affect the ability to manage work and family. Topics will include changing attitudes toward work-life balance; working families and the time squeeze; gender and the household division of labor; dual-career and single parent families; low-income families; work and the care-giving conflict; mothers, work, and family; fathers, work and family; strategies for resolving work-family conflict; international perspectives on work and family; and corporate and government responses to work-family conflict and their effects. We will consider a number of core questions, including: how has the relationship between work and family changed over time; how do jobs and workplaces affect family life; how do family commitments influence the behaviors of workers and their ability to contribute to the economy; and to what extent do existing policies meet the needs of working families?

SOAN 31500: THE CIVIL RIGHTS MOVEMENT: 3 Hour(s)
THE CIVIL RIGHTS MOVEMENT~ This course is a sociological overview of the Civil Rights Movement from a social movements perspective. Students will become familiar with the struggle of African-Americans and the events that led up to, sustained and resulted from the Civil Rights Movement. They will also become familiar with the factors that contribute to the development of a social movement in general. Students will also critically analyze the impact of the Civil Rights Movement on current civil rights issues. An abbreviated version of Sociology 31510 for three semester hours. Prerequisite: SOAN (155 or 15500)
Prerequisite: (SOAN 155 or SOAN 15500)

SOAN 32000: SOC DEVIANE&THEORY PERSPECT: 4 Hour(s)
SOCIAL DEVIANCE, THEORETICAL PERSPECTIVES~ Various theoretical approaches to understanding deviant (thus problem-creating) behavior within our society and the methods used to know them. Also, the organized efforts at resolution of these problems. A revised version of this course is offered for three credit hours as Sociology 32100. A student may receive credit for only one of these courses. Prerequisite: Sociology (155 or 15500)
Prerequisite: (SOAN 155 or SOAN 15500)

SOAN 32300: SOCIAL INEQUALITY: 4 Hour(s)
SOCIAL INEQUALITY~ A consideration of social differences arising out of distinctions along the lines of class, status, prestige, and power. The focus of the study in the United States, but other societies are also considered. Occupational, ideological, and mobility differentiation. A revised version of this course is offered for three credit hours as Sociology 32200. A student may receive credit for only one of these courses. This is a service learning course. An additional field trip fee is required. Prerequisites: Sociology (155 or 15500).
Prerequisite: (SOAN 155 or SOAN 15500)

SOAN 35100: STRATIFICATION AND HEALTH: 4 Hour(s)
STRATIFICATION AND HEALTH~ This course is an introduction to social epidemiology (the social distribution of health and illness). We will focus on examining how physical and mental health varies by socioeconomic status, race/ethnicity and gender. We will also look at the causal explanations for these relationships. We will also spend some time improving our understanding of how access to resources such as health care, social support and psychosocial resources (mastery, for example) shape health outcomes, as well as consider the role of social context in health outcomes—households, neighborhoods, communities, etc.
Prerequisite: (SOAN 155 or SOAN 15500)

SOAN 35410: SOC OF AGE, AGING & LIFE: 4 Hour(s)
SOCIOLOGY OF AGE, AGING AND THE LIFE COURSE~ This course provides an introduction to the sociological study of age as a feature of social structure that is highly influential of individuals, groups and belief systems. Theoretical concepts will be emphasized, as will empirical approaches to the sociological study of age. Topics include but are not limited to the social history of age, the life course and transitions within it, sociological theories of age, and demography of aging. Specific aspects of social structure that will be studied in this course include old age and the welfare state; family relationships and social support; work and retirement; health and health care; death, dying and bereavement; poverty, social inequality, and the economics of aging; and politics. Throughout this course, specific attention will be given to how the sociological perspective differs from biological and psychological perspectives on age and aging. A revised version of this course is offered for three credit hours as SOAN 35400. Prerequisite: SOAN (155 or 15500)
Prerequisite: (SOAN 155 or SOAN 15500)

SOAN 35600: SOC MENTAL HEALTH & ILLNESS: 3 Hour(s)
SOCIOLOGY OF MENTAL HEALTH AND ILLNESS~ This course is an introduction to the sociological perspective of mental health and illness. Sociologists have made important contributions to our understanding of mental health and illness is three important ways: the history and organization of treatment for mental illness; definitions, recognition and perceptions of mental illness (including stigma associated with labeling); and the prevalence and distribution of mental health/illness. We will also discuss the experience of mental illness from the perspective of persons living with mental illness and their families. A revised version of this course is offered for four credit hours as SOAN 35610. Prerequisite: SOAN (155 or 15500)
Prerequisite: (SOAN 155 or SOAN 15500)

SOAN 35800: SOC INSTITUTIONAL LONG-TERM: 3 Hour(s)
SOCIOLOGY OF INSTITUTIONALIZED LONG-TERM CARE~ This course includes an overview of literature, empirical methods, and theories as they relate to the sociological study of long-term care organizations and the experiences of those who work, live and have loved ones within them. Explicit attention will be focused on how social policies influence both social structures and human experiences of long-term care. Current debates about quality of life and quality of care, as well as current social movements to transform the culture and structure of long-term care, will be studied, discussed and debated. Medical/clinical orientations to long-term care will be compared and contrasted to sociological perspectives and scholarship in this substantive area. Some sections of this course may be considered service learning (SL). An abbreviated version of Sociology 35810 for four semester hours. Prerequisite: SOAN (155 or 15500)
Prerequisite: (SOAN 155 or SOAN 15500)
SOAN 35900: MEDICAL SOCIOLOGY:ES~ 4 Hour(s)
MEDICAL SOCIOLOGY:ES~ This course introduces a sociological perspective on health and illness, and on practices, professions and institutions related to health care. In this course, we will develop a critical analytic lens using the "sociological imagination" to understand social rather than individual determinants of health and illness, and to understand issues and debates related to health care in the United States and in global perspective. We will examine social forces (including but not limited to poverty, other socio-economic statuses, gender, race/ethnicity) that are related to illness and mortality patterns in the United States and around the globe; social meanings and experiences associated with acute illness, chronic illness, disability and mental illness; the history, structure and status of professions within medicine including physicians, nurses, pharmacy, and alternative care providers; structures, costs, health outcomes and problems associated with several countries' health care delivery systems; and issues of bioethics. Significant topics of interest in this course may include but are not limited to social epidemiology; health behavior and lifestyles; the sick role; social influences on the experiences of being ill and seeking care; medical professions; medicalization; health care institutions and policies; and bioethical implications of medical experimentation in the Nazi era and the Tuskegee Syphilis Study. Critical thinking and attention to diversity, within the United States and globally, are emphasized in this course. This class requires out of class health care related participation. Prerequisite: SOAN (155 or 15500) This course fulfills the Meaning, Ethics, and Social Responsibility requirement. Prerequisite: (SOAN 155 or SOAN 15500) Core: Meaning/Ethics/Soc Responsibil

SOAN 36200: YOUTH AND SOCIETY:UD: 3 Hour(s)
YOUTH AND SOCIETY:UD~ This course examines the creation of adolescence and youth as a distinctive stage of life in Europe, England and the USA. Youth culture at various points in history will be examined. Causes and consequences of contemporary adolescent problems will be highlighted. A revised version of this course is offered for four credit hours as SOAN 36300. Prerequisite Sociology (155 or 15500). Prerequisite: (SOAN 155 or SOAN 15500) Core: Understanding Diversity Home

SOAN 38000: SEM:~ 1-4 Hour(s)
SEMIF:~

SOAN 38100: SPC TPC:~ 1-4 Hour(s)
SPECIAL TOPICS IN SOCIOLOGY~

SOAN 38700: FOOD:EATERS,EATING& THE ENV:CA: 4 Hour(s)
FOOD:EATERS,EATING, AND THE ENVIRONMENT:CA~ Food is a principal ingredient in sociocultural systems and conveys much about a society and its relationship with the biophysical world. This course explores the social significance of food, including: the determinants of what and how people in a society eat, the meanings associated with certain foods, how food norms reflect and perpetuate certain kind of social inequality, changes in food production and consumption processes, and the consequences of these for the health of people and the environment. Prerequisite: SOAN 15500 or INTD 22500 Prerequisite: (INTD 225 or INTD 22500) or (SOAN 155 or SOAN 15500)

SOAN 45200: SR SEM:THEORY PERSPECTIVES: 4 Hour(s)
SENIOR SEMINAR THEORETICAL PERSPECTIVES~ Study of selected early masters of sociological thought and contemporary theorists. Emphasis on underlying assumptions and substantive content. Prerequisite: Sociology (155 or 15500) or (202 or 20200) or permission. Sociology majors must earn a "C" or higher. Prerequisite: (SOAN 155 or SOAN 15500) or (SOAN 202 or SOAN 20200)

SOAN 45500: SR SEM: METHODOLOGY: 4 Hour(s)
SENIOR SEMINAR METHODOLOGY~ A brief review of the basic research methods used by social scientists. This is followed by an intensive investigation of the particular research design of survey research. Finally, there will be a utilization of this approach in a secondary analysis of available data. Students are encouraged to have a basic statistics course before enrolling. Prerequisite: Sociology (155 or 15500) or (202 or 20200) or permission. Sociology majors must earn a "C" or higher. Prerequisite: (SOAN 155 or SOAN 15500) or (SOAN 202 or SOAN 20200)

SOAN 48000: SENIOR SEMINAR: 1-4 Hour(s)
SENIOR SEMINAR~

SOAN 48100: INDEPENDENT RESEARCH: 1-4 Hour(s)
INDEPENDENT RESEARCH~

SOAN 49800: INTERNSHIP: 1-4 Hour(s)
INTERNSHIP~

Spanish (SPAN)

SPAN 101EX: BEGINNING SPANISH I: 0 Hour(s)
SPAN 102EX: BEGINNING SPANISH II: 0 Hour(s)
SPAN 201EX: INTERMEDIATE SPANISH I:EW: 0 Hour(s)
SPAN 202EX: INTERMEDIATE SPANISH II:EW: 0 Hour(s)
SPAN 10100: BEGINNING SPANISH I: 4 Hour(s)
BEGINNING SPANISH I~ An introduction to Spanish. Development of four basic skills: listening, reading, writing, speaking. Introduction to grammar. Course taught in Spanish. Supplemental laboratory drill sessions required.

SPAN 10200: BEGINNING SPANISH II: 4 Hour(s)
BEGINNING SPANISH II~ A continuation of Spanish 101 or 10100. Supplemental laboratory drill sessions required. Prerequisite: Spanish 101 or 10100 or equivalent (placement). Prerequisite: (SPAN 101 or SPAN 10100) or equivalent (placement).

SPAN 18000: WKSP:~ 1 Hour(s)
WORKSHOP~ Workshops may be taken Pass/No Credit only. Students may take no more than nine workshops for credit toward graduation. Workshops can be used as elective credit only.

SPAN 20100: INTERMEDIATE SPANISH I:EW: 4 Hour(s)
INTERMEDIATE SPANISH I:EW: A continuation of Spanish 102 or 10200. Quick grammar review. Conversation and composition labs. This course fulfills the Experiencing the World requirement. Prerequisite: Spanish 102 or 10200, or equivalent (placement). Spanish 103 or 10300, 20100 or any course numbered higher than 103 or 10300, 20100 may be used to satisfy a humanities distributive requirement. Prerequisite: (SPAN 102 or SPAN 10200) or Spanish Placement Exam with a score of 270 or SPAN 101EX

SPAN 18000: WKSP:~ 1 Hour(s)
WORKSHOP~ Workshops may be taken Pass/No Credit only. Students may take no more than nine workshops for credit toward graduation. Workshops can be used as elective credit only.

SPAN 20100: INTERMEDIATE SPANISH I:EW: 4 Hour(s)
INTERMEDIATE SPANISH I:EW: A continuation of Spanish 102 or 10200. Quick grammar review. Conversation and composition labs. This course fulfills the Experiencing the World requirement. Prerequisite: Spanish 102 or 10200, or equivalent (placement). Spanish 103 or 10300, 20100 or any course numbered higher than 103 or 10300, 20100 may be used to satisfy a humanities distributive requirement. Prerequisite: (SPAN 102 or SPAN 10200) or Spanish Placement Exam with a score of 270 or SPAN 101EX

Core: Experiencing the World
SPAN 20300: CONVERSATION/COMPOSITION: 4 Hour(s)
CONVERSATION AND COMPOSITION ON SITE ABROAD:EW
Offered only abroad in the twelve-week term, this course is a systematic approach to learning the contemporary language of the host company. Daily contact with native speakers, newspaper and magazine readings, daily journal entries, and compositions afford the student practice in communicating. Prerequisite: Spanish (104 or 10400) 20200. This course fulfills the Experiencing the World requirement. Prerequisite: (SPAN 200 or SPAN 20000) or SPAN 20010
Core: Experiencing the World

SPAN 20400: CONVERSATION AND COMPOSITION: 4 Hour(s)
CONVERSATION AND COMPOSITION~ An intensive course in oral and written practice designed to develop conversational and written skills by fostering a systematic acquisition of vocabulary and study of more complex grammatical structures. Our overall purposes are learning conversational techniques and strategies, improve student’s listening and pronunciation and strengthen students’ grasp of Spanish vocabulary and grammar with emphasis on building fluency in spoken and written work. Prerequisite: Spanish 202 or 20200 or equivalent (placement). Prerequisite: SPAN 202 or SPAN 20200

SPAN 21100: PHONETICS: 4 Hour(s)
PHONETICS~ Theory of Spanish phonetics, symbols, transcription, interpretation. Intensive pronunciation practice and student-taped exercises. A performance component will be included. This course is vital for prospective teachers of Spanish and of interest to all students desiring to correct their pronunciation. Prerequisite: Spanish (104 or 10400) 20200 or equivalent. Prerequisite: (SPAN 104 or SPAN 10400) 20200 or permission.

SPAN 21500: ADV READ/INTRO/CRITCSM:IM,EW: 4 Hour(s)
ADVANCED READING AND INTRODUCTION TO CRITICISM:IM,EW~ An introduction to extensive reading in contemporary Spanish: vocabulary building, idiomatic usage, development of rapid comprehension, and critical analysis. A revised offering of this course is available as 20010 for four (4) credit hours. This course fulfills the Interpretive Methods requirement and the Experiencing the World requirement. Prerequisite: Spanish (104 or 10400) 20200 or equivalent. Prerequisite: (SPAN 202 or SPAN 20200) or (SPAN 204 or SPAN 20400)

SPAN 22800: SPANISH FOR BUSINESS: 1 Hour(s)
SPANISH FOR BUSINESS~ Course Description: Spanish for Business is a 1-credit course designed for intermediate-level and advanced students of Spanish seeking to develop their Spanish language skills in a cross-cultural business context. Through a variety of activities and projects that reflect real-life scenarios, students will learn to interact with an increasing number of Spanish-speaking co-workers and clients. Prerequisite: SPAN 20100

SPAN 22900: SPANISH HEALTHCARE PROFESSIONALS: 1 Hour(s)
SPANISH FOR HEALTHCARE PROFESSIONALS~ Course Description: Spanish for Healthcare Professionals is a course designed for students planning to work in the health care field and who are interested acquiring skills to communicate effectively when providing medical care. In addition to learning workplace Spanish language and improving your language skills, we will focus on developing a cultural competency for health care situations. Prerequisite: SPAN 20100

SPAN 23000: SPANISH TRANSLATION: 1 Hour(s)
SPANISH TRANSLATION~ Course Description: This course focuses on the method and practice of translation. Students will analyze and practice specific translation strategies as they pertain to distinct text types. This one-credit hour course will be taught in a workshop format, in which students will workshop drafts of translations with their peers and analyze strategic decisions and decisions of detail. Students will be evaluated on the translations they produce as well as their ability to analyze and critique their own and existing translations. Prerequisite: SPAN 20100

SPAN 23100: ADVANCED GRAMMAR/COMPOSITION: 4 Hour(s)
ADVANCED GRAMMAR AND COMPOSITION~ The study of advanced grammar and syntax in Spanish for non-native speakers to increase their grammatical accuracy and develop linguistic sophistication. Prerequisites: (SPAN 104 or 10400) or SPAN 20200 or permission. Prerequisite: (SPAN 200 or SPAN 20000) or SPAN 20010

SPAN 24000: SPANISH/LATIN AMERICAN FILM:CA: 4 Hour(s)
Spanish and Latin American Film:CA ~ Spanish and Latin American Cinema is an introduction to the Spanish and Latin American cinema through the discussion and critical analysis of a selection of movies directed by internationally praised film makers. It has two main focuses: first, introduce students to the formal conventions of film analysis; second, all classroom interactions are conducted entirely in the target language, so students can further develop their proficiency in Spanish. The contents of the course are organized thematically around topics such as memory, immigration, exile, marginalized identities and globalization. The films and activities in this class will enable students to improve their language and critical skills in Spanish. This course fulfills the Social and Cultural Analysis requirement. Prerequisite: SPAN 20200 (may be taken concurrently)
Core: Social/Cultural Analysis Meth

SPAN 25000: PENINSULAR SPANISH CIVILIZATION:CA: 4 Hour(s)
PENINSULAR SPANISH CIVILIZATION:CA ~ Cultural highlights from prehistoric times to the present day. Prerequisite: SPAN 20200

SPAN 25100: SPANISH AMERICAN CIVILIZATION:CA: 4 Hour(s)
SPANISH AMERICAN CIVILIZATION:CA ~ Cultural highlights from pre-Colombian times to the present day. Prerequisite: (SPAN 215 or 21500) or permission.

SPAN 28000: SEM:~ 1-4 Hour(s)

SPAN 28100: INDEPENDENT STUDY: 1 Hour(s)
INDEPENDENT STUDY~

SPAN 29800: FIELD EXPERIENCE: 4 Hour(s)
FIELD EXPERIENCE~

SPAN 30300: GOLDEN AGE THEATER: 4 Hour(s)
GOLDEN AGE THEATER~ Prerequisite: Spanish (104 or 10400) or 20200
Prerequisite: (SPAN 200 or SPAN 20000)

SPAN 30400: GOLDEN AGE POETRY: 4 Hour(s)
GOLDEN-AGE POETRY~ This course presents a study of Golden-Age poetry, and will focus on the romances, including poetry by Góngora, Quevedo, Garcilaso, Herrera, Cervantes, Lope de Vega and the mystics: Sta. Teresa de Jesus and San Juan de la Cruz. Prerequisite: Spanish (104 or 10400) 20200 or permission.
Prerequisite: (SPAN 200 or SPAN 20000) or SPAN 20010
SPAN 30500: GOLDEN AGE PROSE: 4 Hour(s)
GOLDEN AGE PROSE~ Cervantes (but not the Quixote), Quevedo, Discovery. Prerequisite: Spanish (104 or 10400) 20200
Prerequisite: (SPAN 200 or SPAN 20000) or SPAN 20010

SPAN 30600: 19TH C. PENINSULAR LITR: 4 Hour(s)
19TH CENTURY PENINSULAR LITERATURE~ From Romanticism through Costumbirsm and Realism to the Generation of ‘98. Prerequisite: Spanish (104 or 10400) 20200
Prerequisite: (SPAN 200 or SPAN 20000) or SPAN 20010

SPAN 30700: 20TH C. PENINSULAR SPAN DRAMA: 4 Hour(s)
20TH CENTURY PENINSULAR SPANISH DRAMA~ From Lorca to Diosdado, including Casana, Buero, Sastre and Delibes. Prerequisite: Spanish (104 or 10400) 20200
Prerequisite: (SPAN 200 or SPAN 20000) or SPAN 20010

SPAN 30800: 20TH C. PENINSUL SPAN FICTION: 4 Hour(s)
20TH CENTURY PENINSULAR SPANISH FICTION~ Tremendismo, its precursors and its aftermath. Cela, Laforet, Matute, Aldecoa, Quiroga, Medio, Goytisolo, Castillo Puche and others. Prerequisite: Spanish (104 or 10400) 20200
Prerequisite: (SPAN 200 or SPAN 20000) or SPAN 20010

SPAN 30900: 20TH C. PENINSUL SPAN POETRY: 4 Hour(s)
20TH CENTURY PENINSULAR SPANISH POETRY~ The precursors of Alberti. Prerequisite: Spanish (104 or 10400) 20200
Prerequisite: (SPAN 200 or SPAN 20000) or SPAN 20010

SPAN 30800: 1-4 Hour(s)
SEMINAR~ This course provides an in-depth study of one author or one theme or literary movement or genre. Prerequisite: SPAN (300 or 30000)-level coursework and permission.

SPAN 38100: SPC TPC: 1-4 Hour(s)
SPECIAL TOPICS~

SPAN 48000: SENIOR SEMINAR: 1-4 Hour(s)
SENIOR SEMINAR~

SPAN 48100: INDEPENDENT RESEARCH: 1-4 Hour(s)
INDEPENDENT RESEARCH~

SPAN 49000: SENIOR PRESENTATION: 1-4 Hour(s)
SENIOR PRESENTATION~ The Spanish senior seminar is an independently driven capstone experience required of all Spanish majors. During their senior year students will complete a directed project consisting of two components: 1) an in-depth research paper and 2) a personal portfolio as a means of self-assessment. This work will culminate in a formal, public presentation at the end of the academic year. The overall goals of the senior project are to work independently, to reflect on progress toward personal and professional goals, and to demonstrate mature communication skills.

SPAN 49800: INTERNSHIP: 4 Hour(s)
INTERNSHIP~ Developed in consultation with the student's major faculty advisor(s), the internship will be tailored to the interests and needs of the student and can be served in a wide variety of private and public organizations. Hiram College's internship program permits students to bridge the distance between the theory they learn in the classroom and the application of their knowledge. The academic department establishes prerequisites for the application procedure. Students should check with individual departments for specific requirements and guidelines for the experience as they may vary by discipline. Prospective interns work with the faculty advisor who will monitor the experience and grade the academic component of the internship.

Sport Management (SPMT)

SPMT 10100: INTRO TO SPORT MANAGEMENT: 4 Hour(s)
INTRODUCTION TO SPORT MANAGEMENT ~ This course serves as an introduction to the field of sport management, offering a diversity of information pertaining to essential topics in the field of sport administration, including management and marketing principles, amateur and professional sport industry, international sport, facility and event management, sport broadcasting, and career preparation.

SPMT 20100: FACILITY/EVENT MGMT IN SPORT: 4 Hour(s)
FACILITY AND EVENT MANAGEMENT IN SPORT ~ Principles and techniques of planning, operating and managing sport facilities and events. This course will emphasize the principles and concepts of organization and administration including communication, personnel management, management of physical resources, and risk management. This course will examine a variety of sport operations such as indoor stadiums, athletic field complexes, and managing recreation and intramural activities.

SPMT 22000: PRINCIPLES COACH/LEADERSHIP: 4 Hour(s)
PRINCIPLES OF COACHING AND LEADERSHIP ~ This course is designed for those students preparing to enter a coaching career or be involved in the management and organization of an athletic program. Students will learn guidelines and principles for organizing a successful athletic program. Topics include, but are not limited to developing a coaching philosophy, evaluating theories in motivation, understanding team dynamics, communicating effectively, and improving player performance. This course will also emphasize an awareness of the demands of the coaching profession and explore issues and ethical considerations significant to coaching.

SPMT 28000: SEM.: 1-4 Hour(s)
SEMINARY ~

SPMT 28100: INDEPENDENT STUDY: 1-4 Hour(s)
INDEPENDENT STUDY~ Open to all sport management majors with the consent of the instructor. It affords sport management majors the opportunity to design their own course of study in an area that is not currently taught. The independent study normally requires the students to write a research paper.

SPMT 30100: HIST/PHIL OF SPORT IN US: 3 Hour(s)
HISTORY AND PHILOSOPHY OF SPORT IN THE U.S. ~ This course covers the history of sport and physical activity in the United States (1776–present) to understand the field in a broader context. Students will learn how past events and issues influence current beliefs and behaviors as well as common themes permeating throughout sport history (e.g., social and political activism). The philosophy unit of the course will cover philosophical approaches to the practice of physical activity. Students will learn how one's philosophy guides thoughts, emotions, and behaviors about relevant issues such as physical activity lifestyles and career choices.
SPMT 32000: SPORT IN A DIVERSE SOCIETY: 3 Hour(s)
SPORT IN A DIVERSE SOCIETY ~ Sports are an integral part of social
life in the U.S. with millions of people growing up playing sports and/
or spending countless hours watching them. In many ways, the world
of sports is an arena through which we can understand more about
our society's dynamics, values, and problems. This three-week course
explores the intersections between sport and topics such as race,
ethnicity, gender, social class, sexuality, and physical ability. Students will
examine population subgroups in their historical context and how those
groups have evolved over the years and how they have fared in society.
The course will examine these groups from a sociological and legislative
standpoint.

SPMT 35000: SPORT ETHICS & LAW: 4 Hour(s)
SPORT ETHICS & LAW ~ This course provides an extensive overview of
legal principles and ethical issues in sport. The different fields of law
and issues (Federal Amendment, torts, contracts, labor relations) as they
relate to sport will also be introduced. In addition, the basic philosophical
issues concerning ethics and moral reasoning and how these issues
relate to sport will be examined. Furthermore, this course is designed
to help future sport administrators develop an ethical decision-making
process. Potential topics may include concepts of morality, personal
philosophy regarding social responsibility, theories of ethics, professional
code of ethics, etc.
Prerequisite: SPMT 10100

SPMT 38000: SEM: 1-4 Hour(s)
SEMINAR ~ Includes various topics or upper level specialty courses.

SPMT 40500: CONTEMPORARY ISSUES IN SPORT: 2 Hour(s)
CONTEMPORARY ISSUES IN SPORT ~ This course is designed to provide
students with an overview of significant issues surrounding the world
of sport in today's society. This course is designed to enhance student's
comprehension of sport, its place on society, and possible changes it may
need in order to maintain a positive future. Arguments for and against the
inclusion of sport in our social institutions will be made. Relevant legal
issues will also be addressed.

SPMT 48000: SENIOR SEMINAR: 1 Hour(s)
SENIOR SEMINAR ~ This course is the second piece of the capstone
experience for the Sport Management major, and will provide students
with the necessary information to integrate their specific area of
concentration and internship or research experience into a portfolio
and oral presentation as the culmination of the Sport Management
program. The purpose of this course is to allow students to demonstrate
achievement in competency areas and to engage in self-reflection and
self-evaluation. Co-requisite: SPMT 48100 or SPMT 49800 (for 1-2 credits)
Prerequisite: SPMT 48100 (may be taken concurrently) or SPMT 49800
(may be taken concurrently)

SPMT 48100: INDEPENDENT RESEARCH: 1-2 Hour(s)
INDEPENDENT RESEARCH ~ The course is open to sport management
majors with junior standing or above with the consent of the department.
This affords junior and senior sport management majors the opportunity
to design their own course of study in an area that is not currently taught.
The independent research course would normally require the student to
write a research paper.

SPMT 49800: INTERNSHIP: 1-2 Hour(s)
INTERNSHIP ~ For a complete description of this program students
should consult with a member of the sport management faculty.

Student Development (STDV)

STDV 1000: HIRAM 101: SUCCESS IN COLLEGE: 1 Hour(s)
HIRAM 101: HOW TO BE SUCCESSFUL IN COLLEGE ~ Starting college
can be like moving to a foreign country without knowing the language or
the customs. This course introduces elements that first-year students
need to adjust to the college setting and become successful managers of
their own education and lives. Topics covered include identifying short-
and long-term goals, finding your way around campus, learning and using
the language of the Hiram College environment, reading a syllabus and
assignments, creating a study plan and managing your time, reaching
out to professors, knowing who to go to when you need help (academic,
financial, personal), becoming an active learner, and managing stress
and anxiety. Students will be required to attend all classes, participate
in discussions and activities, complete assignments, and write a short
essay concerning their experience at Hiram College.

STDV 10200: MAKING CONNECTIONS: TRANSF: 1 Hour(s)
MAKING CONNECTIONS: TRANSFER STUDENTS ~ This course is
specifically designed to provide transfer students an ongoing orientation
to college life at Hiram.

STDV 10300: MAKING CONNECTIONS: INTL: 1 Hour(s)
MAKING CONNECTIONS: INTERNATIONAL STUDENTS ~ This course
will build upon the discussions begun during International Student
Orientation on topics relevant to navigating Hiram College and life in
the U.S. In addition to short readings, class discussions, and reflection
essays, students will be encouraged to actively engage in campus
activities and off-campus excursions.

STDV 10600: CONNECTING TO/THRU HIRAM: 1 Hour(s)
CONNECTING TO AND THROUGH HIRAM COLLEGE ~ Attaining a college
degree is a major accomplishment. Whether you are completing a
bachelor's degree following your associate degree at a community
college, coming back to school after many years, or embarking on your
college journey for the first time, this course is designed to help you
make that transition successfully. Not only will this course include
topics like time management skills and navigating the challenges that
go along with being an adult learner, balancing school with work and
life responsibilities, but it will also explore the roots of a liberal arts
education. What does that mean? Why is it important to know? What are
the benefits? Finally, this course will begin your journey through Hiram
Connect, a program of experiential learning and reflection that focuses on
fundamental questions like where do you want to go in this life and who
do you want to be?

STDV 10800: EXPERIMENTS IN EFFECTIVE LEARNING: 1 Hour(s)
EXPERIMENTS IN EFFECTIVE LEARNING ~ This course will emphasize
basic learning theories and their practical application as they relate to
the mastery of content material in a student's current courses. Students
will study a hierarchical model of learning and knowledge mastery.
Students will refine their abilities to develop study strategies and time
management plans, which they will analyze and execute in their current
courses. The course will also focus on the process of active versus
passive knowledge mastery, as well as collaborative, student-centered
models of learning. Pass/No Credit ONLY.
STDV 11000: EVERYDAY ETIQUETTE: 1 Hour(s)
EVERYDAY ETIQUETTE ~ Have you wondered which fork to use at a fancy restaurant? Have you been unsure of how to email a supervisor or potential employer? Do you wish you had a better idea of how to deal with others who are rude to you? In this course we will use examples from some of our favorite literary characters to analyze how we treat one another, how we treat ourselves, and how we are accountable for our actions. Students will leave this course with a better understanding of civility and etiquette.

STDV 11100: EXPLORING MAJORS & CAREERS: 1 Hour(s)
EXPLORING MAJORS AND CAREERS~ This course will present an overview of the issues involved in career planning. Students will participate in self-assessment activities to identify their interests, abilities and values. They will also learn research techniques which will help them explore career options. Pass/No Credit Only.

STDV 12200: LEADERSHIP IN PRACTICE: 1 Hour(s)
LEADERSHIP IN PRACTICE~ This course is designed for students who are current leaders or who have had significant leadership experience on campus. The course provides a forum for those students to apply leadership theory to their own experiences in leadership positions. Students will read case studies, participate in field experiences and complete extensive writings on leadership and theory. Prerequisite: STDV 12000 or permission. Prerequisite: STDV 12000

STDV 13000: HONEST CONVERSATIONS: 1 Hour(s)
HONEST CONVERSATIONS~ This course will provide an opportunity for students to examine the concept and history of dialogue as a change agent. In addition, they will be participating in an active study circle group. One topic will be addressed in each section including: Racism and Race Relations, Violence in Our Communities, Civil Rights for Gays and Lesbians, and Education in our Communities. This class may not be repeated for credit. Pass/No Credit Only.

STDV 15000: STUDENT SUCCESS: 1 Hour(s)
STUDENT SUCCESS ~ This course will equip students with the tools, knowledge and resources to improve their academic performance. Students will have an opportunity to meet and hear from several representatives of on-campus student support services and explore topics common to students

STDV 18000: WKSP.: 1 Hour(s)
WORKSHOP~ This workshop will provide the opportunity for students to examine a special topic in Student Development. Through readings, discussions and written assignments there will be opportunities to evaluate the topic at issue. Workshops may be taken Pass/No Credit only. Students may take no more than nine workshops for credit toward graduation. Workshops can be used as elective credit only. (For PGS students only.)

STDV 19300: MONEY: FINANCIAL SURVIVAL: 1 Hour(s)
MONEY MONEY MONEY FINANCIAL SURVIVAL SKILLS~ This course will address many critical personal financial management topics in order to help students learn prudent habits both while in school and for their lifetimes. Some of the topics that will be explored include: basic cash management, credit (including credit scores and reports), savings, investing, compound interest and the impact of interest rates. The course is activity-based with emphasis on the student's life as the basis for their work. (Please note: this course was based upon and modified from a 3-credit course developed by the University of Wisconsin in conjunction with Great Lakes Higher Education Corporation with approval.) This course is Pass/No Credit Only.

STDV 19500: EFFECTIVE/REFLECTIVE LEARNING: 2 Hour(s)
EFFECTIVE LEARNING, REFLECTIVE LEARNING ~ This course trains students both to be more engaged and effective learners even as they work to be consciously and regularly self-reflective to understand how their college education integrates with other aspects of their life. * Effective Learning: Students will gain an understanding of basic learning theories and their practical application as they relate to the mastery of content material in a student's current courses. Students will refine their abilities to develop study strategies and time management plans, which they will analyze and execute in their current courses. The course will also focus on the process of active versus passive knowledge mastery, as well as collaborative, student-centered models of learning. * Reflective Learning: Students will look beyond daily work in the classroom to see how class content connects to other aspects of their lives, including their place in the community and their future calling and career. Students will be required to attend all classes, participate in discussions and activities, complete written work and other assignments, keep an online reflective journal of their academic and collegiate experience, and to write a final essay concerning their experience in at Hiram College.

STDV 21100: PUTTING YOUR MAJOR TO WORK: 1 Hour(s)
PUTTING YOUR MAJOR TO WORK~ Experts predict most adults will have between five and seven careers in their adult lives. This course teaches basic lifelong job search skills including skills identification, targeting employers, resume writing, correspondence in the job search, networking, and interviewing. Pass/No Credit Only.

STDV 28000: SEM.: 4 Hour(s)
SEMINAR~

STDV 28100: INDEPENDENT STUDY: 1-4 Hour(s)
INDEPENDENT STUDY~

STDV 29800: FIELD EXPERIENCE: 1-4 Hour(s)
FIELD EXPERIENCE~

STDV 31200: STEPS TO GRAD SCHOOL: 1 Hour(s)
STEPS TO GRADUATE SCHOOL~ This new one credit Student Development course is recommended for juniors and seniors who will be graduating within the next year. We will examine the important decision about attending graduate and professional school from several angles. First – is graduate or professional school the right step to take? What are the intellectual, career and personal advantages of gaining another degree? How will additional education enhance and/or focus your strong liberal arts background? Further, what are the challenges and downsides – the time, the added loans, the challenging curriculum, the job market in your field? Second – the course will clearly identify the steps to take to research and apply to grad school including topics such as exploring the wide variety of grad school programs, working closely with faculty advisers, preparing for the dreaded testing, the application process, funding options, and the final decision. Students will come out of the course with a clear set of steps to take to move their educational plans forward. Pass/No credit Only. This class is recommended for juniors and seniors.

STDV 38000: SEM.: 1-4 Hour(s)
SEMINAR~

STDV 38100: SPC TPC.: 1-4 Hour(s)
SPECIAL TOPIC~

STDV 48100: INDEPENDENT RESEARCH: 1-4 Hour(s)
INDEPENDENT RESEARCH~

STDV 49800: INTERNSHIP: 4 Hour(s)
INTERNSHIP~
THEATRE ARTS (THEA)

Theatre Arts courses are offered under the Performing Arts Program.

THEA 11000: BEGINNING DANCE I:CM: 4 Hour(s)
BEGINNING DANCE I:CM—This course is designed to develop efficiency of movement, combined with an understanding of basic movement principles and an appreciation for dance in general. Students will participate in exercises designed to increase range of motion, strength, endurance, agility, coordination, and stability, with special emphasis being placed on alignment and relaxation. Students will also be briefly introduced to fundamentals of anatomy and to a general history of dance as an art form. No previous dance experience necessary. This course fulfills the Creative Methods requirement.
Core: Creative Methods

THEA 12000: FUNDAMENTAL PRINCIPLES OF ACTING:CM: 3 Hour(s)
FUNDAMENTAL PRINCIPLES OF ACTING:CM—This course familiarizes students with the basic principles of stage movement, vocal production, character analysis, concentration, improvisation, and emotion. Students will participate in classroom exercises designed to eliminate inhibition and nervousness. Finally, they will perform two short scenes that are chosen from a list of selected plays. The course requires no previous acting experience. This course fulfills the Creative Methods requirement.
Core: Creative Methods

THEA 12100: ACTING LAB: 1 Hour(s)
ACTING LAB—By permission only. Taken with THEA (120 or 12000).
Corequisite: THEA 12000

THEA 15000: INTRODUCTION TO THEATRE:IM: 3 Hour(s)
INTRODUCTION TO THEATRE:IM—The student's critical awareness of theatre will be cultivated in this course by examining the interlocking roles of the actor, director, designer, and playwright within a theatre production. Students will develop an understanding and enjoyment of the collaborative arts of the theatre through the analysis of plays and essays from major theatrical periods. The student will become involved in some aspect of a live production. This course fulfills the Interpretive Methods requirement.
Core: Interpretive Methods

THEA 15200: THE ART OF THE THEATRE:CM: 3 Hour(s)
The ART OF THE THEATRE:CM—This course is designed to give students an introduction to the various disciplines that make up the collaborative art form of the theatre. The work of playwrights, directors, and actors will be explored through reading, discussion, and performance activities. The work of scenic, lighting, costume, and make-up designers will be studied and explored through hands-on activities, which may include some drawing and painting. Students will also explore the literature, history, and development of the theatre. This course strives to create in the student a better understanding of all aspects of the theatre so as to instill a greater appreciation of this unique and lively art form. This course is not required for Theater majors or or minors, although it can be taken as an elective. This course fulfills the Creative Methods requirement.
Core: Creative Methods

THEA 17000: TECHNICAL PRODUCTION:CM: 3 Hour(s)
TECHNICAL PRODUCTION:CM—This course is designed to train students in behind-the-scenes procedures and activities. The primary focus will be on set construction, props, painting techniques, lighting, and sound. Elementary technical theatre practices will be examined. The student will become acquainted with the use of special theatrical equipment as well as scene shop equipment. Planned exercises will be used to assist the student in acquiring a familiarity with various aspects of technical theatre. Working on the department's current production(s) will be a required part of the course. This course fulfills the Creative Methods requirement.
Core: Creative Methods

THEA 17100: REHEARSAL ASSISTANT: 1 Hour(s)
REHEARSAL ASSISTANT—The 1 hour practicum is designed for the interested student, providing the opportunity to assist.

THEA 17200: RUNNING CREW/PROPERTIES: 1 Hour(s)
RUNNING CREW/PROPERTIES—This one-hour practicum is designed for the interested student, providing the opportunity to assist.

THEA 17300: SOUND/LIGHTS: 1 Hour(s)
SOUND/LIGHTS—This one-hour practicum is designed for the interested student, providing the opportunity to assist.

THEA 17400: SET CONSTRUCTION/PAINTING: 1 Hour(s)
SET CONSTRUCTION/PAINTING—This one-hour practicum is designed for the interested student, providing the opportunity to assist.

THEA 17500: COSTUMING/MAKE-UP: 1 Hour(s)
COSTUMING/MAKE-UP—This one-hour practicum is designed for the interested student, providing the opportunity to assist.

THEA 17600: FRONT OF HOUSE OPERATIONS: 1 Hour(s)
FRONT OF HOUSE OPERATIONS—This one-hour practicum is designed for the interested student, providing the opportunity to assist.

THEA 17900: TECHNICAL PRODUCTION LAB: 1 Hour(s)
TECHNICAL PRODUCTION LAB—Corequisite: THEA 17000

THEA 18000: WKSP: 1 Hour(s)
WORKSHOP—This workshop will provide the opportunity for students to examine a special topic in Theatre Arts. Through readings, discussions and written assignments there will be opportunities to evaluate the topic at issue. Workshops may be taken Pass/No Credit only. Students may take no more than nine workshops for credit toward graduation. Workshops can be used as elective credit only. (For PGS students only.)

THEA 20000: HISTORY OF WESTERN THEATRE I:IM: 3 Hour(s)
HISTORY OF WESTERN THEATRE I:IM—This course surveys the development of the western theatre from its origins through the Renaissance and introduces the theatre of the Orient. Along with select plays the student will study acting styles, actors, theatre architecture, costume, and scene design. Also offered as ENGL 20000. A student may receive credit for only one of these courses. This course fulfills the Interpretive Methods requirement. Previously offered as THEA/ENGL (251/25100).
Core: Interpretive Methods
THEA 20100: HISTORY OF WEST THEATRE II:IM: 3 Hour(s)
HISTORY OF WESTERN THEATRE II:IM--Beginning in 1660 England, this course studies plays, playwrights, acting styles, actors, theatre architecture, costuming, scene design, and the development of the role of the director in the U.S. and Europe up through the present. This course will also cover a survey of Third World Theater. Also listed as English 20100. A student may receive credit for only one of these courses. This course fulfills the Interpretive Methods requirement. Previously Theater 252/25200.
Core: Interpretive Methods
THEA 20900: SHAKESPEARE IN PERFORMANCE:CM: 3 Hour(s)
SHAKESPEARE IN PERFORMANCE:CM--Performance is the way in which dramatic texts come to life, and performing a play is an indispensable heuristic to knowledge about it. In this course, advanced students of Shakespeare shall investigate one play in its entirety, learning each scene by staging it. Becoming familiar with the work of the actor and director as well as with that of the critic, scholar, and reviewer, students will keep a daily journal and write analyses of scenes in preparation for staging work in class. The instructor will not serve as a director; rather, students will explore scenes in their own groups. Readings will include critical essays, scholarly discussions of textual issues, and reviews of performances. Also listed as ENGL 20900. This course fulfills the Creative Methods requirement.
Core: Creative Methods
THEA 22100: ACTING I: 1 Hour(s)
ACTING I--Students will be involved as a performer in the current production. Credit for this experiential learning is gained by completing the following tasks: 1) Audition for the current theatre production and be cast in a role 2) attend all required rehearsals 3) perform in the play and assist with the striking of the set. The course may be repeated three times for credit.
THEA 22400: ORAL INTERPRETATION OF LIT:CM: 4 Hour(s)
ORAL INTERPRETATION OF LITERATURE:CM--Critical approaches to literature to discover meaning and to appreciate the emotional effect of the work is the focal point of this course. Students will use various forms of literature for interpretation and study. Emphasis is placed on principles of reading a work aloud to communicate its intellectual and emotional meaning. Presentations will possibly be an integrated or adjunct aspect of this course. This course fulfills the Creative Methods requirement. A version of this course for three (3) credit hours is listed as Theatre 22410. Also listed as Communication 22400.
Core: Creative Methods
THEA 22410: ORAL INTERPRETATION OF LIT:CM: 3 Hour(s)
ORAL INTERPRETATION OF LITERATURE:CM--Critical approaches to literature to discover meaning and to appreciate the emotional effect of the work is the focal point of this course. Students will use various forms of literature for interpretation and study. Emphasis is placed on principles of reading a work aloud to communicate its intellectual and emotional meaning. Presentations will possibly be an integrated or adjunct aspect of this course. This course fulfills the Creative Methods requirement. A version of this course for four (4) credit hours is listed as Theatre 22400. Also listed as Communication 22410.
Core: Creative Methods
THEA 22900: CREATIVE DRAMATICS:CM: 3 Hour(s)
CREATIVE DRAMATICS:CM--This course will explore how dramatic play and improvisation can be used to stimulate learning in the grade-school classroom. Students will develop storytelling skills using numerous techniques, activities, and exercises. Students will develop a story through improvisation and realize their story into a theater production. The class will culminate in a performance. This course fulfills the Creative Methods requirement.
Core: Creative Methods
THEA 24100: READINGS IN DRAMATIC LITERATURE I: 1 Hour(s)
READINGS IN DRAMATIC LITERATURE I--By permission only.
THEA 24200: READINGS IN DRAMATIC LITERATURE II: 1 Hour(s)
READINGS IN DRAMATIC LITERATURE II--By permission only.
THEA 24500: CLASSICAL DRAMA: 4 Hour(s)
CLASSICAL DRAMA--This course focuses on tragedies and comedies of the Greek and Roman theatres. Representative plays of various Greek and Latin playwrights will be examined and discussed. One play will be presented as Reader’s Theatre.
THEA 25900: THEORY & PRACT SCENE DESIGN:CM: 3 Hour(s)
THEORY AND PRACTICE OF SCENE DESIGN:CM--This course will explore the process of creating scenic elements from the script to the stage. It is geared for students who are interested in theatre. The course will explore and develop the role and impact of the scene designer; basic drafting; use of color media; model building; and rendering. Students will become aware of the details the scene designer must integrate to achieve the historical, cultural, and psychological distinctions of stage settings and properties. This course fulfills the Creative Methods requirement. Also listed as THEA 25910 as a revised offering for 4 credit hours. Prerequisite: Theater Arts 170 or 17000 or permission.
Prerequisite: (THEA 170 or THEA 17000)
Core: Creative Methods
THEA 25910: THEORY & PRACT SCENE DESIGN:CM: 4 Hour(s)
THEORY AND PRACTICE OF SCENE DESIGN--This course will explore the process of creating scenic elements from the script to the stage. It is geared for students who are interested in theatre. The course will explore and develop the role and impact of the scene designer; basic drafting; use of color media; model building; and rendering. Students will become aware of the details the scene designer must integrate to achieve the historical, cultural, and psychological distinctions of stage settings and properties. This course fulfills the Creative Methods requirement. Also listed as THEA 25900 as a revised offering for 3 credit hours.
Core: Creative Methods
THEA 26000: THEORY/PRACT OF STAGE LIGHT:CM: 4 Hour(s)
THEORY AND PRACTICE OF STAGE LIGHTING:CM--The principles of electricity and optics which are applied to theatrical lighting equipment will be covered in this course. Other topics include the history and developments within the total lighting control systems and the use of color in lighting for the stage. Finally, the course will develop the student's awareness and ability to design lighting for dramatic productions. This course fulfills the Creative Methods requirement.
Core: Creative Methods
THEA 27100: ASSISTANT STAGE MANAGER: 2 Hour(s)
ASSISTANT STAGE MANAGER~ Geared mainly for the theatre major, the 2 hour practicum is designed for the serious student, providing the opportunity to oversee one of the areas listed. Each student will design the practicum to fit his/her particular needs with the supervision of the designer and/or director of the semester production. Can only be taken once.

THEA 27200: RUNNING CREW/PROPERTIES: 2 Hour(s)
RUNNING CREW/PROPERTIES~ Geared mainly for the theatre major, the 2 hour practicum is designed for the serious student, providing the opportunity to oversee one of the areas listed. Each student will design the practicum to fit his/her particular needs with the supervision of the designer and/or director of the semester production. Can only be taken once.

THEA 27300: SOUND/LIGHTS: 2 Hour(s)
SOUND/LIGHTS~ Geared mainly for the theatre major, the 2 hour practicum is designed for the serious student, providing the opportunity to oversee one of the areas listed. Each student will design the practicum to fit his/her particular needs with the supervision of the designer and/or director of the semester production. Can only be taken once.

THEA 27400: SET CONSTRUCTION/PAINTING: 2 Hour(s)
SET CONSTRUCTION/PAINTING~ Geared mainly for the theatre major, the 2 hour practicum is designed for the serious student, providing the opportunity to oversee one of the areas listed. Each student will design the practicum to fit his/her particular needs with the supervision of the designer and/or director of the semester production. Can only be taken once.

THEA 27500: COSTUMING/MAKE-UP: 2 Hour(s)
COSTUMING/MAKE-UP~ Geared mainly for the theatre major, the 2 hour practicum is designed for the serious student, providing the opportunity to oversee one of the areas listed. Each student will design the practicum to fit his/her particular needs with the supervision of the designer and/or director of the semester production. Can only be taken once.

THEA 27600: FRONT OF HOUSE OPERATIONS: 2 Hour(s)
FRONT OF HOUSE OPERATIONS~ Geared mainly for the theatre major, the 2 hour practicum is designed for the serious student, providing the opportunity to oversee one of the areas listed. Each student will design the practicum to fit his/her particular needs with the supervision of the designer and/or director of the semester production. Can only be taken once.

THEA 27700: TECHNICAL DIRECTOR: 2 Hour(s)
TECHNICAL DIRECTOR~ Geared mainly for the theatre major, the 2 hour practicum is designed for the serious student, providing the opportunity to oversee one of the areas listed. Each student will design the practicum to fit his/her particular needs with the supervision of the designer and/or director of the semester production. Can only be taken once.

THEA 28000: SEM: 1-4 Hour(s)
SEM~
WRIT 10400: BASIC EXPOSITION I: 2 Hour(s)  
BASIC EXPOSITION I: This course is taken in coordination with First-Year Colloquium and concentrates on helping students become more effective prose writers. Attention is given to clear thinking and wording, effective organization, insightful analysis, strong detail, and grammatical precision. Students will work on written assignments from their FRCL course and must be willing to read their own work and comment on the work of others. Pass/No Credit Only. Prerequisite: FRCL 10101 (may be taken concurrently).

WRIT 10500: BASIC EXPOSITION II: 2 Hour(s)  
BASIC EXPOSITION II: This course is taken in coordination with the First-Year Seminar and concentrates on helping students become more effective prose writers. Attention is given to clear thinking and wording, effective organization, insightful analysis, strong detail, and grammatical precision. Students will work on written assignments from their FSEM course and must be willing to read their own work and comment on the work of others. First time students only. Can only be taken for credit once. Must concurrently register for an FSEM. Pass/No Credit ONLY. Corequisite: FSEM 10201.

WRIT 10510: BASIC EXPOSITION II: 1 Hour(s)

WRIT 15100: COMPOSITION IN THE LIB ARTS I: 4 Hour(s)  
COMPOSITION IN THE LIBERAL ARTS I: An introductory course designed to provide an exposure to college-level intellectual inquiry through critical reading, in-depth discussion, oral presentations, and informal and formal writing. Each course is centered on an enduring question, theme, or topic fundamental to understanding and living. Through the careful and considerate examination of the course topic, students will develop their ability to do the following: • Write, including understanding purpose, audience, and the importance of the writing process. • Read, interpret, and connect relevant information, texts, and experiences. • Think critically. • Communicate orally: students will speak, participate in discussion, and present ideas. • Identify, evaluate, and use information appropriate for scholarly research. Students will be required to complete and be prepared to discuss thoughtfully all course readings, to give at least one oral presentation, and to write at least three written projects—with at least one including research—totaling at least 5,000 words formal and revised written work. This course is designed to satisfy the Ohio Transfer Module (OTM) requirements for English Composition: First Writing Course (TME 001).

WRIT 15200: COMPOSITION IN THE LIB ARTS II: 4 Hour(s)  
COMPOSITION IN THE LIBERAL ARTS II: Composition in the Liberal Arts II is a course designed to further develop the critical thinking, reading, writing, oral presentation, and discussion skills developed in Composition in the Liberal Arts I. Additionally, this course will focus more extensively on research methods, use of sources, and documentation skills. Each section will consider an urgent question, asking students to examine an important issue by analyzing and discussing important literature, executing critical thinking and analysis, practicing formal and informal writing with an eye to audience and purpose, and developing and performing research skills that permit investigation into important questions and hypotheses. Students will be required to complete and be prepared to discuss thoughtfully all course readings, to give at least two oral presentations, and to compose three to four written projects, each incorporating some sort of research or supporting evidence, thus introducing students to a variety of sources and research methods. Written work should total at least 7,500 words of formal and revised written work. Prerequisite: WRIT 15100 or equivalent. This course is designed to satisfy the Ohio Transfer Module (OTM) requirements for English Composition: Second Writing Course (TME 002).

WRIT 18000: WKSP: 1 Hour(s)  
WORKSHOP: This workshop will provide the opportunity for students to examine a special topic in Writing. Through readings, discussions, and written assignments there will be opportunities to evaluate the topic at issue. Workshops may be taken Pass/No Credit only. Students may take no more than nine workshops for credit toward graduation. Workshops can be used as elective credit only. (For PGs students only.)

WRIT 20500: STYLE/GRAMMAR FOR WRITERS:CM: 3 Hour(s)  
STYLE AND GRAMMAR FOR WRITERS:CM: This course will address matters of style and grammar closely and meticulously. It is not a course in developmental grammar, but one designed for serious writers interested in polishing error from their prose and experimenting with their writing styles. The class will be devoted to providing high polish to the individual line and expose students to stylistic patterns and options they may not have seen or noticed before. It will encourage writers to take risks with language, to consider the nuance of punctuation, to think about effect, to make language exact and precise, to develop voice, to distinguish between local advice and general principles in the understanding of 'rules,' and to gain fuller knowledge and control of individual style. This course fulfills the Creative Methods requirement. Core: Creative Methods.

WRIT 21400: WRITING ABOUT NATURE:CM: 3 Hour(s)  
WRITING ABOUT NATURE:CM: This is an intensive creative writing course. The combination of reading and writing will inspire student insights into nature. The course may cover such topics as global warming, evolution, genetic research, and the romantic lure of the natural world. We have the daunting yet vitally important task of writing about the natural world in a manner that is accessible to a popular audience using creative techniques. Class assignments will reflect that goal. Readings will acquaint students with the natural world from historical, aesthetic, and personal perspectives. While the class concentrates on a variety of personal and political issues connected with nature, it will be crucial to speculate on what these issues mean for our society. Therefore, students will deepen their understanding of how the understanding of nature intersects with our culture-at-large. This course fulfills the Creative Methods requirement. Core: Creative Methods.
WRIT 21500: WRITING ABOUT:CM: 3 Hour(s)
WRITING ABOUT: (Various Course Topics): CM ~ This is an intensive creative nonfiction writing course that closely examines a particular topic of in writing and reading. The combination of reading and writing will inspire student insights into the course topic. Students will work to write about the topic in a manner that is accessible to a popular audience using creative nonfiction techniques. Class assignments will reflect that goal. Readings will acquaint students with the topic from historical, aesthetic, and personal perspectives. While the class concentrates on a variety of personal and political issues connected with the topic, it will be crucial to speculate on what these issues mean for our society. Therefore, students will deepen their understanding of how the understanding of the topic intersects with our culture-at-large. This course fulfills the Creative Methods requirement.
Core: Creative Methods

WRIT 22100: BASICS OF CREATIVE WRITING:CM: 3 Hour(s)
BASICS OF CREATIVE WRITING:CM ~ This is the required foundation course for writing majors or students wanting to explore the field. This course will focus on the basics of creative writing, including such topics as how to read as a writer; how to train a writer's eye; the recovery of metaphor; the style and craft of narrative and description; the emergence of voice; selection of detail; the battle against cliche. Although genre will be introduced through reading and discussion, emphasis will be on writing matters that are common to all genres, not just one. The course will feature frequent short writing exercises and reading. This course fulfills the Creative Methods requirement.
Core: Creative Methods

WRIT 24000: SURVEY OF JOURNALISM: 4 Hour(s)
SURVEY OF JOURNALISM ~ This course examines the contemporary professional journalistic field, particularly the areas of writing for media, design, layout, public relations and advertising. It provides students with practical experience and also an understanding of ethical and legal problems facing contemporary journalism. By examining the way First Amendment principles have translated in different political and social arenas, it also addresses how effectively journalism serves its various constituencies. Also listed as Communication (240 or 24000).

WRIT 24600: SPORTS JOURNALISM: 4 Hour(s)
SPORTS JOURNALISM ~ This course is an overview of sports journalism and includes the study of story development from a single idea to a published story in the field of sport. This course examines the various elements necessary to bring a sporting event from the playing field to the public through the print media. Topics include types of print media, the role of sports department personnel, coverage of the sporting event, developing contracts, gaining access to sports figures, interviewing, and story development. The course focuses on developing effective writing skills by approaching sports writing as a process. Also listed as Communication (246 or 24600).

WRIT 28000: SEM: 1-4 Hour(s)
SEMINAR

WRIT 28100: INDEPENDENT STUDY: 1-4 Hour(s)
INDEPENDENT STUDY

WRIT 29800: FIELD EXPERIENCE: 1-4 Hour(s)
FIELD EXPERIENCE

WRIT 30300: YOUNG ADULT FICTION:CM: 4 Hour(s)
YOUNG ADULT FICTION:CM ~ This course introduces the central elements of writing fiction—voice, character, conflict, setting, plot, subplot and style—with a special emphasis on writing for young adults. Students will read and analyze examples of published literary portrayals of teens, produce scene and character studies, read and discuss each other's work, and submit a final revised portfolio of their creative projects. Fulfills credits toward Writing Major or Minor. This course fulfills the Creative Methods requirement.
Core: Creative Methods

WRIT 30400: CRAFT & TECH: POETRY:CM: 4 Hour(s)
CRAFT AND TECHNIQUE OF POETRY:CM ~ Students will write and revise poems through extensive practice and revision, as well as exposure to traditions, theory, prosody and esthetics, and method and craft. The course will focus on both practice and process—the tools needed to complete a successful poem, as well as the lifelong process that writers hone to tap into emotional experience and articulate it honestly. This course fulfills the Creative Methods requirement. Prerequisite: WRIT (221 or 22100) or permission
Prerequisite: (WRIT 221 or WRIT 22100)
Core: Creative Methods

WRIT 30500: CRAFT & TECH: CREATIVE NONFIC:CM: 4 Hour(s)
CRAFT AND TECHNIQUE: CREATIVE NONFICTION:CM ~ Students learn and practice a wide variety of nonfiction forms, with emphasis on personal essays and literary journalism. The course will be coupled with readings by contemporary nonfiction writers from the 'New Journalism' school of the mid-60's to the present. Students will be responsible for writing and rewriting several essays. Workshops will be central, and students must be willing to read their own work and comment on the work of others. This course fulfills the Creative Methods requirement. Prerequisite: Writing (221 or 22100) or permission
Prerequisite: (WRIT 221 or WRIT 22100)
Core: Creative Methods

WRIT 30600: CRAFT & TECH: FICTION:CM: 4 Hour(s)
CRAFT AND TECHNIQUE: FICTION:CM ~ Students learn how to write and perfect short fiction through the study and practice of techniques employed in both traditional and very contemporary fiction. The course will include the reading of short fiction by both established and new writers. Students will be responsible for writing and rewriting several original short stories. Workshops will be central, and students must be willing to read their own work and comment on the work of others. Prerequisite: WRIT (221 or 22100) or permission. This course fulfills the Creative Methods requirement.
Prerequisite: (WRIT 221 or WRIT 22100)
Core: Creative Methods
WRIT 30800: CREA WRIT@NTHWOODS:CM: 3 Hour(s)
CREATIVE WRITING AT NTHWOODS:CM~ As an advanced creative writing course taking place at a remote and rustic field station in the Hiawatha National Forest, this course gives students a chance to write poetry, fiction, or essays that invoke a personal, insightful style influenced by an “off the grid” lifestyle. Students will learn skills and techniques by reading and discussing contemporary examples in the Best American series. Each student will then spend at least two hours each day writing, and each student will workshop at least two pieces (or more, depending on enrollment). These workshops serve as a way to learn more about the needs of the audience as well as a way to revise the work for publication. In addition, students will give a short oral presentation about one piece of their choosing from the Best American book. By the end of the semester, students can expect to have at least one piece of publishable writing, and every student will contribute a handwritten piece to the “Northwoods Anthology” which will be kept in the lodge for future students to read. Prerequisite: 20000-level WRIT course or faculty recommendation as a strong writer. This course fulfills the Creative Methods requirement. Core: Creative Methods

WRIT 30900: CRAFT & TECH: SCREENWRITING:CM: 4 Hour(s)
CRAFT & TECHNIQUE SCREENWRITING:CM~ An introduction to the practice of writing for film. Students will learn the vocabulary and format of creating screenplays, study screenplays that have been produced as films, examine films with an eye toward the interpretation of the screenplay, and write and workshop their own work. We will look both at original screenplays and at screenplays that adapt literature to film. Prerequisite: Writing (221 or 22100) or permission. This course fulfills the Creative Methods requirement. Prerequisite: (WRIT 221 or WRIT 22100)
Core: Creative Methods

WRIT 31000: TRAVEL WRITING: 1-4 Hour(s)
TRAVEL WRITING ~ Travel writing has a long and impressive history. This course will help writers to know that history and become part of it. The genre of travel writing, beginning with writers like Herodotus and Marco Polo, appeals to a wide range of fine writers, including Mary Montagu, James Boswell, Charles Darwin, Evelyn Waugh, Jan Morris, and Paul Theroux. In addition to reading such writers, students will compose their own travel essays based on class travel experiences. Their descriptions of new experiences and sites may be heightened by irony, humor, cultural mediation, and a sense of a “mind in motion” that pushes toward larger meanings - ethical, political, and personal. Students must register for a minimum of 3 credit hours in order to receive the CM core credit. Prerequisite: WRIT 221 or 22100) or permission. This course fulfills the Creative Methods requirement only if taken as a 3 or 4 credit hour course. Prerequisite: (WRIT 221 or WRIT 22100)

WRIT 31100: WRITING FOR BUSINESS: 4 Hour(s)
WRITING FOR BUSINESS~ This course will ask students to apply writing and thinking skills to the specific demands of business, from the varieties of business correspondence to the preparation of proposals and reports. Students will practice the modes of business writing and develop the rhetorical and stylistic skills necessary for effective business communication.

WRIT 31200: TECHNICAL WRITING: 4 Hour(s)
TECHNICAL WRITING~ This course helps students learn to write for an audience which wants factual information for practical use. This specialized information is usually directed to a specific audience which already has familiarity with the field. Professional technical journals provide the primary sources for this writing, as do technical reports written for business and government use.

WRIT 31300: TEACHING/SUPERVISING WRIT:CM: 4 Hour(s)
TEACHING AND SUPERVISING WRITING:CM~ This course is designed to prepare students in all disciplines to teach, tutor, and supervise the writing of high school students and college undergraduates. The course will offer an introduction to the major trends in composition theory and research. It will also develop the technical and interpersonal skills necessary for effective instruction. Students will closely examine their own writing process and style. To fulfill the required laboratory element of this course, students will spend time each week working with a mentor in the Writing Center. This course fulfills the Creative Methods requirement. Prerequisite: PERMISSION THROUGH RECOMMENDATION ONLY. Also listed as Education (313 or 31300).
Core: Creative Methods

WRIT 31800: MEMOIR: 3 Hour(s)
MEMOIR~ Memoir, with its roots in the personal essay, uses the techniques of fiction and other literary genres to allow writers to remember and discover their lives through a specific theme or lens. Students will be asked to read and review several contemporary memoirs and to write a twenty to thirty page segment from a book-length memoir they design. Workshops will be central, and students must be willing to read their own work as well as comment on the work of others. Prerequisite: WRIT 221 or 22100 or permission. Also offered as WRIT 328 or 32800 as a 4 credit hour course. A student may receive credit for only one of these courses. Prerequisite: (WRIT 221 or WRIT 22100)

WRIT 32000: PROFESSIONAL EDITING: 3 Hour(s)
PROFESSIONAL EDITING ~ This course is designed to teach students to be professional copyeditors as well as to explore other editorial positions in a publishing house. In order to make the experience of editing real, there will always be a project associated with this class: often a collection (essays, stories, poems, commemorative pieces) of student work. The first time this course was run (2006), a collection of twenty-nine essays written about Hiram, Ohio, U.S.A., over the past ten years, was shepherded toward production by a group of fifteen students. Students will learn not only how to line edit, but also how to assemble a book, making important aesthetic decisions about use of photographs, front and back matter, cover design, layout, etc. The vocabulary, technique, and art of publishing and editing will all be addressed and employed. Prerequisite: (WRIT 221 or WRIT 22100)

WRIT 32100: LITERARY JOURNALISM:CM: 4 Hour(s)
LITERARY JOURNALISM:CM~ Literary journalism has its roots in the early work of Daniel Defoe, but in the last few decades has come into its own— a genre marked by distinct conventions of style, form, and sensibility. Students will read samples of work by several generations of literary journalist who have shaped (and continue to shape) the genre—work by writers like George Orwell, Stephen Crane, Norman Mailer, Lilian Ross, Tom Wolfe, Mark Singer, Lauren Slater, Annie Dillard, Mark Kramer, John McPhee, Joan Didion, Michael Pollan, Edmund Morris, Ian Frazier, as well as new voices emerging every day. They will write a long piece of immersion journalism themselves, joining the ongoing conversation on nonfiction writers are having about this inventive and important form in American letters. Also offered as Writing (319 or 31900) as a 3 credit hour course. A student may receive credit for only one of these courses. This course fulfills the Creative Methods requirement. Core: Creative Methods
WRIT 32800: MEMOIR: 4 Hour(s)
MEMOIR~ Memoir, with its roots in the personal essay, uses the techniques of fiction and other literary genres to allow writers to remember and discover their lives through a specific theme or lens. Students will be asked to read and review several contemporary memoirs and to write a short memoir of their own. Workshops will be central, and students must be willing to read their own work as well as comment on the work of others. Prerequisite: WRIT (221 or 22100) or permission Also offered as WRIT 318 or 31800 as a 3 credit hour course. A student may receive credit for only one of these courses. Prerequisite: (WRIT 221 or WRIT 22100)

WRIT 33300: RHETORICAL CRITICISM:IM: 4 Hour(s)
RHETORICAL CRITICISM (RHETORICAL TRACK):IM~ An examination of the nature and practice of rhetorical criticism as theory and methodology for understanding and critiquing contemporary discourse. The tools of rhetorical criticism, different methodological approaches, and the values of analyzing human discourse are explored. Students will do critiques from a broad variety of contemporary discourse such as speeches, essays, letters, editorials, theater, television, film, and other symbolic contexts of their choosing. Also listed as Communication (333 or 33300). Prerequisite: English (206 or 20600) or Writing (221 or 22100) or Communication (101 or 10100) or permission. This course fulfills the Interpretive Methods requirement. Prerequisite: (COMM 101 or COMM 10100) or (WRIT 221 or WRIT 22100) or (ENGL 206 or ENGL 20600) Core: Interpretive Methods

WRIT 38000: SEM: 1-4 Hour(s)
SEMINARY:

WRIT 38100: SPC TPC: 1-4 Hour(s)
SPECIAL TOPICS:

WRIT 40400: ADVANCED WORKSHOP IN POETRY: 4 Hour(s)
ADVANCED WORKSHOP IN POETRY~ This course is a continuation of Writing (304 or 30400). Students will write poetry at an advanced level and complete a chapbook of poems that reflect the student’s developing style and thematic preoccupations. Prerequisite: WRIT(203 or 20300) or WRIT (304 or 30400) or permission. Prerequisite: (WRIT 203 or WRIT 20300) or (WRIT 304 or WRIT 30400)

WRIT 40500: ADVANCED CREATIVE NON-FICTION: 4 Hour(s)
ADVANCED WORKSHOP IN CREATIVE NONFICTION~ This advanced workshop will allow writers to experiment with stylistic and organizational nuance in creative nonfiction, as well as more toward longer forms in the genre (books of literary journalism, book-length memoirs, collections of thematically linked essays, etc.). Students will have considerable freedom in the selection of their projects and receive workshop support on a regular basis. Prerequisite: Writing (305 or 30500) or Writing (321 or 32100) or Writing (328 or 32800). Prerequisite: (WRIT 305 or WRIT 30500) or (WRIT 320 or WRIT 32000) or (WRIT 328 or WRIT 32800)

WRIT 40600: ADVANCED WORKSHOP IN FICTION: 4 Hour(s)
ADVANCED WORKSHOP IN FICTION~ This advanced workshop will allow writers to explore a more full range of techniques and craft in short-story writing, as well as move toward longer forms in the genre (story collections, novellas, and novels). Students will have considerable freedom in the selection of their projects and will receive workshop support on a regular basis. Prerequisite: Writing (306 or 30600) or permission. Prerequisite: (WRIT 306 or WRIT 30600)

WRIT 48000: SENIOR SEMINAR: 1-3 Hour(s)
SENIOR SEMINAR~ Students must complete this course in their senior year. This course requires students to significantly revise work in one or two genres: an essay, a short story, a screenplay, or a group of poems. The work should come from 300 or 30000- or 400 or 40000-level writing course, pending departmental approval. The revision must include more elaborate research (if necessary and desirable), more vigorous experimentation with form and technique, more elaborate and complete exploration of a subject and/or an emotional response, and more artful use of language. Students will gain awareness of the process of writing for publication. Students will also 1) write a one-page essay explaining their interest in and relationship to the project (statement of purpose); 2) present a public reading of their finished work. Also offered as ENGL (480 or 48000). Corequisite WRIT 48010 Corequisite: WRIT 48010

WRIT 48100: SENIOR SEMINAR PART I: 1 Hour(s)
SENIOR SEMINAR PART I ~ English majors must complete this course in their senior year. This revision and workshop course requires students to significantly rework a research paper from one of their 400 or 40000-level literature courses. The revision must include more elaborate research of primary and secondary sources, more extensive and complete exploration of a subject, and a more theoretical and sophisticated approach to the literary essay. This research project will help students to achieve achieve a historical and contemporary understanding of their subject. Students will write a one-page introduction that explains their interest in and relationship to the project. Students will identify journals or conferences that would be suitable arenas for publication and presentation. Students will present their work in a public forum. Also listed as ENGL 48100. Corequisite WRIT 48000. Corequisite: WRIT 48000

WRIT 48100: INDEPENDENT RESEARCH: 1-4 Hour(s)
INDEPENDENT RESEARCH~

WRIT 49800: INTERNSHIP: 4 Hour(s)
INTERNSHIP~ Developed in consultation with the student’s major faculty advisor(s), the internship will be tailored to the interests and needs of the student and can be served in a wide variety of private and public organizations. Hiram College’s internship program permits students to bridge the distance between the theory they learn in the classroom and the application of their knowledge. The academic department establishes prerequisites for the application procedure. Students should check with individual departments for specific requirements and guidelines for the experience as they may vary by discipline. Prospective intern works with the faculty advisor who will monitor the experience and grade the academic component of the internship.

WRIT 58140: WRITING CREATIVE NONFICTION: 3 Hour(s)
WRITING CREATIVE NONFICTION ~ This course is designed to introduce participants to forms of nonfiction that have as their purpose not only the presentation of “facts” and research, but also the inclusion of personal voice; a target audience of good general readers (not just academic ones); attention to literary techniques beyond straight exposition; the opportunity for imaginative decisions about writing that are more commonly associated with “creative” writing. According to Sue William Silverman in her book Fearless Writing, the genre of creative nonfiction “is a long river with many moods and currents.” We will explore several of them, allowing participants to be more present in their nonfiction writing than perhaps they had before, more relaxed, and more open to surprise.

Writing Colloquium (WRCL)
This course is no longer offered. Please see WRIT for current offerings.
WRCL 10101: WRITING IN THE LIBERAL ARTS I: 4 Hour(s)
WRITING IN THE LIBERAL ARTS I~ Writing in the Liberal Arts I is a literature-based writing course. Students will study distinguished literary examples of fiction, non-fiction, and poetry. Expository writing assignments, related to readings and class discussions, will encourage students to pursue and synthesize ideas for themselves and to express their thoughts in a clear, precise, organized, and convincing manner. (For Weekend College students only.) “All students will be expected to participate in one or more formal oral presentation and write three formal essays as well as a multi-sourced, 8-10 page research paper.”

Writing in the Liberal Arts (WRLA)

This course is no longer offered. Please see WRIT for current offerings.

WRLA 10101: WRITING IN THE LIBERAL ARTS: 4 Hour(s)
WRITING IN THE LIBERAL ARTS (WRLA) ~ Writing in the Liberal Arts (WRLA) provides an exposure to college-level intellectual inquiry through an engagement with interesting and important ideas. Each course is centered on some idea, theme, or topic fundamental to understanding and living. Through the careful and considerate examination of the course topic, the student will learn the following: • Ideas have complexity and generality • Ideas are connected to one another, and depend on and illuminate one another: knowledge is interdisciplinary in nature • Much goes into understanding something well: students need to develop the capacity of critical inquiry • Histories and traditions of systematic inquiry can guide (and obscure) insight and understanding • Reflective learning integrates these ideas into various spheres of students’ own lives—coursework, career, calling, character, and community Students will be required to complete and be prepared to discuss thoughtfully all course readings, to give at least one oral presentation, and to write at least three essays—with at least one including research—totaling approximately 15-20 pages of formal and revised written work.
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