Earlham College

2024 – 25

# ACADEMIC CATALOG

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The 2024-2025 Earlham College Academic Catalog reflects the academic policies, course and program offerings, personnel, tuition and fees, and degree requirements that are effective at the time of publication. Though every effort was made to ensure the accuracy of the information presented in this catalog, the College reserves the right to make changes to the policies, charges, any course or program offering, or other matters when necessary. Thus, the information in this catalog should not be regarded as a contract between any student and the College.

# About Earlham

## College Profile

Earlham is a national liberal arts college with a reputation for excellent teaching and preparing students to make a profound positive difference in the world.

Earlham consistently ranks among U.S. News and World Report's top national liberal arts institutions, and we have one of the country's best classroom experiences, according to The Princeton Review. The quality of our academic experiences goes beyond rankings, however. Many prestigious organizations — including the Fulbright U.S. Student Program, the Watson Foundation, and the Lilly Foundation — invest in our students, our academic programs, and our facilities.

### A catalyst for good

Earlham's story begins in 1847, when a group of Quakers sought to foster education rooted in respect, integrity, peace, simplicity and community. Today, the college still embodies those qualities and has consistently ranked among the top national liberal arts institutions in the country. Earlham is a collaborative learning community that inspires and motivates students with transformative opportunities and experiences so they can become catalysts for good in a changing world.

### Our history

Earlham has its roots in the Great Migration of Quakers from the eastern United States, especially from North Carolina, in the first half of the nineteenth century. A peculiarly Quaker combination of idealism and practicality drew them to the Northwest Territory. As Friends, those who came out of the South had found themselves increasingly uneasy living in a slave society. As small farmers, the abundance of cheap, fertile land made Ohio and Indiana magnets of migration.

This migration created Indiana Yearly Meeting of Friends in 1821. By 1850, it was the largest in the world. Its center was Richmond, where the yearly meetinghouse for the Orthodox body was located. Thus when Indiana Friends decided in 1832 to open a boarding school "for the guarded religious education of the children of Friends," they placed it in Richmond. After fifteen years of laborious fund-raising, it opened on June 6, 1847. In 1859, a collegiate department was added and the school became Earlham College, in honor of the home of the eminent English Quaker minister Joseph John Gurney, who had been an early supporter. Earlham was the second Quaker college in the world, and the first coeducational one.

Most Quakers changed in the late nineteenth century, and Earlham changed with them. Originally a "select" school, open only to Friends, by 1865 the school accepted non-Quaker students, and hired its first non-Quaker professor in 1886. Gradually Quaker plain dress and the plain language disappeared from campus. By 1890, art and music, originally forbidden by Quaker beliefs, had become part of the curriculum. In the 1890s, intercollegiate athletics became part of Earlham life.

Change did not come without controversy. Between 1895 and 1915, Professor of Bible Elbert Russell was the target of numerous protests for introducing modernist methods of Bible study to the college. In 1920-1921, the college was actually the target of a heresy investigation aimed at liberalism and evolution. In the 1930s and 1941, many Quakers fiercely protested the relaxation of rules banning dancing and smoking. During World War II, the enrollment of Japanese-American students outraged some local residents.

Earlham transformed itself after World War II, with building and financial growth and the advent of a new generation of faculty, many of whom were veterans of Civilian Public Service. The student body became national and international. In 1960, to meet a growing demand for leadership in the Society of Friends, the Earlham School of Religion opened as the only accredited Quaker theological seminary in the world. A few years later Earlham created Conner Prairie, the living history museum near Indianapolis that became independent in 2006. In 2010, by mutual consent, the College and Indiana Yearly Meeting altered their legal relationship, ending the yearly meeting's appointment of trustees and replacing it with a covenant of mutual expectations.

Although Quakers are now a minority of students and faculty, the College maintains its Quaker identity through its Principles and Practices document, its governance by consensus-seeking, its curriculum and its affiliation with Western Yearly Meeting of Friends.

# Mission of the College

*The mission of Earlham College, an independent, residential college, is to provide the highest quality undergraduate education in the liberal arts, including the sciences, shaped by the distinctive perspectives of the Religious Society of Friends (Quakers).*

To provide education of the highest quality with these emphases, Earlham's mission requires selection of an outstanding and caring faculty committed to creating an open, cooperative learning environment. The College provides for the continuous support and development of this faculty.

The teaching-learning process at Earlham is shaped by a view of education as a process of awakening the "teacher within," so that our students will become lifelong learners. Students at Earlham are encouraged to be active, involved learners. The College provides extensive opportunities for students and faculty to interact with each other as persons and to learn from each other in a cooperative community, an important aspect of which is collaborative student/faculty research.

At Earlham College, this education is carried on with a concern for the world in which we live and for improving human society. The College strives to educate morally sensitive leaders for future generations. Therefore, Earlham stresses global education, peaceful resolution of conflict, equality of persons, and high moral standards of personal conduct.

# Principles and Practices

Earlham's Principles and Practices are the set of values that guide those of us who live, work, teach and learn in this community. They also provide the foundation for campus policies that apply to all members of the community, as well as our governance structure. Today, Earlham's Principles and Practices include:

## Respect for persons

It is a foundational Quaker belief that all persons have available to them an inner spirit of Truth, often known as the "Inner Light" or "God's Voice Within." From this belief follows an assumption of equality of all persons and grounds for respecting all persons. We commit ourselves to be a community whose members act with regard for the intellectual, physical and emotional well-being of everyone, while acknowledging that there are systems of oppression that we strive to dismantle that affect our own community. We seek to find mutual respect, trust and happiness in our relationships with persons of every race, ethnicity, class, religious preference, political affiliation, gender identity, physical ability, sexual orientation and age, including persons removed by time and place.

## Integrity

The Quaker testimony of Integrity asks us to aspire to personal wholeness, honesty and truthful living. Integrity means completeness or one-ness and implies a commitment to speaking our truth. Integrity nourishes our trust in one another, allowing us to rely on one another and others to rely on us. It means openly and honestly engaging with each other as well as recognizing and working to change our own biases, both conscious and unconscious.

Academic integrity is particularly important in educational communities. These communities rely on all of members pursuing truth honestly, scrupulously crediting the work of others and taking credit only for one's own work and discoveries.

## Peace and justice

Peace is defined by some as the absence of conflict and oppression. However, for many Quakers, peace is not an instance, it is an existence. Peace is action that works toward harmony, well-being, wholeness, prosperity, health, happiness, fulfillment, security, tranquility and safety for everyone.

The Quaker peace testimony holds that all forms of violence are an injustice that harm all parties involved, and violence does not provide a path to true, just and lasting peace. The peace testimony acknowledges that violence exists not only in personal interactions but also in the oppression and harm caused by unjust, unequal and inequitable institutional and social structures; here, peace is a direct product of justice, which seeks what is right, equitable, and honorable, and peace cannot exist without justice, as without justice, peace is impossible.

Many thoughtful and moral people disagree with the strong form of Quaker pacifism that deplores all forms of violence, but the Quaker peace testimony challenges Earlhamites to not only deplore violence

and injustice, but to take action in seeking to resolve, repair, restore, reconcile, reconstruct, relieve, mediate and heal the harm that has been done.

### Simplicity

The Quaker testimony of Simplicity invites us to recognize what is central in our lives by listening to inward leadings and learning from others. That listening can give us clarity as we make choices about the responsible use of our time and resources. A life guided by the testimony of simplicity can lead us to recognize what brings us joy and to be good stewards of personal, community and global resources. It replaces distraction, stress, and excess with clarity, focus and a sustainable life for all.

Simplicity enables us to discern what is really necessary for the well-being of ourselves, others, and the world.

### Community

Earlham College, founded by the Religious Society of Friends, believes ideals that guide us are best encountered in a community of openness and mutual respect. Educational communities exist as an opportunity to discover and test truth. Because each person brings different knowledge and perspectives, truth-seeking is best fostered within community. As a result, the individual at Earlham has a great many opportunities,rights and responsibilities. As active, engaged members in this community, we come to know our interdependence and connectedness. As such we strive to create, contribute and care for all in our community, intentionally listening for perspectives that may not be present or heard. We aspire toward a commitment to celebrating each other, diversity, equitable opportunities and resources.

Earlham strives towards a community of caring which seeks the intellectual, physical, spiritual and emotional wellbeing of its members. Discerning the needs of others is an important dimension of learning. As members of a community, we aspire to consider one another in all our choices, including the use of our words, actions and resources and decision-making process.

In consultation with one another, we have the potential to make better decisions than individuals alone or majorities, which may ignore minority views. Differences can be sources for growth and new insight. Quakers' belief in "the inner spirit of truth" means that all people have the potential to discover truth. Accordingly, we consult broadly, value diverse opinions, and are intentional with a goal toward inclusion of various voices in seeking consensus in decisionmaking.

## College Learning Goals

In 2015, the Earlham faculty approved the following Learning Goals for the College developed by the Curricular Policy Committee. Students should be able to:

**Communicate** effectively and work collaboratively across diverse contexts via multiple media. Effective communication involves both social and expressive skills and the ability to communicate in multiple settings and cultures.

**Investigate** and analyze information, materials, problems and texts using a variety of techniques. Thoughtful and careful analysis requires the ability to collect, understand, interpret and evaluate multiple pieces of evidence, with systematic understanding and overt application of qualitative, quantitative, analytical and abstract reasoning.

**Integrate** knowledge, experience, and skills across domains and contexts. Integration involves connecting and developing ideas, as well as synthesizing and transferring learning to new and complex situations.

**Diversify** personal and cultural experiences, ways of knowing, and social relationships. The practice of diversity involves embracing opportunities to explore outside their interests and typical frame of reference.

**Create** and innovate across a variety of disciplines. Creativity and innovation require a willingness to take risks, be open to new possibilities, and produce new knowledge and artistic and social forms.

**Reflect** critically on their learning experiences, ethical and vocational choices, lifestyle, and beliefs in light of multiple understandings of the world. Reflection involves the ability to examine past experiences and apply their lessons to future contexts.

**Apply** knowledge and skills to real world problems and situations as well as to improve their own mental, spiritual and physical well-being. Applying learning effectively is a key skill of a lifelong learner.

# Diversity Aspiration Statement

As a community dedicated to excellence in liberal arts education and informed by Quaker principles, Earlham College welcomes the contributions of divergent voices as we seek to foster a deep, shared sense of purpose. A diversity of human experiences and viewpoints in our learning community strengthens the educational experience of all members of the community. We promote diversity that respects and resonates with our core values, as expressed in such documents as Community Principles and Practices, the Statement on Religious Life at Earlham, and the Faculty Handbook's statement on academic freedom.

As our Principles and Practices remind us, "To be a genuinely diverse community, we must expect and welcome changes and transformations." This vision statement is an effort to focus on our aspirations to form a diverse community, to create opportunities for expressing our differences, and to provide context for the actions we undertake in the name of diversity.

As a learning community that aims to create social justice, we aspire to treat all humans with respect, honoring human dignity. We also acknowledge that Earlham College exists within a history of systemic cultural and economic oppression that has denied certain groups equal access to education and power. To help redress such injustice and to make our college community more representative of our society and world, we seek to promote the presence and voice of groups that have been historically oppressed because of such factors as race, ethnicity, sex, gender, sexual orientation, socioeconomic class, and physical ability.

In this spirit, we envision Earlham as a place where a diverse student body, faculty, and staff:

- encourage contributions to the community by ensuring full representation and honoring the uniqueness of those groups that have faced oppression.
- seek intercultural and cross-cultural communication.
- cultivate in one another the courage, skill, and grace to discuss complex issues, about which we deeply disagree, including the current existence of discrimination in our society.
- talk with one another in a spirit of openness and thoughtful exploration.

# Accreditations

Earlham has been accredited by the Higher Learning Commission (HLC) since 1915. In 2014, Earlham received a full 10-year renewal of its accreditation.

The HLC is a national accrediting agency recognized by the U.S. Department of Education. In 2024, Earlham is scheduled for a HLC re-accreditation visit. Please consult the FAQs page linked below for information about what to expect leading up to this visit.

## Other accreditations

Earlham School of Religion is accredited by the Commission on Accrediting of the Association of Theological Schools in the United States and Canada.

The Graduate Programs in Education is currently seeking accreditation through the Association for Advancing Quality in Educator Preparation (AAQEP). The College is anticipating a site visit from AAQEP in Fall 2024. The Master of Arts in Teaching (M.A.T.) program is fully accredited by the State of Indiana.

The Biochemistry major is accredited by the American Society for Biochemistry and Molecular Biology through October 14, 2025.

The Chemistry major is approved and certified by the American Chemical Society. The next review is due June 30, 2028.

As a new program, the Engineering major is not yet accredited by the Accreditation Board of Engineering and Technology (ABET), but we are following the necessary path to accreditation after our first cohort graduates and will submit our request for review in fall 2026.

Accreditation Frequently Asked Questions

# Academic Calendar

## 2023 (Fall)

| | |
|---|---|
| **Wednesday, August 16** | New International Student Move-In |
| **Wednesday, August 16 – Friday, August 18** | New International Student Orientation |
| **Saturday, August 19** | New First-Year Student Move-in |

| | |
|---|---|
| **Saturday, August 19 – Tuesday, August 22** | New Student Orientation |
| **Wednesday, August 23** | **First Day of Class** |
| **Tuesday, August 29** | Last Day to Add or Drop a Course |
| **Monday, September 4** | Labor Day (classes in session) |
| **Tuesday, September 12** | Last Day to Withdraw from First Seven-Week Classes |
| **Wednesday, October 4** | First Seven-Week Classes End Last Day to Withdraw from Ten-Week Classes |
| **Thursday, October 5 – Sunday, October 8** | Early Semester Break |
| **Monday, October 9** | Second Seven-Week Courses Begin |
| **Friday, October 13** | **EPIC EXPO Day** (Classes not in session) |
| **Friday, October 13 – Sunday, October 15** | **Homecoming and Reunion Weekend** |
| **Monday, October 30 – Friday, November 10** | Academic Advising Period |
| **Friday, November 10** | Last Day to Withdraw from Second Seven-Week Classes and Semester Classes (W on transcript) and to Request Credit/No Credit (CR/NCR) Grading Option |
| **Monday, November 13 – Friday, November 17** | Spring 2024 Registration Period |
| **Saturday, November 18 – Sunday, November 26** | **Fall Break – Thanksgiving** |
| **Friday, December 8** | Second Seven-Week and Semester Courses End Incomplete Petitions due by 4 p.m. |
| **Sunday, December 10** | Reading Day |
| **Monday, December 11** | Final Exams |
| **Tuesday, December 12** | Reading Day |
| **Wednesday, December 13 – Thursday, December 14** | Final Exams |
| **Friday, December 15** | College Housing Closes by 5 p.m. |
| **Wednesday, December 20** | Fall Semester Grades Due by 9 a.m |

## 2024 (Spring)

| | |
|---|---|
| **Monday, January 22** | **First Day of Class** |
| **Friday, January 26** | Last Day to Add or Drop a Course |
| **Friday, February 16** | Last Day to Withdraw from First Seven-Week Courses |
| **Friday, March 8** | First Seven-Week Courses End Last Day to withdraw from Ten-Week Classes |
| **Saturday, March 9 – Sunday, March 17** | **Spring Break** |
| **Monday, March 18** | Second Seven-Week Courses Begin |
| **Monday, March 25 – Friday, April 5** | Academic Advising Period |
| **Friday, April 5** | Ten-week Classes End Last Day to Withdraw from Second Seven-Week Classes and Semester Classes (W on transcript) and to Request Credit/No Credit (CR/NCR) Grading Option |
| **Monday, April 8 – Friday, April 12** | Fall 2024 Registration Period |
| **Wednesday, April 17** | EPIC Expo Day (Tentative) |
| **Friday, May 3** | Second Seven-Week and Semester Courses End Incomplete Petitions due by 4 p.m. |
| **Sunday, May 5** | Reading Day |
| **Monday, May 6** | Final Exam |
| **Tuesday, May 7** | Reading Day |
| **Wednesday, May 8 – Thursday, May 9** | Final Exams |
| **Friday, May 10** | College Housing Closes (except for graduating seniors) |
| **Friday, May 10** | Graduating Seniors' Failing Grades Due by Noon |
| **Saturday, May 11** | Commencement 2024 |
| **Wednesday, May 15 – Wednesday, June 5** | May Term |
| **Monday, June 10** | May Term Grades Due by 4 p.m. |

# The Epic Journey

## Your Epic Journey

The Epic Journey combines outstanding teaching with personalized advising, funded research and internships, and co-curricular opportunities that foster teamwork, communication, intercultural empathy, leadership, critical thinking, digital fluency, intrapersonal development and professionalism. It connects your academic learning and experiential learning with your professional goals. This gives you the ability to get the most out of your 4 years at Earlham and then thrive in your work and life after Earlham.

Epic Journeys are individual and often non-linear and are guided by multiple advisors and mentors dedicated to student success.

## The Epic Centers

The Epic Centers help students focus their Epic Journey by connecting their interests and academics to real-world experiences (turning theory into practice).

The Epic Journey begins in the Center for Career Education, where the students work with career coaches alongside first semester Earlham Seminar faculty to identify their strengths and passions and make a plan for making the most of their Earlham experience.

Interested in entrepreneurship, healthcare, social justice or sustainability? Whatever their major or area of interest, students can dive deeper into these subjects and connect to transformative experiences and specialized advising through the four interdisciplinary centers. These centers are housed in the "CoLab" (short for "CoLaboratory"), a space that's specially designed to encourage collaborative inquiry on significant national and global challenges of the 21st century.

### Center for Career Education

The Center for Career Education helps provide a four-year framework that includes modules in the first-year seminar course, an EPIC 171 course, the Epic Advantage, community engagement opportunities, the Epic Senior Launch, and much more to encourage vocational discernment. Mentors, advisors, and coaches help students navigate all of the resources and opportunities Earlham has to offer. Career coaches are pivotal to Earlham student success. Each career coach leads a community based on academic and vocational interests of our students.

### Center for Global Education

The mission of the Center for Global Education (CGE) is to empower students with a critically informed global consciousness through an array of on-campus and off-campus global learning opportunities. CGE helps students to become agents of sustainable and inclusive communities who are ready for lives of meaningful engagement in a globally interconnected world.

Programming includes semester-long and year-long off-campus study, and Faculty-Led Epic Advantage programs (link to Study Abroad section).

International Student Scholar Services are offered through the CGE. The International Student Advisors serve as a source of advice, support, and information on matters of immigration regulations, cultural adaptation, and practical concerns.

### Center for Entrepreneurship, Innovation and Creativity (CEIC)

The challenges of our world require bold, creative solutions. The Center for Entrepreneurship, Innovation and Creativity helps you transform your passions, ideas and ideals into action through the lenses of ideation, design thinking and social entrepreneurship. If you envision a career in for-profit businesses, nonprofit organizations, or starting your own business, you can optimize what you learn in the classroom through the programs of the CEIC. Collaborating across disciplines, the CEIC supports Earlham's mission to change the world for good by encouraging ingenuity and preparing students for rewarding and meaningful careers.

### Center for Environmental Leadership

The Center for Environmental Leadership seeks to engage a diverse set of students in projects and programs exploring the interconnectedness of social and environmental systems, and to empower students to take leadership roles in developing creative and just solutions to problems within these systems in their future careers and communities. This Center includes Outdoor Education, Miller Farm (our on-campus sustainable agriculture farm), and Campus Sustainability.

### Center for Global Health

Students who engage with the Center for Global Health are challenged to explore 21st-century global health issues using both interdisciplinary and disciplinary knowledge and perspectives. Expert career mentoring, internships and externships/ shadowing, research opportunities, and volunteer service—in Richmond, Indiana, or halfway around the world—are invaluable ways the CGH helps prepare students for success in the competitive admissions in their chosen health fields.

### Center for Social Justice

The Center for Social Justice (CSJ) embodies one of the enduring elements of Earlham's history and purpose: linking our passions for social justice to deep learning, engagement and purposeful futures. The CSJ helps equip students for lifelong engagement on social justice issues through initiatives that build skills and knowledge across the disciplines in and out of the classroom. Programs include CSJ forums, Peace and Justice week, Spring Lobby weekend, Latinx Heritage Month, Black History Month, and Women's History Month celebrations, and much more.

## The Epic Advantage

As a key feature of the Epic Journey, Earlham provides all students access to The Epic Advantage. Shaped by students' academic interests and career aspirations, this program is designed to support highly-focused, career-discerning internship, research, and communitybased project opportunities. Earlham provides expert advising to help students identify possibilities, discern what would be best for their goals, and secure skill-building placements. From internships in companies and organizations around the world to hands-on research experiences with faculty in the field, the possibilities are endless.

Your experience will be funded, up to $5,000, through the generosity of Earlham's donors.

# The Academic Program

As an educational institution, our academic departments are at the heart of Earlham College. And like the rest of the College, our academic departments are governed through consensus and collaboration—which means that rather than chairs, our departments have conveners.

A department may offers several majors and minors. Several of Earlham's program of study are by design interdisciplinary and do not have a "home " department.

Academic departments are organized in four academic divisions:

## Humanities

- Ancient and Classical Studies
- English
- French and Francophone Studies
- Japanese Languages and Linguistics
- Spanish and Hispanic Studies
- Philosophy
- Religion

## Natural Sciences

- Biology
- Chemistry
- Earth and Environmental Sciences
- Mathematics
- Computer Science
- Physics, Engineering and Astronomy

## Social Sciences

- Business
- Economics
- History
- Japanese Studies
- Politics
- Psychology
- Sociology & Anthropology

## Visual and Performing Arts

- Art
- Music
- Theatre Arts

# General Education

As a liberal arts college, Earlham offers multiple disciplinary and interdisciplinary majors and minors in which students cultivate deep and specific knowledge and experience. Equally important, the College expects every student to develop broad, general skills and proficiencies across the curriculum: visual and performing arts, humanities, social sciences and natural sciences.

In a world that is increasingly interconnected and complex, we must be able to make use of ideas, not only within traditional spheres of knowledge but across different intellectual and experiential boundaries. Thus, Earlham aims at a general and deeply multidisciplinary education for all students who seek an Earlham degree.

As part of their general education, students complete six credits in each academic division of the College: humanities, natural sciences, social sciences, and visual and performing arts. In addition, students meet requirements for first-year courses, perspectives on diversity, and wellness.

# Program Details

## Distribution Requirements

Students are expected to complete six credits in each academic division of the College: humanities, natural sciences, social sciences, and visual and performing arts.

- In the humanities, 100-level language courses do not count toward the divisional requirement.
- In the natural sciences, MATH 110 and MATH 151 do not count toward the divisional requirement.
- For courses that are cross-listed in two divisions, students will receive divisional credit based on the listing they use to register.
- For courses that are cross-listed with a division and an interdivisional program (see list below), students will receive divisional credit based on the home division of the teaching faculty member.
    - African and African American studies
    - Environmental sustainability
    - Film studies
    - Peace and global studies
    - Women's, gender, sexuality studies
- Courses with unexpected or non-existent divisional associations will be clearly marked in the Curriculum Guide.

## First-Year Courses

First-year students are required to complete an Earlham Seminar I and II. In addition, all students must complete a designated Writing Intensive course within their academic major.

Earlham Seminar (ES) courses teach first-year students general methods of interpretation in reading, writing and classroom discussion that provide a basis for skills they will continue to develop throughout their college career at Earlham and throughout their lives. The Earlham Seminar will also engage first-year students in exploring a topic of interest in an intimate, challenging and collaborative learning environment. These seminars introduce students to successful participation in a learning community and encourage new ways to engage and understand the world. Earlham Seminars share many of these distinctive characteristics:

- Investigation of a topic and a set of related questions, using multiple ways of knowing, in order to examine intentionally how knowledge is constructed.

- Grounding in an academic discipline while examining issues with an interdisciplinary scope.
- Readings that engage a range of perspectives, discourses and values.
- Emphasis on reading, reflection, writing and oral communication skills, and providing opportunities for students to critique and analyze information, construct arguments, listen interpretively and demonstrate an understanding of various perspectives.
- Encouragement of personal creativity and confidence in ideas and the development of cooperative learning and research skills.
- Sharpen interpretive reading skills for analyzing and interpreting different kinds of texts.
- Strengthen general skills required for coherence and clarity in written expression.
- Communicate intelligently and effectively both in writing and through participation in group discussion.
- Become better, more constructive and more open-minded listeners.
- Develop skills that support and enhance life-long learning and engaged, committed citizenship.

# Perspectives on Diversity Requirement

Liberal education today must include preparation for effective citizenship in a diverse multicultural society and in a pluralistic global setting. The perspectives on diversity requirement encourage students to reflect on identity formation and its place in social, global and historical contexts, as well as to develop an awareness of their own and others' worldviews. To achieve these ends, students satisfy the requirement in three areas:

1. Domestic: Students must complete one course (a minimum of three semester hours) with a United States focus that meets the criteria below.
2. International: Students must complete one course (a minimum of three semester hours) with a focus outside of the United States, that meets the criteria below.
3. Language: Students must complete two basic courses (a minimum of 8 semester hours) or demonstrate equivalent competency by examination in a designated second language.

## Domestic Diversity

We exist within a history of systemic cultural, political and economic oppression and privilege. In the domestic diversity portion of the requirement, students examine the ways groups define themselves and have been defined within this context. The groups addressed in this requirement are usually identified in terms of race, gender, sexual orientation, class or ethnicity. Courses may occasionally address other socially constructed categories that have been used to name and control, and for which there are significant bodies of scholarship.

Students who have taken a domestic diversity course should be able to do at least three of the following:

- Explain the ways marginalized groups define and express themselves and the contexts in which these definitions are constructed.
- Identify the ways in which definition is an act of power
- Discuss how such global forces as imperialism, globalization and socialism have shaped ideas, groups, institutions and/or the natural environment.
- Explain theories of race, gender, sexual orientation, class, ethnicity or other socially constructed categories.
- Place the above categories in historical or contemporary contexts.

## International diversity

Learning to see through the eyes of other peoples and cultures is essential to becoming a citizen of the world. In the international diversity portion of the requirement, students study cultures outside of the United States, examining these cultures' self-definitions and their interaction with external forces. This invites an expanded worldview and greater understanding of cultural perspective.

Students who have taken an international diversity course should be able to do at least three of the following:

- Discuss the self-definition and self-expression of particular cultures.
- Analyze different cultural perspectives.
- Use theories of race, gender, sexual orientation, class, ethnicity or other socially-constructed categories in the study of other cultures.
- Discuss how such global forces as imperialism, globalization and socialism have shaped ideas, groups, institutions and/or the natural environment.
- Explain the concepts used to interpret and compare cultures.
- Study the past or present interactions of groups or cultures within their political, economic, ideological or natural contexts.

Further notes about the diversity requirement:

- Courses that address both United States and international issues may count for either the domestic or the international part of the diversity requirement, depending on the focus of the course or, when focus is equally weighted, on the preference of the faculty member. A single course may not fulfill both the domestic and international parts of the requirement.
- Although domestic or international courses must ordinarily provide a minimum of three semester hours, course credit through off-campus programs may be more flexible. For example, two courses meeting appropriate criteria and together providing a minimum of three semester hours may satisfy one part of the diversity requirement.

## Language

Language is at the heart of the human experience. Studying languages in their cultural contexts helps us to develop greater awareness of ourselves, of other cultures and of our relationships to those cultures. A knowledge of other languages and other cultures is also a powerful key to successful communication: knowing how, when and why to say what to whom. Furthermore, studying languages opens connections to additional bodies of knowledge in the arts, social sciences, natural sciences and domains outside our present frames of reference. Through comparing and contrasting languages and cultures, we develop greater insight into our own languages and cultures and realize that there are multiple ways of viewing the world. Participation in multilingual communities in a variety of contexts and in culturally appropriate ways leads to fuller engagement in the global community.

To fulfill the language component of the perspectives on diversity requirement, students must complete one year of one language while at Earlham OR demonstrate language proficiency as judged by the Department of Languages and Cultures.

Students who take a language placement examination and/or who are recommended by the department for a second semester of a language course will satisfy the language requirement by taking that course.

Students who place beyond the point at which the College requires work in a second language do not receive a reduction in the number of credits needed for graduation nor do they earn any credits on their transcript.

For students whose first language is something other than English: Students who propose to use English as their second language will validate their proficiency level in English via either the TOEFL exam, the SAT Reasoning Test or a reasonable equivalent.

## Wellness Requirements

Wellness at Earlham is defined as an active, lifelong process of becoming aware of and making choices toward a more fulfilling and healthy life. Goals of Earlham's wellness requirement include:

- Promoting balance among academic, occupational and recreational aspects of life.
- Providing opportunities to fulfill human needs such as belonging, achieving, competing, participating, socializing, exercising, relaxing and having fun.
- Promoting positive health and wellness behaviors for individuals and the community.

Wellness is an integral part of general education because understanding and caring for one's physical, psychological, spiritual and community selfhood is a fundamental prerequisite for all knowing. Further, the wellness requirement promotes a lifelong focus on both personal and community health in the broad sense, and on skills applicable to maintaining bodily kinesthetic, intellectual and emotional effectiveness.

Students may fulfill the wellness requirement by:

- Completing four wellness activity-based courses
  OR
- Taking and passing one analysis-based course designated as a wellness course AND completing two wellness activity-based courses.

Note: Participating and successfully completing a season of a varsity sport fulfills half of the wellness requirement (counts as two wellness activities). Participating and successfully completing two seasons of a sport completes the wellness requirement. Club sports may be counted as one wellness activity.

Activity-based courses aim at promoting physiological health, as reflected in cardiovascular functioning, muscular strength and conditioning, motor coordination skills and flexibility. Activity courses involve regular and extended practice of the activity as approved by the Athletics, Wellness and Physical Education program—typically at least 18 hours spread over seven weeks. Activity courses are ordinarily graded on a credit/no credit basis.

Analysis-based courses focus on the integration of cognitive and experiential learning, connecting experience with strategies for reflection, integration and continuation. Typically courses are personally directed; they focus on building knowledge and skills that contribute to creating wellness in one's personal life and on helping students make choices toward a more healthy and fulfilling life.

Earlham's emphasis on community entails a recognition of the individual's responsibility for the society's overall approach to wellness. Therefore, Wellness courses focus on a practical approach to the cultural dimensions of health and wellness, including issues of social location and social justice, and incorporate training in how to access and assess information related to wellness. Classroom work may be supplemented by student participation in experiential co-curricular workshops or programs on such topics as sexuality, substance abuse, eating disorders, use of performance-enhancing drugs in athletics, the use of prayer or stress management.

Analysis-based courses carrying the wellness designation may simultaneously satisfy other general education or major requirements for that student if appropriately designated.

## General Education Policies

1. Students who matriculate as first-year students (but not transfer students) are expected to complete all or most of their graduation requirements by taking Earlham courses (including approved courses on Earlham off-campus programs). They can not fully satisfy any of the four divisional distribution requirements with advanced credits. Every new first-year student must complete an Earlham Seminar I and II in their first year.
2. Transfer students and their advisers should work closely with the College registrar at the earliest opportunity after admission to determine which courses, if any, may be accepted at the time of transfer to meet general education requirements. Earlham has articulation agreements for transfers in place with some specific institutions, and these agreements may be relevant to the general education requirement. Only courses that clearly meet the general education goals as specified will be approved as meeting Earlham's general education requirements.
3. Substitutions for general education courses from other academic institutions: Students who wish to fulfill a general education requirement by taking a non-Earlham course to meet a general education requirement (for example, a summer course at another institution, or a course through another institution's off-campus program) must seek approval in advance from the registrar. Petitions for such substitutions are available on the Office of the Registrar's website.
4. AP credit: Advanced Placement (AP) credits do not count toward Earlham's general education requirements.
5. IB credit: International Baccalaureate (IB) credit cannot be used to fulfill any of Earlham's general education requirements.
6. Senior petitions: Students (and their advisers) should be aware that CPC does not accept general education petitions for waivers or substitutions from seniors later than the middle of the semester preceding their final semester at Earlham.

# Majors and Minors

Earlham encourages students to develop broad, inquisitive minds to seek the truth in all contexts and strives to offer as many learning opportunities as possible: on campus, in the surrounding community and in programs around the globe. Earlham offers 42 majors and 39 minors, which are organized around four academic divisions (Visual and Performing Arts, Humanities, Natural Sciences and Social Sciences). They also include innovative interdisciplinary and multidisciplinary programs that emphasize and explore the connections between fields and allow students to explore an expansive area of inquiry as well as focus on methods and theories from specific disciplines. Students may opt to combine two majors, or a major and a minor, for their Bachelor of Arts degree.

The major usually consists of 10 to 14 courses, and may include one or more capstone requirements, such as a senior seminar, senior thesis or comprehensive examination. Guidelines for the major are established by the department/program.

Applied Minors and Academic Minors are available in 52 departments and programs.

### Academic Majors

Accounting
African and African American Studies
Ancient and Classical Studies
Art
Biochemistry
Biology
Business
Chemistry
Comparative Languages and Linguistics

Computer Science
Creative Writing
Data Science
Earth and Environmental Science
Economics
Engineering
English
Environmental Sustainability
Exercise, Sports, & Health Studies
French and Francophone Studies
Global Management*
History
International Studies
Japanese Studies
Mathematics
Media and Communications
Museum Studies
Music
Music Studies
Neuroscience
Peace and Global Studies
Philosophy
Physics and Astronomy
Politics
Psychology
Public Policy
Quantitative Economics
Religion
Social Services
Sociology/Anthropology
Spanish and Hispanic Studies
Theatre Arts
Women's, Gender, Sexuality Studies
3+2 Pre-Professional Major in Engineering

## Declaring a Major

Students are required to file a declaration of major at the Registrar's Office no later than the end of their fourth semester; transfer students must declare a major after earning 58 credits. Majors require approval from the department or program convener and the Registrar.

Each major will have a course designated as writing intensive and research. This requirement for graduation ensures that every student learns to write and conduct research within their chosen field of study.

Earlham allows students to apply for an independent, self-designed major. Petitions for such majors are considered by the Curricular Policy Committee and the Registrar, and are evaluated on these considerations: whether the proposed major is intellectually coherent, whether it is feasible, whether they contain all the required courses (R, WI, Capstone) and whether it is sufficiently different from available, curricular options. Please see the Petition to Propose an Independent Major form available from the Registrar's Office website for details and deadlines.

Students who fail to declare their majors by the end of the fourth semester are fined $25. If the major is not filed by the end of the fifth semester, a $50 fine will be assessed; if not filed by the end of the sixth semester, a $100 fine will be assessed each semester thereafter. It is essential for students to declare their majors in a timely manner to ensure that all courses required for the major are available as well as to assist in planning for senior capstone experiences, comprehensive examinations, internships, research and off-campus study opportunities.

## Academic Minors

African and African American Studies
Ancient and Classical Studies
Art
Biology
Business
Chemistry
Computer Science
Creative Writing
Data Science
Earth and Environmental Science
East Asian Studies
Economics
English
Environmental Sustainability
Film Studies
French and Francophone Studies
Global Management*
History
Japanese Language and Linguistics
Japanese Studies
Jewish Studies
Mathematics
Museum Studies
Music
Philosophy
Physics and Astronomy
Politics
Psychology
Public Health
Public Policy
Quality Science
Religion
Sociology/Anthropology
Spanish and Hispanic Studies
Teaching English to Speakers of Other Languages
Theatre Arts
Women's, Gender, Sexuality Studies

* no longer available to declare as a new major or minor

### Declaring a Minor

Students who plan to declare a minor must have declared their major and submitted the form to the Registrar's Office for approval. Please review each of the requirements with the Academic Department or Program. Earlham allows students to apply for an independent, self designed minor. With departmental approval, the minor must be submitted to the Registrar's Office for approval by no later than the fifth week of the eighth semester.

### Senior Capstone Requirement

Effective August 2004, Earlham's Comprehensives was re-labeled the "Senior Capstone Requirement." Every academic major at Earlham culminates in a senior-year demonstration of proficiency and accomplishment in an area of study. This demonstration may be an examination, a public presentation or exhibit, completion of a thesis, or successful participation in a designated senior seminar. It may be some combination of these.

The faculty of the department or program shall determine the form of the Capstone Requirement and advise majors in a timely manner of its form. It is consistent with variety of majors that there be a variety of Capstone Requirements. All Capstone Requirements, however, must have these common features:

1. Every program should devise and use means that adequately demonstrate achievement in the student's work. The objective is to measure accomplishment. Results will continue to be accorded the grades of NP, P, HP or H. Completion with an H (Honors) will continue to be one of the requirements for Departmental Honors. (The grade of HP, that is "High Pass," may be used to indicate greater discernment among passing grades.)
2. Faculty in every program shall discuss Capstone results annually as part of its ongoing self-assessment.
3. The Capstone Requirement will normally be completed in the student's final year of residency, though preliminary work may begin a semester earlier.
4. If it is practicable, programs should devise Capstone Requirements that students will complete at least 30 days before Commencement so that unsuccessful students may amend their performance in time for graduation. If such an arrangement is not practicable, then programs must provide sufficiently continual advice that errant students may improve their work in a timely fashion. Students who fail the Capstone Requirement twice may petition the associate academic dean, registrar and major department or program for permission for a third attempt. If the petition is approved, the student must wait six months before the third attempt.
5. Accompanying the petition must be a detailed plan of preparation (or a plan for completing the seminar, project or thesis), a plan that has the written approval of the department or program convener. The petition must be submitted to the associate academic dean and registrar for approval at least six months before the student expects to receive his or her degree.

# Applied Minors

Applied Minors (AMs) are distinctive programs that allow you to personalize your education and help you make direct connections between academic interests and co-curricular activities. Based around a theme, each AM creates a space for you to integrate 4-6 academic courses, co-curricular work like service or athletics, and a final project appropriate to the content. Completing an AM (or multiple AMs) is an optional opportunity for all students. The Applied Minor Declaration Form is available on the Office of the Registrar's website.

Applied minors embody the Earlham student's Epic Journey by integrating cross-disciplinary coursework and co-curricular work focusing on career outcome.

### Current Applied Minors include:

Anthrozoology
Art, nature and conservation
Arts management
Contemplative studies
Digital arts
Education
Medical humanities
Outdoor education
Peace Corps prep
Shakespeare studies
Sustainability and management
Sustainable agriculture

# 3+1 Education Program

Earlham College offers a distinctive 3+1 education program where you can earn both a Bachelor of Arts

(B.A.) degree, a Master of Arts in Teaching (M.A.T.) degree and a teaching license (grades 5-12) within nine semesters, to be completed in four years.

Current 3+1 Majors:
Art
Biology
Chemistry
English
French
Earth and Environmental Science
History
Mathematics
Music
Physics
Politics
Spanish

### Curricular Requirements

- You must complete your major and all general education requirements by the end of your junior year.
- You must earn 102 (of the regularly required 120) undergraduate credits. 18 M.A.T. credits will apply toward both the B.A. and the M.A.T.
- You must earn at least 26 of the required 36 upper-level credits by the end of your junior year. Ten of the 18 M.A.T. credits applied toward the undergraduate degree will fulfill the remaining 10 upper-level credits required.
- You must have a grade point average of 3.0 or higher at the end of the fall semester of your junior year in order to be eligible for the 3+1 Program.

**Students interested in the 3+1 program must contact the Assistant Director of Graduate Programs in Education within their first semester at Earlham College.**

# Pre-professional Programs

A Bachelor of Arts degree from Earlham College offers an excellent foundation for students seeking to enter careers in engineering, healthcare and law, and our pre-professional programs provide expert advising and other benefits for these students. In fact, Earlham is one of the leading colleges in the U.S. for the percentage of our graduates who go on to earn graduate and professional degrees. Our personalized approach to advising will ensure you have the tools you need to pursue your professional goals.

### Pre-health

Earlham has a long history of preparing students for careers in medicine and related health professions. Our alumni have medical school acceptance rates of approximately 86 percent—roughly twice the national average. Recent graduates have enrolled in many of the nation's leading medical schools, including Harvard, Chicago, Dartmouth, Yale, Johns Hopkins, Michigan and the University of Washington. Alumni have attended veterinary school at Purdue, Ohio State and University of California at Davis. Others have studied public health at Notre Dame, Northwestern and Johns Hopkins.

### Pre-law

An Earlham education is extraordinarily well-designed to prepare students to excel in law school because of the emphasis we place on developing research and writing skills. To succeed in your legal education and as a legal professional, you will need exceptionally well-honed abilities in these critical areas. The day-to-day work of practicing attorneys is overwhelmingly dedicated to conducting legal research and writing various legal documents, ranging from briefs to contracts to wills. The best attorneys are those who also have the skills necessary to develop complex legal arguments to support the interests of their clients. At Earlham, much of our curriculum is dedicated to developing these competencies.

### Pre-engineering

Earlham's 3-2 pre-engineering program provides a wonderful opportunity for students considering a career in engineering who want the experience of a broad, liberal arts education that is seldom available to students in engineering schools. By combining three years at Earlham with two years at an engineering school, you'll gain a foundation in the liberal arts as well as the technical aspects of engineering—preparing you to solve problems in ways other engineers never considered.

Earlham has transfer or combined programs with the following schools:

- Case Western Reserve University (Cleveland, OH)
- Columbia University (New York, NY)
- Rensselaer Polytechnic Institute (Troy, NY)
- Washington University in St Louis (MO)

# Special Programs and Academic Opportunities

## Off-Campus Programs

Off-campus study is a central part of an Earlham education. We encourage you to become one of the many Earlham students who take advantage of these challenging and enriching educational experiences. More than 65 percent of Earlham graduates participate in a semester or year-long program during their Earlham career. Students tell us that during an off-campus experience they learn new ways of living and thinking, new ways of understanding the world, and they learn more about themselves and their own culture. Past participants often report that their off-campus experience was one of the most important parts of their liberal arts education and one that has a life-long impact on them.

All programs are open to students from any major, and students of all majors are encouraged to apply. You are encouraged to discuss opportunities with your academic adviser early in your academic career and to visit the Center for Global Education for detailed information about the opportunities available to you. Planning early for an off-campus experience helps to ensure that you have fulfilled the prerequisites for the program you are interested in and that you can complete all the courses you need to graduate. Participants on off-campus study earn full academic credit for their coursework and grades from Earlham and Earlham-approved programs are included in the grade point average. Courses often count toward fulfillment of major or General Education Requirements.

The program fee for all Earlham programs is the equivalent of on-campus tuition, fees, room and board. The program fees for Earlham-approved programs vary by program. The program fees do not include round trip transportation to and from the program site. Financial aid may be applied to one Earlham or Earlham-approved program. Scholarship opportunities are also available.

Students interested in studying off-campus must submit a completed application through Terra Dotta to the Center for Global Education by the published deadlines. The selection process includes an interview with the program leader or with the campus representative for an Earlham-approved program. A student and faculty committee makes the final selections.

A 1-credit Cross-Cultural Explorations pre-departure course is required for all Earlham programs.

**Fall Programs**

- Boston: Semester in the City Internship
- Chile
- Costa Rica
- Czech Republic
- Ecuador
- France
- Germany
- India
- Italy
- Korea
- Japan: SICE
- Sweden
- Thailand
- Uruguay
- Washington Internship Institute

**Spring Programs**

- Australia
- Border Studies
- Boston: Semester in the City Internship
- Chile
- Costa Rica
- Germany
- India
- Italy
- Korea
- London, UK
- New Zealand
- Scotland
- South Africa
- Sweden
- Spain
- Thailand
- Uruguay
- Washington Internship Institute

**Academic Year Programs**

- Japan Study

# Honors Program

The Earlham Honors Program connects traditionally high-performing students with experiences best suited to their inclinations and abilities so that they can use their unique talents to change the world.

This process begins with the end in mind. Whether you intend to become a doctor, researcher, teacher, entrepreneur or politician, the honors program can connect you with an opportunity— such as the Rhodes, Fulbright or Watson fellowships, undergraduate prizes like the Hult, or competitive or prestigious internships or civic awards—which will help you achieve that end.

For that reason, our honors program prepares you to demonstrate your success according to four criteria that broadly reflect the priorities of these awards and fellowships.

- Motivation—using your talents to the full
- Leadership—demonstrating your abilities as a leader and collaborator
- Excellence—achieving academic and technical excellence
- Humanity—improving the conditions of your fellow human beings

## Eligibility and admission

Earlham admits approximately 10% of each incoming class to its honors cohort. Two-thirds of each honors cohort is invited to join the honors program during the spring before they attend Earlham in the fall. Other students apply to, and are invited to join, the honors program during their first semester at Earlham. Our honors students are academically extraordinary.

## Benefits of being an honors scholar

Our program helps students discover and develop their talents using two unique honors experiences:

**The honors seminars** are designed to help you discover and learn about complex social problems that speak to your interests and values and to develop the technical and interpersonal skills you will need in order to address these problems.

**The honors pathway** is an enhanced system of advising that connects you with opportunities in Earlham's curriculum and co-curriculum along with internships, fellowships, projects and alumni networks, as part of a coordinated plan for your learning.

The honors program also offers regular programming and gatherings for the entire cohort of honors students, including annual trips to the Butler Undergraduate Research Conference. It also promotes honors student participation in three other types of events:

- Meetings that inform students of post-baccalaureate fellowships and how to apply for them
- Gatherings of alumni, especially those gatherings designed to encourage students to form mentoring or professional relationships with notable alumni
- Programming hosted by the Centers for Global Health, Environmental Leadership, Social Justice, and Entrepreneurship, Innovation and Creativity that introduces students to the undergraduate and post-graduate opportunities these centers make available.

In addition, honors students will be specifically invited to participate in opportunities that involve networking with distinguished alumni and the Board of Trustees (including off-campus travel for alumni events).

Honors programming consists of three courses and a mentored capstone project that follows the following sequence:

- **Honors 150 and Honors 151** are the heart of the first-year honors experience. In these courses, Honors students learn to communicate effectively and work collaboratively as they investigate complex global issues. These range from humanitarian crises to international politics to developments in the arts, humanities, business and technology.
- **Honors 250** is an interdisciplinary research seminar that builds on the investigation, communication and collaboration skills that students learn in Honors 150 and 151. Students analyze a specific real-world problem or situation using a combination of qualitative, quantitative, analytical and abstract reasoning techniques.
- **Honors 350** is a junior-year capstone. In collaboration with a mentor, teams of honors students collaborate to develop a project that promises to improve the lives of their fellow human beings and demonstrates honors students' extraordinary motivational, leadership and technical skills.

Additionally, students may select to complete Honors 483, a one- or two-credit, optional teaching assistantship tethered to Honors 150, 151, 250 or

350. Honors students mentor or advise junior students in coordination with the course's instructor or the Honors 350 project mentor.

# Library Immersion Fellowship Team (LIFT)

The LIFT Program works with first-generation students residing in the USA and assumed to be citizens based on demographic data supplied in the Earlham admissions process. Definitions of "first-generation" vary. Like many schools, Earlham has adopted the Federal Government Department of Education TRiO Program definition of first-generation to ascertain LIFT eligibility:

- An individual for whom both parents did not complete a baccalaureate degree
- In the case of any individual who regularly resided with and received support from only one parent, an individual whose only such parent did not complete a baccalaureate degree

International students are not eligible for LIFT at the moment; they instead work with an international student adviser and participate in support initiatives managed by the Center for Global Education.

## Student goals

As a LIFT student, you will:

- dentify library resources and campus services to support your curricular and cocurricular lives
- Practice and engage with ideas of ethical behavior while finding, using and sharing information
- Read, evaluate and interpret media coverage of trending issues and current events, including those that affect first-generation college students
- Develop community through intentional dialogue with a group of peers from similar and diverse backgrounds
- Explore potential career and internship interests with faculty guides
- Experience unique opportunities focused around research and learning to present findings

# The Ronald E. McNair Program

The Ronald E. McNair Post Baccalaureate Achievement Program is designed to prepare students who have traditionally been underrepresented in graduate studies for the journey leading to the Ph.D. (The U.S. Department of Education, in this instance, defines underrepresented as first-generation college students of any race from low-income backgrounds or Black, Hispanic or Latinx, Native American, or Pacific Islander.) As a participant in the program, you will have access to skills-building courses and tutoring, research experiences with a faculty mentor and individualized assistance through the graduate school application process.

## Eligibility

- Full-time student with a minimum cumulative GPA of 2.75 and
- U.S. citizen or permanent resident of the United States and
- First-generation college student of any ethnic background who has a low-income level as determined by the Department of Education or a student who identifies as African American, Latino/Hispanic or Native American

Interested students should contact the McNair program director for the program application.

# Collaborative Research

At Earlham, every student is given the opportunity to work with faculty to grow their skills and gain hands-on experience. Students develop close working relationships with faculty in the classroom, laboratory, library and in the field. These interactions help our students (and faculty) become experts in their fields and prepare for life-changing careers.

Our students and faculty have teamed up to research many different topics, choosing to present that research or even publish in academic journals. Research is not limited to the sciences—students in the humanities and arts are encouraged to find a subject they're passionate about to pursue. And research gives our students the chance to travel the world, as they research different places, cultures, and phenomena.

There are four different programs through which students conduct collaborative research. We encourage you to find your best fit, and follow your passion to unforgettable memories.

## Academic year collaborative research

During the academic year, student research is under faculty supervision and students earn academic credit for it. The research project can either be

independent of a faculty member's own research program or it can involve more structured mentoring by faculty. In addition, many departments require research as part of the major. Alternatively, some faculty hire Student Research Assistants as a work study job.

Academic year collaborative research gives students a chance to work with their classmates and an expert in their future field. Students are given the opportunity to learn and grow in the field (or in a lab, or in a stream, or maybe even on a mountain). At the end of this research, students present their work at the Epic Expo or in another special forum.

### Summer collaborative research

As part of Earlham's student-faculty research emphasis, Summer Collaborative Research (SCR) is a paid opportunity to immerse yourself in cutting-edge scholarship opportunities with like-minded students—all while under the mentorship of a faculty expert.

While many SCR projects take place on campus, some are offered at sites throughout the country and even overseas. Students often present their research at Earlham's annual Epic Expo and have accompanied faculty mentors to regional and national professional conferences.

Earlham has a rich history of providing SCR experiences for students. Through the generosity of donors, we fund roughly 50 students in 20 projects per year.

### Epic Advantage collaborative research *(link to Epic Advantage section above)*

As part of their Epic Journey, Earlhamites are given an Epic Advantage. This promises every student with $5,000 to put towards a research or internship opportunity.

Students can pursue collaborative research with their Epic Advantage. Students will travel off-campus to explore their field of interest, with the guiding knowledge of a faculty member. Students will work closely with their peers and grow from this career-discerning opportunity.

### McNair summer research intensive *(link to McNair section above)*

Students involved in the Ronald E. McNair Postbaccalaureate Achievement Program (McNair, for short) have one goal in mind: obtaining a PhD. These students are bright, ambitious, driven—and interested in research.

The McNair program offers the McNair Summer Research Intensive for those students. The program aims to familiarize students with research through a hands-on approach and prepare them for their educational journey post-graduation.

## Community Engagement

The office of community engagement provides incredible opportunities for students to work with campus partners in the city of Richmond, and beyond. Specialized programs include the Community Engagement Scholars program, a day of service program, and the Richmond Residency program (summer internship in Richmond).

## School of Record

A School of Record (SOR) is an institution accredited in the United States that officially documents and awards credits for courses taken abroad with programs that are not accredited in the U.S. The SOR provides oversight of the academic process and verify the academic integrity of the courses offered.

In accordance with the Forum on Education Abroad's *Guidance on School of Record Relationships for Education Abroad*, Earlham College serves as School of Record for the School of Extension Education, Soochow University, Taiwan (SU/SEESU). In addition to maintaining the permanent records of students, Earlham College reviews syllabi and faculty qualifications to ensure academic quality and that the courses are taught by qualified instructors consistent with the level of education at U.S. universities. Earlham courses are used as the default course offerings by SU/SEESU and any new courses have been reviewed and approved by Earlham's Curricular Policy Committee.

As the School of Record, Earlham College generates an official College transcript to be sent to the student's home institution at the end of the program including the study abroad coursework for all enrolled students who complete courses in this program. Grades are sent from SU/SEESU within three weeks after completion of the term in which the students enrolled, and the transcripting process may take up to, but no longer than, two weeks after the Registrar's Office has received the study abroad grades. Official transcripts are available through the National Student Clearinghouse within two weeks after the students' grades are received for students

seeking additional transcripts. Standard transcript fees apply. Students are responsible for verifying with the registrar at their home institution that the course(s) completed through this program will transfer back to their primary institution.

Earlham College is accredited through the Higher Learning Commission (HLC) to award bachelors and master's degrees. Earlham consistently ranks among *U.S. News and World Report's* top national liberal arts institutions, and has one of the nation's best classroom experiences, according to *The Princeton Review*.

# The Joseph Moore Museum

The Joseph Moore Museum of Natural History, housed on Earlham's campus, serves as a classroom for students who want to gain hands-on knowledge and experience about working in museums. Earlham College students, guided by a small faculty and staff, welcome visitors, conduct research, design and lead programs and exhibitions, care for the museum's collections and live animals, and market its programs. The museum also serves as a "learning lab" for students in the college's **museum studies program.**

The Joseph Moore Museum's research collection comprises more than 60,000 specimens. The collection documents the biodiversity of our region as well as illustrating many species from around the world. It is a resource for teaching and research worldwide.

# Academic Awards

Approved by Senior Staff on November 29, 2016

This policy does not apply to the following awards, which may also be announced at the Awards Convo but which are covered by different policies: travel awards, May Term awards, graduate school awards, and music lesson awards.

Every spring, Earlham College holds an Awards Convocation to honor specific students for exceptional academic performance as well as for outstanding achievements in areas such as community service and athletics. While the purpose of these awards is to recognize students' excellence, many also include a monetary component through the generosity of our donors. The donors have stipulated in almost all cases that the prizes should be awarded based on merit rather than on financial need. As with all restricted gifts, Earlham is obligated by law to use these funds in accordance with donor requirements. Quite a few donors suggested prizes as low as $50 to $100, but the growth of endowed funds over the years means that more income is now available to be spent.

## Determining the Amount Available for the Award

The Institutional Advancement office, working with guidance from the Accounting office, will determine the amount that is available for each monetary spring award. This amount will be based on the current balance in the spendable income fund as well as endowment income expected to be earned. The Institutional Advancement office will exercise judgment, in consultation with the Accounting office, to determine how much of any large spendable balances should be awarded in the current year versus being spread out over several years.

The amount to be awarded will not necessarily equal the amount a student actually receives. Awards may be effectively reduced depending on a student's financial aid status, their student account standing, or the taxability of the award. (See "Disbursing Monetary Spring Awards" section for details.)

## Selecting the Award Recipients

Each spring award has criteria for how the awardees are to be selected. In most cases, members of the teaching faculty select the students. Information is sent to the faculty informing them of the donor criteria and stressing that if an award is to be based on merit, then the financial need of students should not be a consideration in the selection process.

If faculty are told the potential amount of an award, they will also be told that the actual amount the student receives may be lower. Faculty are asked not to tell students about the award before the students receive an official letter from the Academic Dean. Faculty are also expected not to discuss with the student the amount of the award or how it will be disbursed, because those particulars will vary depending on the student's situation.

## Federal Regulations and Impact on Financial Aid

Per Department of Education regulations, Earlham must count monetary spring awards as additional financial aid for those students who receive Federal financial aid. Federal regulations also prohibit granting financial aid to students who receive

Federal financial aid in excess of the student's financial need. To ensure that we are in compliance with the Federal regulations, monetary spring awards for all students will be processed and disbursed by the Financial Aid office as credits to a student's account. The full amount that is available for the award will be disbursed to each student account in this manner.

For students who receive Federal financial aid, the Financial Aid office must review the impact of any monetary spring award on the student's financial aid package. If the spring award results in the student receiving aid in excess of their need, then other aid must be reduced accordingly. Preference will be given to reducing non-earned work awards first, then loans, and finally grants. The Financial Aid office is solely responsible for determining the impact of a monetary spring award on the rest of a student's financial aid package in compliance with Department of Education regulations.

## Disbursing Monetary Spring Awards

At Spring Convo, awardees will receive a certificate and, if their award includes a monetary prize, a notice of the amount of the prize with a description of how the prize will be disbursed. This description will state that the full amount of the prize will be disbursed to their student account, but that (1) for students with Federal financial aid, other financial aid they have received may be reduced to be in compliance with Federal regulations, (2) for international students, taxes may be withheld on their award, and (3) for students who have a large balance due the college, some or all of the award may be applied to this balance.

Students will be given a date by which all of the above calculations will be completed and refund checks from their student accounts will be issued by the Accounting office. The Accounting office is solely responsible for determining the amount of refund checks. Every effort will be made to give students as generous a check as possible, but if a student is seriously delinquent on their account, it is possible that the entire award will be kept and no check will be issued. In such a case, the student does receive the award, but does not have the flexibility of how to spend the award because it is automatically applied to the balance they owe the college.

## Phi Beta Kappa

Phi Beta Kappa is the oldest and most respected undergraduate honors organization in the United States. The Society has pursued its mission of fostering and recognizing excellence in the liberal arts and sciences since 1776.

Earlham is among the 10 percent of four-year colleges and universities nationwide, and one of only three liberal arts colleges in Indiana, that have a Phi Beta Kappa chapter. When Earlham received its chapter in 1964, faculty considered this endorsement "a symbol of intellectual excellence," which solidified Earlham's national academic reputation.

### Eligibility

Phi Beta Kappa is a national honor society that has strict criteria for membership. In order to be invited to join Phi Beta Kappa, you need to have studied broadly and deeply in the liberal arts, graduated in the top 10-15 percent of your class (Earlham typically adheres to 10-11 percent) and be of "good moral character," which Earlham assesses as freedom from social and academic infractions.

Additionally, you must have taken a college-level analytical math course before graduation. The math requirement can be met with the following courses and AP exam scores:

- MATH 120 Elementary Statistics
- MATH/PHIL 130 Symbolic Logic
- MATH 180 Calculus A
- MATH 190 Discrete Mathematics
- MATH 195 Math Toolkit
- MATH 280 Calculus B
- MATH 310 Linear Algebra
- MATH 320 Differential Equations
- CS 310 Algorithms
- CS 380 Theory of Computation
- ECON 204 Statistics for Economics
- ECON 205 Mathematical Foundations for Economics
- ECON 305 Econometrics
- PHYS 345 Modern Physics
- PSYC 245 Research Methods and Statistics

AP exams as specified by the national organization (a Calculus AB score of 4 or 5, or a score of 3 in Calculus BC).

Students who wish to be considered for election to Phi Beta Kappa in 2024 should have completed the math requirement or be registered for a course that fulfills the math requirement by February 4, 2024.

## American Chemical Society

Founded in 1876 and chartered by the U.S. Congress, the American Chemical Society (ACS) is one of the world's largest scientific organizations with more

than 173,000 members. Earlham College is an accredited institution of the American Chemical Society. An ACS-approved program offers a broad-based and rigorous chemistry education in an environment that supports long-term excellence. Certification is awarded to graduates that meet the Society's criteria for professional education. Certified majors must take advanced coursework in each of the five major areas of chemistry: analytical, biochemistry, inorganic, organic, and physical chemistry.

# Student Academic Resources

## Academic Advising

Advising at Earlham is a supportive and systematic connection between students and members of the Earlham community that empowers students to intentionally map their journey through Earlham and beyond.

**Our vision of advising** is to empower students to explore the academic, student affairs, career preparation, and community engagement opportunities that align with their goals as they create their EPIC Journey through established safe and effective advising relationships.

### Advising values

- Student take ownership of their experiences and goals
- Adopt a holistic approach
- Embrace diversity
- Incorporate experiential learning and research

### Academic audits

An Academic Audit outlining outstanding General Education and credit requirements for degree completion is available to students and advisers in DegreeWorks. The audit informs the student of their standing in terms of graduation requirements, indicating which requirements have been completed and which are still in need of completion. Students are advised to pay very close attention to the audit, and to remember that it is, finally, a student's responsibility (not the academic advisor) to fulfill all graduation requirements in a timely way

## Academic Enrichment Center

The Divisions of Academic Affairs and Student Life are pleased to partner in support of the Academic Enrichment Center (AEC). Located on the first floor of Lilly Library, the AEC is a comprehensive student center comprised of three offices designed to support the learning and living of the Earlham student body.

The AEC is guided by the mission of Earlham College—to assist every student in discovering the teacher within. Focusing its work on enhancing the broad range of academic and social skills necessary for student success, the AEC offers all students a variety of support services, including learning strategy support, peer tutoring and writing consultation. With the goal of transformative student experiences, we understand the collaborative support and individualization needed to help students achieve to their fullest potential.

### Office of Disability and Accessibility Services (ODAS)

Earlham College is committed to providing equal access to its programs, activities, residences, and services per the Americans with Disabilities Act and Amendments Act of 2008 (ADAAA), Section 504 of the Rehabilitation Act of 1973 (Section 504), the Fair Housing Act of 1988, and Indiana code 16-32-3. The College recognizes the importance of providing reasonable accommodations for academic, social, and residential life for students with documented disabilities to ensure students' full participation in academic programs and enjoyment of housing and student life. Students with disabilities are provided accommodations through an individualized and interactive process.

### Communication

The director of the Academic Enrichment Center (AEC) is the 504 Coordinator for students and is responsible for assisting students with obtaining disability status and reasonable accommodations. The College expects students with disabilities to take an active role in communicating their needs since students can best describe their strengths and challenges. The College also recognizes that it is most effective when the disclosure of disabilities is made prior to students arriving on campus. Early disclosure expedites the College's review process, and it usually allows students to begin receiving reasonable accommodations without delay.

### Faculty notification

Students who use classroom accommodations are responsible for informing their faculty about their accommodations each semester using the Academic Accommodations Form. The form should be submitted within the first two weeks of each semester or within two weeks of obtaining disability status and approved accommodations.

Using the Academic Accommodations Form, the AEC office produces memos, which are sent to students' Earlham mailboxes. Students are responsible for distributing the memos to their faculty members. Faculty must receive their memos before students may use academic accommodations.

Some accommodations may dictate that the student, AEC director and course professor collaborate to identify an accommodation that meets the needs of the student and fulfills the course requirements. When such collaboration is necessary, it is the student's responsibility to inform the director.

Students who encounter difficulties with a professor or other college personnel regarding accommodations should follow the grievance procedures outlined in Earlham's Disability Grievance Procedures for Students.

## Quantitative Reasoning Center

The mission of the Quantitative Reasoning Center, or QRC, is to be a prominent resource for both faculty and students to achieve quantitative literacy across the curriculum. The QRC follows the lead of the Academic Enrichment Center to aid and enhance the broad range of quantitative skills necessary for all Earlham College students to be successful both in the classroom and society.

The QRC provides the following services:

- Peer tutoring
- 1:1 Tutoring
- Study skills enhancement
- Quantitative Assessment for New Students (QANS)

## Writing Center

Earlham's Writing Center is an academic resource that helps both students and faculty engage fully in a "culture of writing" across the curriculum, providing a friendly, comfortable space where student writers of all levels and faculty of any discipline can discover techniques for writing and teaching writing more clearly and effectively.

The Writing Center also offers peer-led consultations about the essays and projects you are working on for classes here at Earlham, as well as creative writing, presentation preparation, and career-focused writing like cover letters and resumes. These consultations are 25-50 minute meetings where you will read your paper out loud, discuss suggestions and resources, as well as where you personally are in the writing process and what concerns you have with the work.

# Registrar's Office

The Registrar's Office maintains the academic records of current and former students and ensures their academic integrity. The office is dedicated to providing high-quality services to support the academic needs of the students, faculty, and alumni. The Registrar's office assists students with course registration, majors and minors declaration, enrollment verification, degree audit to track progress towards degree completion, transcripts, processing transfer credits and processing students for readmission.

# Degree Works

Degree Works is an online degree auditing tool that helps students and their advisors monitor their academic progress towards degree completion. Academic coursework is organized into blocks that track the different degree requirements to more easily identify courses and requirements that have been completed and which requirements still remain to complete the degree. While students are expected to review their Degree Works on a regular basis to monitor their progress towards degree completion, it is not a substitute for consultation with an academic advisor.

For questions concerning Degree Works, students should contact their academic advisor or the Registrar's office.

# Center for Global Education (international students)

International Student Scholar Services are offered through the CGE. The International Student Advisors serve as a source of advice, support, and information on matters of immigration regulations, cultural adaptation, and practical concerns.

### Multicultural Resource Center

The Multicultural Resource Center was created to advance the College's commitment to fostering an environment that is inclusive, equitable and diverse. It serves as a student-centered, safe space that supports underrepresented and marginalized communities, while cultivating the holistic empowerment of all students. The Multicultural Resource Center provides programs, services and activities that promote unity, identity development, academic excellence and leadership. Consistent with the College's Quaker heritage and liberal arts mission, it aims to foster a campus climate that encourages all students to live, learn and thrive in a diverse and global world.

## Libraries

The Earlham Libraries supports the missions of Earlham College by providing access to information resources and facilitating their use. The Lilly Library is the central facility for the College's library, media and IT resources. The building was constructed in 1962 and named the Lilly Library in honor of Eli Lilly and J.K. Lilly and to gratefully recognize the contributions of the Lilly Endowment, Inc. to the strengthening of higher education throughout the United States, particularly in Indiana and at Earlham College. The Library has 61,000 square feet of space on three levels which house a diverse set of study environments, multiple computer labs, the Arthur S. and Kathleen Postle Friends Collection & Archives and the Hugh & Sara Ronald Gallery.

Librarians are available to assist students in navigating the research process via course-related presentations, individual consultations, or through the research help desk. Other services provided include interlibrary loans, circulating computers, and class reserve materials.

## Information Technology Services

Information Technology Services (ITS) is responsible for providing the College's administrative computing, infrastructure, campus services and technology experience.

A wide variety of computing equipment enables Earlham students to incorporate technological skills into their liberal arts education:

- Both Mac and Windows-based computers are fully supported and used in offices, labs, and classrooms.
- Technology Experience directly manages six public computing labs as well as Mac and PC mobile carts. The lab located in LBC, is open 24/7 during the school year, providing 30 PCs and six iMacs.
- Discipline-specific labs are also available to students as needed.

Gigabit Ethernet switches are located in each building with high-speed fiber optic cables between buildings operating up to 10 GB. All direct network connections in buildings, including the residential halls, are currently running at 1 GB.

Wireless service is available in all of the academic buildings, residence halls, College-owned houses, The Heart, and green spaces bordering campus buildings. This provides students with the opportunity to pursue their research, stay in touch with family or just browse the Web in a variety of locations and settings on campus.

Earlham based servers provide a variety of services to students, faculty, and staff such as Earlham's portal The Heart, web-based email, a course management system, network storage, mailing lists, and access to the library's electronic resources.

The HelpDesk also strives to assist current students with a variety of free technology-related services, including work on personal computers. Supported services include virus removal, diagnosing and repairing connection issues, general troubleshooting and diagnostics, and assisting with driver updates.

# Academic Policies

## Statement of Student Responsibility

It is the responsibility of the student to read this publication and become knowledgeable about the relevant academic policies and procedures of the College. While at Earlham, students have access to academic support resources and will receive academic guidance from advisors and faculty. These resources are provided for planning purposes only. The responsibility for meeting degree requirements lies entirely on the student.

# Academic Grievances

## Academic Mediation: Appealing a Grade

Students may appeal grades and evaluations on procedural grounds. That is, they may question whether the grade was awarded fairly, according to clear standards, and in a manner consistent with Earlham's stated practices, such that, a grade may not be appealed simply on grounds of disagreement of the instructor's evaluation. An appeal should begin with a conversation between student and instructor. If this discussion leads to no agreement, the student, possibly along with their adviser, should contact one of the Deans in Academic Affairs. The Senior Associate Vice President for Academic Affairs, the Associate Academic Dean or Registrar may advise the student on the merits of the case and shall, at the request of the student, mediate between student and instructor. This mediation must occur within one semester after completion of the course. A meeting of all parties or separate meetings of the Dean with each party may be arranged. Sometimes the Dean from Academic Affairs may recuse themself and refer the case to another dean within the academic administration.

If this mediation does not lead to a result agreeable to the parties, either or both may request a mediation hearing before an ad hoc Academic Mediation Board. A Dean from Academic Affairs (or their designee) shall convene a board, comprising two faculty members and two students. The Dean shall choose two faculty members and invite the student members from a short list selected from the Student Judicial Council. Either the student appellant or the faculty member whose grade is being appealed may reject nominations to the Board. Board hearings shall be recorded during the presentation and discussion of evidence with all parties present. The Board shall meet in executive session for deliberation.

The Mediation Board will review the documents of the case and listen to both parties. It then meets by itself and frames a recommendation. The Board shall consider itself charged to act equitably and in the interest of both parties as it seeks to determine if grading procedures were somehow faulty and if a remedy is feasible. By Earlham's bylaws, grading is in the province of the faculty, and a Board's recommendations may not force an instructor to change a grade.

If the Board finds itself unable to reach a consensus, or if either party is unwilling to accept the recommendation of the Board or the other party's response to it, then the convening Dean shall confer with the Academic Dean and the Clerk of the Faculty to devise a way forward.

If the faculty member is no longer at the college, a Dean from Academic Affairs will consult with the department convener to review work and work toward a resolution.

## Requesting an Exception to an Academic Policy

Academic policies have been approved by the faculty and are applied consistently to all students. Students may petition Academic Affairs for special permission when they feel they've experienced exceptional circumstances that warrant an exception to Earlham's academic policies. Students requesting special permission should fill out the petition form available on the Registrar's Office website. Academic Affairs will review all written requests within two weeks of receipt. Once a determination is made, the decision is final.

# Academic Standing

## Academic Standing Policy

The Academic Advisory Committee is responsible for evaluation of the academic performance of students. One of its goals is to ensure that students continue to make normal academic progress toward graduation. The committee works closely with students, academic advisers and Academic Support Services in assisting students with the needed skills for academic success.

The Academic Advisory Committee consists of representatives from the teaching faculty, Student Development, the Director of the Academic Enrichment Center and the Registrar. At the end of each semester, the committee reviews academic records of students to evaluate academic progress. The College standards are applied systematically, based solely on the number of credit hours attempted, the GPA earned at the end of a semester, and the previous standing held by the student.

Normal progress for graduation is defined on the basis of both number of credit hours earned and Grade Point Average (GPA). To fulfill the requirements for the B.A. degree, a student must earn 120 academic credit hours with a cumulative

GPA of 2.00 or better. A full-time student is expected to earn 30 credit hours during each of four years. Thus, full-time students are expected to fulfill their course requirements over eight semesters.

Students who withdraw from a course, retake a course, or do not finish an approved Incomplete may find themselves in the position of becoming deficient in credit hours. They must take the responsibility for making up this deficiency. A transfer student's academic progress at Earlham does not include transfer credits taken before registering at Earlham. Earlham's August programs and approved courses taken at another college or university after entrance to Earlham are included when considering academic progress.

The Academic Advisory Committee places students who do not achieve normal progress toward their degree on Academic Caution, Probation, Final Probation or Suspension from the College, according to criteria described below. Committee actions are usually sequential: Academic Caution to Probation, Probation to Final Probation and Final Probation to Suspension. A student may remain in one category for more than one semester. Additionally the Committee may deem it appropriate to move a student to the most severe standing based on one semester of work.

Note: The Academic Advisory Committee may make exceptions to these policies under extraordinary circumstances. In some cases, students on Final Probation who are not making satisfactory progress at mid-semester, will be asked to leave the College at that time.

The Committee notifies parents or guardians and advisers when a student is placed on any of these academic categories and when probation is continued or changed.

## Guidelines for Academic Advisory Committee Actions

1. **ACADEMIC CAUTION**

   This designation does not appear on a student's permanent academic record.

| | First-year | Upper Class |
|---|---|---|
| **Credit hours** | 6 credit hours short at the end of either semester. | 6 credit hours short in any semester. 6 credit hours short cumulative |
| **GPA** | Semester: Less than or equal to 1.75 in either semester. Cumulative: Less than or equal to 2.0 at the end of the second semester | |

   To be removed from Academic Caution:
   The student must pass 14 credit hours with a C average (2.00) or better in the following semester. In addition, the student's cumulative GPA and cumulative credits must exceed the criteria specified above.

2. **WARNING**

   This designation does not appear on a student's permanent academic record. Students on Warning are not eligible to participate in off-campus study programs.

| | First-year | Upper Class |
|---|---|---|
| **Credit hours** | 9 credit hours short in any semester | 9 credit hours short in any semester; 9 credit hours short within two successive semesters; 12 credit hours short cumulatively. |
| **Cumulative GPA** | Less than or equal to 1.55 at end of first semester; Less than or equal to 1.65 at end of second semester. | Less than or equal to 1.75 at the end of the third semester; Less than 2.00 at the end of the fourth and fifth semesters. |
| **Semester GPA** | Less than or equal to 1.55 | Less than or equal to 1.55 |

   To be removed from Warning:
   The student must pass 14 credit hours with a C average (2.00) or better in the following semester. Moreover, the student's cumulative GPA and cumulative credits must exceed the criteria specified above.
   Students who are still deficient in credits are required to submit a Credit Plan form to the Registrar showing how they intend to make up credits for graduation. Students removed from Warning remain on Academic Caution for at least one semester.

3. **FINAL WARNING**

   This designation appears on the student's permanent academic record. Students on Final Warning are not eligible to apply for and participate in off-campus study programs, Epic Advantage experiences, and Faculty/Student Collaborative Research projects.
   A student on Final Warning who is not making normal academic progress or not attending classes may be suspended for the remainder of the semester and asked to leave the campus.

| | First-year | Upper Class |
|---|---|---|
| **Credit hours** | 12 credits short at the | 12 credit hours short in any semester; 12 credit hours short |

| | First-year | Upper Class |
|---|---|---|
| | end of either semester or 15 credits short cumulatively. | within two successive semesters; 15 credit hours short cumulatively. |
| **Cumulative GPA** | Less than or equal to 1.35 at the end of the first semester; Less than or equal to 1.45 at end the second semester. | Less than or equal to 1.55 at the end of the third semester; Less than or equal to 1.65 at the end of the fourth semester; Less than or equal to 1.75 at the end of the fifth semester; Less than 2.00 at the end of the sixth semester and thereafter. |
| **Semester GPA** | Less than or equal to 1.45 | Less than or equal to 1.45 |

To be removed from Final Warning:
Students must pass 14 credit hours with a C average (2.00) or better in the following semester. Students who are still deficient in credits are required to submit a Credit Plan form to the Registrar showing how they intend to make up credits for graduation. Students removed from Final Probation will remain on Probation for at least one semester.

4. **SUSPENSION**

   This category usually applies to students who are on Final Warning and do not complete 14 credit hours with a C average (2.00) or better. The Committee may also suspend a student who did not fulfill the terms of Warning or Academic Caution in instances of serious unsatisfactory academic progress (e.g. passing too few credits in a semester), or any student who earns a semester GPA of .5 or below. In cases of extenuating circumstances, however, the Committee may elect to keep the student on Final Warning for another semester instead of suspending them.
   Enrollment is terminated for the subsequent semester or for a length of time determined by the Academic Advisory Committee. Students who are suspended from the College are not permitted to be on campus nor attend campus events during the suspension period.
   Students who are suspended from the College twice will be dismissed and cannot be readmitted.

## Appeal

A student may appeal to the Academic Advisory Committee for reconsideration of Final Warning or Suspension status if they believe they have new evidence to share that may have impacted their academic progress.  New evidence includes documentation of medical considerations or extenuating circumstances that prevented them from successfully completing their academic work.

The appeal should include:

1. A letter that addresses the following points:
   - Explain in detail the circumstances that contributed to your academic challenges. Include documentation where relevant.
   - Have these circumstances changed such that you can be more successful if your appeal is granted? If so, explain how they have changed.
   - What additional academic and/or social support will you use to help you in your academic progress? What concrete actions will you take and what additional assistance do you think you will need in order to be successful?
   - Is there any additional information that you would like to share with the Committee?
2. A letter of support from a professor.

All appeal materials must be submitted by the fifth business day after receiving the email notification of Final Warning or Suspension via email. Specific instructions and deadline to submit an appeal are included in the email notification and the letterthe student received from the Registrar's Office.

Exceptions will not be granted to this policy.

## Readmission Process

A student who wants to return to Earlham following an academic suspension should request an application for Readmission from the Registrar's Office. Applications should be submitted one month prior to the semester for which the student wants to re-enroll, but the period between suspension and readmission must be one semester and one summer.

A student must submit a written evaluation of their time away. In the evaluation, the student must demonstrate a strong commitment to improving their past academic record. In addition, a student who has been suspended and wishes to apply for readmission must meet the criteria found in their letter of Suspension from the College. The criteria typically includes successfully taking courses elsewhere and/or receiving counseling/study skills for an extended period of time in order to demonstrate readiness to return to Earlham. The student must obtain pre-approval for the transfer of credit through the Office of the Registrar before enrolling in the courses at another institution.

A suspended student who is readmitted is placed on Final Warning during their first semester back at Earlham. Financial aid may be reinstated upon the student's readmission to the College. For one semester after readmission, students are considered to be making satisfactory progress for aid purposes, although they may initially be below the minimum expectations described as Satisfactory Academic Progress for Financial Aid Eligibility.

# Confidentiality of Educational Records (FERPA)

The College follows the general policy of not releasing personal student information to outside agencies without the expressed consent of the student. The College makes periodic evaluations of the information placed in student records to ensure that only information related to the specific purpose of the educational program is collected and maintained. In the following policy statement, a "student's record" shall be construed as containing the academic record, the health record (not including counseling files), the placement files including references for future application (unless a waiver of right to see references has been signed), and record of official College response to disciplinary or academic problems.

The *Family Educational Rights and Privacy Act* (**FERPA**) of 1974 accords to students four basic rights:

- The right to "inspect and review" student records.
- The right to have "an opportunity for a hearing to challenge the contents of their school record."
- The right to have an "opportunity for correction or deletion" of inaccuracies or otherwise inappropriate data.
- The right to require written consent from students themselves for release of information about them.

The following College policies are intended to realize these rights and to conform to the 1974 legislation:

- All material placed in the student's record after January 1, 1975, is accessible to the individual student for inspection, review and possible correction. Confidential material written about a student prior to that date remains confidential and therefore inaccessible.
- No material in a student's record is released to any other person, agency or institution without prior formal consent of the student. The state and federal government has the right to subpoena student records, in which case the student's consent is not required but the student is informed. When written reports or transcripts are prepared for release, they are made and forwarded only by professional staff members in the administrative or faculty offices which received the request for information.
- If personally identifiable information obtained from a student's education record is included in a letter of recommendation (grades, GPA, etc.), the recommender is required to obtain a signed release from the students which specifies the records that may be disclosed, states the purpose of the disclosure, and identifies the party or class of parties to whom the disclosure can be made. The form can be found on the Registrar's Office's website.
- Occasionally it is important that Earlham make available general information about students for educational research purposes. In releasing such data for research, great care is taken to protect the identity of individual students. If the limits of confidentiality are ever in question, formal consent must be obtained from the student.
- Information concerning professional counseling and psychotherapy with students is confidential to the student and the Counseling Staff. Counseling files are not open to school officials and hence are not a part of a student's record. This information may be released to parents or qualified professional and psychiatric personnel only with the permission of the individual student.
- Students may ask the College to amend a record that they believe is inaccurate or misleading. They should write the College official responsible for the record, clearly identify the part of the record they want changed and specify why it is inaccurate or misleading. If the College decides not to amend the record as requested by the student, the College notifies the student of the decision and advises the student of his/her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures is provided to the student when notified of the right to a hearing.
- The procedures for granting a request by a student to see any or all part of his/her student record are as follows:
    - The student must make a written request to the Registrar's Office to see such information.

    - As the law requires, access will be granted "within a reasonable period of time, but in no case more than 45 days after the request has been made." The Registrar's Office informs the student of when the file is available.
    - If the requested records are not maintained by the Registrar's Office, the student is referred to the appropriate office.
- Students have the right to file a complaint with the U.S. Department of Education concerning alleged failures to comply with the requirements of FERPA at the following address:
    - Family Policy Compliance Office U.S. Department of Education 400 Maryland Avenue S.W. Washington, D.C. 20202-4605

Students may give specific individuals access to their educational records using the Proxy Access available on the Registrar's Office website. Access can also be limited to specific categories: Grades, Financial Aid, and Billing. Permissions can be added, modified, or revoked at any time.

### Additional Information for International Students

FERPA applies to all students regardless of their immigration status. Students who sign the Form I-20 consent to the release of this information for the purposes of SEVIS reporting.

# Courses and Grades

## Academic Integrity

The College trusts students who enroll at Earlham to be honest seekers of truth and knowledge. This trust is extended to all students by other students and by teachers, and is manifested in a variety of forms. Exams are rarely proctored, and only after consultation with the class and the Academic Dean's Office. Unlike many colleges and universities, Earlham does not ask students to sign an oath affirming that they did not cheat on an assignment, since this would imply that people are either inherently dishonest, or will be honest only when they explicitly swear to it.

Students must be mindful that, although Earlham encourages cooperative and collaborative, rather than competitive, modes of learning, one's work must still be one's own, unless explicitly assigned to a group. Giving or receiving aid inappropriately on assignments and tests, or plagiarizing by using another person's words or ideas without credit, constitutes a serious breach of our trust in one another and in the integrity of the search for truth.

Those who believe they have witnessed violations of academic integrity should feel the obligation to speak about this to the suspected offender. The witness also should feel obligated to report the suspected offender to the instructor if the person fails to offer a satisfactory explanation and refuses to report him or herself.

Procedures and Penalties for Violations

Violations of academic integrity, because they undermine our trust in one another and in the credibility of the academic enterprise, are taken very seriously. Penalties for violations range from failing assignments or tests to suspension or expulsion from the College. Students may not retake courses to replace failing grades resulting from an academic integrity violation. As well, students who are suspended as a result of an academic violation may not transfer academic credits to Earlham during the suspension.

## Attendance policy

Students are expected to attend classes on a regular basis. Individual faculty may set specific requirements for their courses as indicated on course syllabi. Students who do not attend classes on a regular basis are reported to the Registrar's Office. This behavior may jeopardize academic standing, federal financial support and continued matriculation at the College.

## Auditing a course

- With an instructor's consent, a registered, full-time student may audit a course for no additional charge
- Students who intend to audit a course must confirm this intention before the close of a semester's registration period.
- Students who are enrolled in a credit-bearing course may not change their status from credit-bearing to an audit status after the close of registration.
- Students who have audited a course may not retake the course for a letter grade.
- Audited courses are reflected on a student's transcript.
- Non-Earlham students may request permission from both the instructor and the registrar to audit courses for a fee of $225 per course.
- Persons 65 and older are charged $100 per course.

## Course cancellation policy

If a course is canceled due to lack of adequate enrollment, the faculty member will consult with the registrar and academic dean. Upon approval, the faculty member will notify the registered students and copy the registrar. Students should be advised to add another course to maintain full-time status.

If the College cancels a course, the registrar will notify students and work with the Academic Dean and the faculty member in determining alternate arrangements for the academic semester.

## Course load

To make normal progress toward the Bachelor of Arts degree, students should earn 30-32 credits each year. Students must be registered for at least 12 credits and up to 18 academic credits during a semester to maintain a full-time status. Registering for more than 18 credits requires both an adviser's signature and the registrar's approval, and an overload fee will be charged. Applied music lessons are not considered a part of an overload. Only graduating seniors in their last semesters may apply for part-time status (fewer than 12 credits). Exceptions to this policy are not granted

## Course numbering system

Earlham College courses are identified with a subject area code of up to four letters and a 3-digit course number. The subject code designates the academic discipline or subject matter area and is not intended to identify the department in which a course is offered. The course number identifies the course level.

| Range | Level |
|---|---|
| 100-199 | Introductory lower-level undergraduate courses, usually taken by first-year students and generally do not include prerequisites. |
| 200-299 | Lower-level undergraduate courses usually beyond the introductory level and more specific in focus. These courses may or may not have a prerequisite, and are appropriate for first-year and second-year students (but are open to all students). |
| 300-399 | Upper-level undergraduate courses, usually not appropriate for first years. These courses are generally appropriate for students with prior coursework or experience in a discipline, and often have prerequisites. |
| 400-499 | Advanced upper-level undergraduate courses usually taken by third- or fourth-year students, including seminars, internships, and capstone courses.These courses require more extensive background in the discipline and often carry a high degree of specificity in content. They usually have multiple prerequisites. |
| 500-599 | ESR or BTS graduate introductory courses, open to upper-level undergraduate students by permission; GPE graduate courses in M.A.T. program, not open to undergraduate students. |
| 600-699 | GPE graduate courses in M.Ed. program. |

The following numbers shall be used across disciplines for specific course types:

| | |
|---|---|
| 480 | Senior Seminar |
| X81 | Internship |
| X82 | Special topics and experimental courses offered on a one-time only basis |
| 483 | Teaching Assistant |
| X84 | Ford Earlham Research |
| X85 | Independent Study |
| X86 | Student Research |
| 487 | Senior Thesis |
| 488 | Senior Capstone |

## Course retake

A student may retake a course once under the following conditions:

1. the student must have his/her academic adviser's approval, as well as the approval of the course instructor;
2. the student will receive credit ONLY ONE TIME for a given course;
3. a course being retaken will be counted in the course load for tuition charges for the semester in which the student is enrolled. ANY CREDIT OVER 18 SEMESTER HOURS FOR THE SEMESTER CARRIES AN ADDITIONAL TUITION CHARGE;
4. the course will be recorded on the student's transcript each time it is taken and a grade is received. The highest grade will be computed into the student's grade point average – the previous course will appear on the student's transcript as 0 credit with a grade of RT (retake).
5. Applied courses, such as Music lessons, may not be retaken to change a grade. Students may register for these courses any number of times during their Earlham career, however grades will not be changed.

## Course by special arrangement

In rare instances, a student may arrange to take a course at a time when it is not normally offered. This

arrangement requires the written approval of both the instructor and a dean from academic affairs. This arrangement requires a fee of the part-time rate multiplied by credit hours. Permission of the instructor must be obtained and the fee paid before such arrangements are added to a student's schedule and transcript upon completion.

## Credit by examination and credit by evaluation

Students may petition to have the option of studying independently and successfully passing a special examination prepared by the instructor of a course in order to be granted credit for a regular Earlham course. Students pursuing this option are not permitted to sit in on the regular course before taking the examination.

- Permission of the instructor must be obtained and the fee paid before such examination is given.
- Requests for credit by evaluation must be submitted to the registrar. A dean from Academic Affairs and the department review these requests. Such credit is considered if the academic work is determined as equivalent to a regular Earlham College course.
- Special forms for credit by examination and evaluation are available in the Registrar's Office.
- A fee of the overload rate per credit is charged and must be paid before the exam is taken or credit recorded.

## Credit/no credit

Students may, with good educational reasons, petition to take up to two courses in their Earlham career on a Credit/No Credit basis, in addition to courses that are now offered as CR/NCR. Such registration will require both the approval of the advisor and the instructor in the course, with the instructor's decision as final. Students must earn the equivalent of at least a 'C' grade to be granted credit. Credit/No Credit grades will be recorded on the transcript, but will not be computed in the GPA. The petition form must be submitted by the close of the tenth week of the semester. Once the CR/NCR option is elected, it cannot be changed back to the letter grade option. A student may not take the credit/no credit option in their major or minor.

## Grades

The traditional letter grades "A" through "F" may be assigned alone, or with a plus or a minus.

- F Grade
  Course requirements are not met and the student receives no credit. The F grade is included is averaged into the GPA as 0. In cases where an F is assessed, the faculty member forwards a written assessment of the student's work, including reasons for failure to achieve a passing grade. A copy of the F assessment is sent to the student, to their adviser and to the student's file in the Registrar's Office.
- CR Grade
  A CR grade designation is equivalent to a grade of C or better, courses with CR grades are not computed into the grade point average (GPA). A CR may be given ONLY for an approved Credit/No Credit course and for AWPE activities courses.
- NCR Grade
  No credit earned; this grade appears on a student's transcript but is not computed in the student's GPA.
- I Grade
  Incomplete (I) is reserved for students who submitted an incomplete petition by the end of final exams and whose petition was approved by the Registrar and the Associate Academic Dean for Students.
  Incomplete petitions should be sent to the Registrar's Office. Incomplete petition forms are available during the last week of classes of the semester only to students who have experienced a medical emergency or some other circumstance beyond their control that prevented them from completing coursework. Normally, an extension granted for incomplete work should not extend beyond the beginning of the next semester. Under extraordinary conditions, responsibilities for one semester may be carried over into the next semester. When the student completes the work, a letter grade is recorded. If the work is not completed by the deadline agreed upon with the course instructor the I grade will revert to the default grade submitted by the instructor on the petition form.
- W Grade
  Withdrawal (W) is assigned when a student withdraws from a course by the end of the course withdrawal period (Friday of the tenth week of classes for the Fall and Spring terms and end of the first week of classes for May terms). No credit is given and the student's GPA is not impacted.
- M Grade
  The M grade is assigned to a student whose work is somehow implicated in a breach of academic integrity. For example, if a teacher is grading papers the week after graduation and

discovers two identical papers, then the teacher should assign M grades to those papers.
Once the truth about their integrity has been established (which might be delayed until fall semester), the teacher submits a final grade for the work. Teachers must notify the registrar's office and the associate academic dean before assigning an M grade.

- NG Grade
  The NG (no grade) is reserved for those rare occasions when teachers find they are missing a piece of work from a student, which they believe the student did, in fact, submit. The NG serves as a placeholder on the student's transcript until the teacher has figured out what happened to the work and is prepared to give the student a final grade. The NG is NOT intended for students who missed the incomplete deadline or for students who have missed deadlines for submitting work. Faculty members must convert all NGs to final grades by the end of the semester following the semester in which the NG was given. An unconverted NG automatically will be recorded as an F or failing grade.
- RT Grade
  The RT (retake) indicates that a course has been retaken. Students must complete the petition to retake a course. Petitions are available on the Registrar's Office website and should be completed in a timely manner. A course may be retaken only one time to improve a grade.

Policy for reporting end-of-semester grades to students and parents:

It is Earlham's policy to report grades directly to the student. Students are not provided a printed copy of semester grades. Grades are available only via self-service. It is the student's responsibility to report grades to their parent(s).

## Grade point average (GPA)

The GPA for the semester and the cumulative GPA are calculated by dividing the total number of honor points by the number of graded courses. Each letter grade is assigned the following numerical value:

| | | | | |
|---|---|---|---|---|
| $A^+$, A | 4.00 | | C | 2.00 |
| $A^-$ | 3.67 | | $C^-$ | 1.67 |
| $B^+$ | 3.33 | | $D^+$ | 1.33 |
| B | 3.00 | | D | 1.00 |
| $B^-$ | 2.67 | | $D^-$ | 0.67 |
| $C^+$ | 2.33 | | F | 0.00 |

## Research Courses

**Key Defining Features**

- Sophomore or Junior level recommended
- A student project as a substantial part of the course in terms of time/grade
- Collaboration with a librarian
- Review of previous work in the field
- Students make decisions/choices about the research
- Abundant feedback with opportunities to incorporate that feedback for an improved product
- Presentation of work in a manner appropriate to the field
- Addresses conventions within discipline
- Additional clarity as needed on citation expectations and formats

## Writing Intensive Courses

**Writing Intensive** (WI) courses may be disciplinary or interdisciplinary. They examine a diverse range of texts arranged around a particular question, theme or historical period. Texts may include films, musical scores or works of art. The purpose is to foreground texts for the study of a subject and to compare texts while approaching them from a variety of disciplinary perspectives and in several contexts. These courses:

- Provide a writing- and reading-intensive experience that develops further the skills acquired in Earlham Seminar courses.
- Study an array of challenging texts arranged around a particular question, theme or historical period.
- Investigate primary and secondary texts in studying an issue or era.
- Compare texts in several contexts — historical, social, political — and put them in dialog with one another.

**Key defining features**

- Sophomore or Junior level recommended.
- Reading and writing is a major focus of the course as reflected in the allocation for the course grade/time.
- Engagement with challenging texts (defined broadly) around a theme.
- Use of primary and secondary texts.
- Feedback with chances to incorporate feedback for an improved product.
- Includes multiple forms of written products and writing contexts.
- Strong disciplinary element in the writing.

- Writing is approached as a process (e.g. idea development, critical analysis, argument development) with feedback at multiple steps.
- Capped courses so that quick turnaround of work is possible.

# Credit Hour Policy

## Scope

This policy provides guidelines for how credit hours are counted in Earlham courses.

## Federal policy statement

The Code of Federal Regulations (34 CFR 600.2), states:

*"A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than—*

1. *One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately 15 weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or*
2. *At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours."*

## Earlham College academic credit definition

In accordance with the above federal policy, Earlham expects that for each academic credit of a course, a student shall work (a minimum of) 37.5 hours = 2,250 minutes over a period of 15 weeks. (Note that 37.5 hours is equivalent to 45 hours, with a 10 minute break each hour. That is, 50 minutes x 45 = 2,250 minutes.) This assumes 14 weeks of instruction plus one week of exams. As discussed below, some courses at Earlham are taught over different numbers of weeks. In such cases, the number of minutes per week is adjusted accordingly from the 15 week definition. The total number of work-hours/minutes for courses of various credits is summarized below.

| Credits | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| Total Hours | 37.5 | 75.0 | 112.5 | 150.0 | 187.5 |
| Total Minutes | 2,250 | 4,500 | 6,750 | 9,000 | 11,250 |

The number of credits assigned to each course will be published in the college catalog and in curriculum materials. The College's electronic registration system will also reflect the approved credit hour assignments.

# Degree Requirements

To graduate from Earlham College with the Bachelor of Arts degree, students must:

- Complete a total of 120 academic semester credits (including transferred credits; see below)
- Complete all general education requirements (See General Education Requirements)
- Complete 36 upper-level semester credits (courses numbered 300 and above)
- Meet the expected requirements of an academic major (The above requirements may overlap)
- Complete a course designated as a Writing Intensive and a Research course.
- Achieve a minimum cumulative GPA of 2.0 or better
- Achieve a minimum GPA of 2.0 in the major field
- Complete two full years of academic work (four semesters) and 60 academic credits within the Earlham curriculum. (This defines Earlham's residency requirement for transfer students.)
- Be in good academic standing prior to degree being awarded. Given that, an Earlham degree will not be awarded to a student on final probation in their eighth semester.

## Declaring a major

- Students are required to file a declaration of major at the Registrar's Office no later than the end of their fourth semester; transfer students must declare a major after earning 58 credits. Regular majors require approval from the department and the Registrar.
- Each major will have a course designated as writing intensive and research. This requirement for graduation ensures that every student learns to write and conduct research within their chosen field of study.
- Earlham allows students to apply for an independent, self-designed major. Petitions for such majors are considered by the Curricular Policy Committee and the Registrar, and are evaluated on these considerations: whether the proposed major is intellectually coherent,

whether it is feasible, whether they contain all the required courses (R, WI, Capstone) and whether it is sufficiently different from available, curricular options. Please see petition for details and deadlines.
- Students who fail to declare their majors by the end of the fourth semester are fined $25. If the major is not filed by the end of the fifth semester, a $50 fine will be assessed; if not filed by the end of the sixth semester, a $100 fine will be assessed each semester thereafter. It is essential for students to declare their majors in a timely manner to ensure that all courses required for the major are available as well as to assist in planning for senior capstone experiences, comprehensive examinations, internships, research and off-campus study opportunities.

### Declaring an independent major

Earlham offers majors in disciplinary and interdisciplinary subjects, as well as offering a rich array of minor fields.
The College also offers the opportunity for double majors and interdepartmental majors. Much thought and time have gone into developing and staffing this curriculum, so that almost all students will find an appropriate combination of major and minor fields to suit their interests. However, it is possible for a student to propose an independent major in a course of study that is not available within the existing major/minor offerings. In such a case it is the responsibility of the student to prepare an independent major proposal in consultation with at least two academic advisers. Such a major may well prove more demanding to complete than a standard major, as it will involve a pattern of courses drawn from a variety of departments that addresses the topic of the independent major in a comprehensive and integrated fashion. Petitions for such majors are considered by the Curricular Policy Committee and the Registrar. Decisions are based on whether:

- the proposed major is intellectually coherent
- it is feasible
- it contains all the required courses (R, WI, Capstone)
- it is sufficiently different from available, curricular options.

Please see petition for details and deadlines.

### Declaring a minor

Students who plan to declare a minor must have declared their major and submitted the form to the Registrar's Office for approval. Please review each of the requirements with the Academic Department or Program. Earlham allows students to apply for an independent, self-designed minor. With departmental approval, the minor must be submitted to the Registrar's Office for approval by the end of the mid-semester break of the Spring Semester of the Senior year.

### Conduct and the Earlham degree

An Earlham degree testifies not only to a student's academic accomplishments, but to a student's good conduct. The College may refuse the degree to a student who, despite completing all academic requirements for the degree, has demonstrated willful disregard for Earlham's social policies, as described in Principles and Practices. Students who are charged with violating a College policy (whether academic or social), or a law, should expect that the degree may be withheld until all appropriate judicial processes have been completed.

## Graduation and Commencement Policies

### Graduation

Graduation is the process of verifying that the student has completed all of their degree requirements as published in the academic catalog. It is completed in the Registrar's Office after final grades have been reported for the semester and processed. The Bachelor of Arts degree is conferred to students who have filled out an official online graduation application and who have met all degree requirements. There are two official annual conferral (degree posting) dates per year (May and December). The degree conferral date on the transcript will coincide with the last date of the term.

### December Graduates

Seniors who plan to complete their degree by December of an academic year must be within 18 credit hours of degree completion. The student must submit a petition to the Registrar outlining a plan of completion with approval from their academic adviser prior to March 1 of the intended year of completion.

*Note: financial aid may be impacted by a delay in graduation and every student's financial situation is unique. Students considering delaying their graduation by one semester must meet with the director of financial aid to discuss their aid package making a decision to delay graduation.*

Students completing credits for the Earlham degree by transferring work may transfer only up to a total of 16 credits, need to have met the residency requirement, and need to be in good academic standing as defined by the Academic Advisory Committee. Therefore, students on Probation or Final Probation cannot complete their degree by transfer work. Requests for exceptions to this policy may be submitted to the Office of Academic Affairs.

### Graduation Application

Seniors who expect to graduate must file an application for graduation in the Registrar's Office one full semester prior to the date of graduation. Emails and reminders will be sent from the Registrar's Office to rising seniors. A one-time graduation fee of $100 will be charged to the student's account for all students, regardless of whether they participate in the Commencement ceremony or not. The graduation fee helps cover the costs of graduation-related expenses including:

- A manual graduation audit check (performed after the graduation application is complete and prior to final semester of enrollment; concerns are noted in DegreeWorks);
- Purchase of your cap, gown and tassel (to be picked up at the Earlham bookstore);
- Diploma covers presented at the ceremony;
- Official diploma noting the degree earned and mailing fees;
- Additional diploma with chosen first name if requested;
- An official commencement program.

**Once a student has graduated, the record is considered final. NO CHANGES of any kind may be made unless a clerical error has occurred**.

### Graduation Honors

**College Honors** are awarded to graduating seniors with cumulative grade point averages of 3.40 or higher.

**Departmental Honors** are awarded to students at the recommendation of the department, and only if they have met the following criteria:

- Earned a 3.40 GPA in all graded courses during the junior and senior years.
- Earned a 3.65 GPA in all upper-class courses within the major.
- Passed the Senior Capstone Experience with distinction.
- Earned honorable individual achievement in research study, creative performance, etc., as designated by the academic department or program.

The honors listed in the May commencement program will reflect the grade point average at the end of the previous fall semester. Final honors will be posted to the student transcript after the final semester grades are processed.

## Commencement

Commencement refers to the ceremony celebrating the accomplishments of all our graduating students. Earlham College holds one annual ceremony in May. For information about the current year, visit the Commencement webpage.

Participating in Commencement does not automatically mean that a student has graduated. In order to graduate, a student must complete all requirements of their degree program and fill out an official online graduation application.

### Participation in Commencement

While the majority of students participating in the ceremony will be spring graduates, some students participating in Commencement will have graduated during a previous term or will graduate during a future term.

Students who have not yet met the requirements to graduate will be permitted to participate or "walk" at Commencement only if the following conditions are met:

- A minimum cumulative GPA of 2.00 (GPA are unrounded)
- A minimum major GPA of 2.00
- Students are within 18 credits of completing their degree and will complete their requirements by the following December (December graduates), OR Students in the 3+2 pre-engineering program have completed their requirements for their declared major at Earlham College and will be attending an engineering school the following fall semester.

Students may participate in Commencement only once for a single degree.

## Diploma

### Receiving the diploma

Students will receive a diploma cover and an insert at the May Commencement ceremony. Students not participating in the ceremony may pick up a diploma

cover from the Registrar's Office during the last week of the semester. The diploma, to be inserted in the diploma cover, will be mailed within one month after the Registrar's Office has received the final grades and verified that students have completed all the requirements for their degree. Degrees will be posted within 10 days after Commencement and transcripts documenting graduation may then be requested. Students with outstanding requirements will receive their diploma after the term in which their requirements are completed. Note: Diplomas will be held until all financial obligations have been met.

### Diplomas

Earlham College strives to support an open and inclusive environment and recognizes that students may choose to be identified with a name other than their legal name. While diplomas are most often considered to be ceremonial documents, they may also be used as a legal document for students who plan to live, study, or work outside the United States. To avoid potential issues during verification processes, the student's legal name will be used on the diplomas and an additional diploma will be issued with the student's chosen first name, at no cost, if requested in the graduation application.

In addition to the student's name, the Earlham College diploma will note the degree earned (Bachelor of Arts), the date of degree conferral, and signatures from the Chair and the Secretary of the Trustees, the President, and the Clerk of the Faculty. Majors, concentrations, minors, and honors received will not be included on the diploma but will be listed on the official transcript. The degree conferral date on the diploma and on the transcript will coincide with the last date of the semester.

### Diplomas Replacement

Earlham College is not responsible for submissions with incorrect names or typos. Students seeking to order a replacement diploma should contact the Registrar's Office at registrar@earlham.edu for assistance. Replacement diplomas costs start at $50 per diploma and vary based on shipping fees.* Payments should be made by credit card through the link emailed to the student. If a diploma was damaged in the mail, the original diploma and mailer should be returned, and a replacement will be provided at no cost. To protect the integrity of a student's academic records, only the graduate may request a replacement diploma.

*There is an additional express mail postage fee for international mailing. Please allow 4-6 weeks for processing after the request is received.

## Leaves and Withdrawals from the College

Students who are taking time away from Earlham College for educational and/or personal goals may take a Leave of Absence or formally Withdraw. The first step in initiating a leave or a withdrawal is to contact the Registrar's Office, who will assist in facilitating either process. At that time, students may obtain all necessary forms and discuss procedures for resuming enrollment at Earlham.

The following options are available to students who are considering taking time away from Earlham to serve educational and/or personal goals:

### Leaves-of-Absence

Leave of Absence (LOA) is used when a student decides for personal, academic or financial reasons to leave the college for a semester. The leave should be requested during the summer or semester preceding the semester to be taken off. Students may request one-semester extensions up to a total of one year.

Applications for leaves within a semester will be considered through the last day to drop a class. Contact the Registrar's Office to apply for an LOA. Students may request one semester extensions up to a total of one year. The College Refund Policy will apply to the semester in which the leave is taken within the first 10 days of an academic semester.

Medical Leave of Absence (MLOA): Students may apply for a MLOA from the College when a leave is necessitated by the student's health. Students wishing to apply for a MLOA must contact the Student Life Office prior to the 12th week of the semester.

### Withdrawals

Student Initiated: Earlham College is firmly committed to assisting students in exploring all alternatives to formally withdrawing from the College. All withdrawals should be requested during the summer or semester proceeding the semester in which the withdrawal would be effective.

Students seeking to withdraw within a semester must provide official notice of their plans to withdraw from Earlham College. The last day to withdraw from a class is the last day a student may withdraw for the semester. A transcript entry of "W" is recorded for

each of the courses not yet recorded. Failure to complete withdrawal procedures during a semester or withdrawing from the College after the last day to withdraw from a class may result in failing grades in all courses.

A student who has withdrawn from Earlham College for any reason, including medical, is no longer enrolled. Consequently, as of the date of the withdrawal, such a student cannot continue to attend classes or complete work that was assigned in the term in which the withdrawal occurred, even if the deadline for such assignments was previously extended. A student who withdraws may at some time in the future decide to return to Earlham. The student will then need to re-apply for admission to Earlham College.

College Initiated: A student who is not making sufficient progress or demonstrates inability to pass following early semester reports of student academic progress any of their courses may be withdrawn from the College by the Registrar's Office.

A student who is not making sufficient progress in all courses and will be unable to pass any of their courses, or who is suspended or dismissed for social violations will be withdrawn through the Student Life Office or the Registrar's Office. The student will be required to vacate campus housing and leave the campus grounds. The student's parent(s) will also be contacted. If the student intends to continue study at Earlham in the future, they will need to go through the process of readmission by contacting the Registrar's office.

# Registration

Students register for classes through **Self-Service**, available on Earlham's portal. Academic advisers work with students to assist in decision-making about the courses to be taken. Each semester, students are notified via e-mail of the two-week academic advising period, one-week registration period and policies associated with registration. Continuing students typically register in November for the spring semester and May term, and in April for the fall semester.

Students should start exploring the course schedule for the upcoming semester using the Course planning tool, which is also accessible by the academic adviser.

Seniors (88 earned credit hours and above) and rising seniors will be given priority registration to ensure their access to the classes they need to complete their degree. The credit count includes any transfer credit that has been awarded.

All students must meet with their academic advisor prior to registering to build a course schedule that will help them progress to graduation on time, and to receive their registration pin.

Students not registered by the end of the one-week registration period will be charged a fee of $25, with the following exceptions: students enrolled in off-campus programs, readmits, returnees from leave and new students.

## Course load

All students registered for a minimum of 12 credits are considered as full-time and will be billed as such unless they have approval from the Registrar for part-time status (only for graduating seniors in their last semester). At the conclusion of this process students registered for more than 18 credits will be billed an overload fee. Applied music lessons, first-year Honors and LIFT courses, as well as EPIC 171, are not considered a part of an overload.

## Changes in registration

Students, in consultation with their advisors, may make changes to their course schedule within the deadlines specified as follows:

- **ADD/DROP**: Courses may be added or dropped during the first five class days of the Fall and Spring semesters. During this period, courses dropped will not appear on the student's transcript and course fees will be refunded. The add/drop period for May terms runs through the first day of classes.
- **WITHDRAW:** After the Add/Drop period has passed, students may withdraw from a course until the Friday of the tenth week of classes for the Fall and Spring terms. For May term the last day to withdraw from a class is the end of the first week of classes. Students are expected to consult with their academic advisor prior to doing so. When a student withdraws from a course, a grade of W will be recorded on the transcript. The student's GPA will not be impacted. Withdrawals may be processed through Student Self-Service or through the Registrar's Office, withdrawals are effective the day on which they are made. Course fees will not be refunded.
- **CREDIT/NO CREDIT:** With the consent of the instructor, academic adviser and the registrar, students may select the CR/NCR grading option in an on-campus course up to the Friday of the

end of the tenth week of classes. Once the CR/NCR option is elected, it cannot be changed back to the letter grade option. Students may only petition for one course within a semester and only two during their Earlham career. A student may not take the credit/no credit option in their major or minor.

Students are not permitted to withdraw from a course (without approval) if doing so will reduce their course load to less than a full-time status.

Please be advised that a course withdrawal may impact the student's satisfactory academic progress and financial aid eligibility. Students should consult with the Financial Aid Office regarding any possible impact.

## Late Arrival policy

All students are expected to be on campus by the first day of classes each semester. However, should circumstances prevent a student from arriving on campus by the official start date, they must notify the Registrar's Office prior to the beginning of classes and submit a completed *Academic Petition* form, located in the Registrar's Office Forms Box folder. Students may be granted a late arrival up to the Add/Drop deadline (5$^{th}$ class day) and, under exceptional circumstances, up to the 10$^{th}$ day of the semester. If approved, the student is responsible for contacting their instructors to notify them of their late arrival and it is the student's responsibility to make up the coursework. Students who fail to notify the Registrar's Office risk being dropped from their courses.

International students who expect to arrive to Earlham College after the first day of classes must contact the Center for Global Education (CGE) to discuss immigration implications and processes.

## Retaking courses

A student may petition to retake any Earlham course — except an Earlham Seminar — as part of their regular semester course load. In such cases, the highest grade earned for the same course appears on the student's transcript; only the highest grade is calculated into the student's GPA. The lowest grade is replaced on the transcript with RT (Retake). The petition for retaking a course is available in the Registrar's Office. A course may be retaken only one time toward grade improvement.

A course being retaken will be counted in the course load for tuition charges for the semester in which the student is enrolled, but the student will receive credit ONLY ONE TIME for a given course.

If a student fails an Earlham Seminar, they are required to complete a Writing Intensive course in their sophomore year for degree completion (this doesn't eliminate the need to take a Writing Intensive course within the student's declared major). At the time of this completion, the "failing grade" in the Earlham Seminar will be changed to a RT.

## Registration fees/Late charges

Careful planning with your adviser should help you avoid late charges. These charges also are applicable to transfer students. Late charges are posted to a student's account when:

- A student changes their registration after the published deadline: $25 (after early semester break: $50).
- A student fails to submit a declaration of major form by the end of their fourth semester of enrollment or by having attained 60 credit hours: $25.
- A student fails to submit a declaration of major form by the end of their fifth semester of enrollment or by having attained 75 credit hours: $50.
- A student fails to submit a declaration of major form by the end of their sixth semester of enrollment or by having attained 90 credit hours: $100.
- A student fails to submit a declaration of major by the end of each succeeding semester after the sixth semester of enrollment or having attained 90 credit hours: $100.

## Registration holds

Registration holds prevent students from registering for classes. If you have a hold, contact the office who placed the hold on your account:

- Accounting Office 003 Carpenter Hall 765-983-1333
- Registrar's Office 018 Tyler Hall 765-983-1515
- Student Life Earlham Hall 765-983-1311

Once a hold is resolved, registration can occur during the designated dates.

## Enrollment Status

Each semester, a student may be:

- enrolled at Earlham College and studying on campus;
- enrolled and studying off campus in an approved Earlham or Earlham-approved program;
- on an approved leave:
    - Academic Leave of Absence (ALOA),
    - Personal Leave of Absence (PLOA),
    - Medical Leave of Absence (MLOA);
    - finishing away; or
    - withdrawn from the College.

Please consult the appropriate sections of this catalog for the specific academic policies that apply to each status.

### Athletic eligibility

An Earlham student-athlete is expected to be making satisfactory progress toward his/her degree and must be registered for a minimum of 12 semester credit hours to be eligible to participate. A student who is not meeting the progress toward their degree requirements may be placed in one of four categories: academic caution, probation, final probation or suspension from the College.

A student who is placed on final probation at the end of a given semester will not be eligible to participate in traditional regular-season contests during the ensuing semester. However, a student-athlete may remain on their athletics team, participate in practices and in non-traditional season practices and contest(s) with their respective program at the discretion of both the Director of Athletics and their head coach. A student-athlete may return to traditional regular-season competition only after being removed from final probation at the end of a semester.

## Student Classification

### Class Standing

A degree-seeking undergraduate student's academic level (or class standing) is based on the number of credits earned. This level is used to meet requirements for enrollment, financial aid, housing, etc. A student's academic level includes awarded transfer credit.

| Total Credits Earned | Academic Level |
|---|---|
| 0-27 | First-year student |
| 28-57 | Sophomore |
| 58-87 | Junior |
| 88+ | Senior |

### Full-time

Full-time students are defined as those taking 12 or more credits during a semester.

### Part-time

Part-time students are degree-seeking students who are enrolled in fewer than 12 credits during a semester. Part-time status is generally granted only to seniors in their final semester as they complete degree requirements. These students must seek permission from the Registrar's Office to pursue a degree as a part-time student. Students with disability status who seek parttime status must request a recommendation from the Director of the Academic Enrichment Center.

### Transfer

Transfer students are defined as those who are admitted to the College having completed a minimum of one semester of academic work in a degree-seeking program at an accredited college or university. Students seeking transfer status must be enrolled as degree-seeking students at an accredited college or university. Transfer students may seek credit toward general education and degree requirements from credits earned elsewhere.

The **residency requirement** for all students is satisfied upon completion of 60 semester credit hours at Earlham College ("in residence"). This means that students may not transfer more than 60 credits towards the undergraduate degree.

### High ability

High ability students are local high school students who are completing college-level work at Earlham College that also counts toward the completion of their high school diploma.

### Special

Special students include non-degree-seeking and postgraduate students.

## Transferring Credits

### Transfer Credits Policies

Earlham College will accept transfer credits on a course-by-course basis using the following guidelines:

1. The coursework falls within the scope of a liberal arts curriculum.
2. You have received a grade of C or better.

3. Courses have traditional letter grades (e.g. A, B, C) or have grades (e.g. P, CR) that are certified on the transcript as representing a grade of C or above.
4. Courses are at the 100-level or above (unless the transcript indicates that the course is not at remedial level).
5. An official transcript is received by the Office of the Registrar directly from a regionally accredited college or university after the coursework is completed.
6. Earlham College's unit of credit is the semester unit. Transferred work from a quarter system institution will be converted to semester system units (1 semester unit = 1.5 quarter units).
7. A course description and syllabus are provided to the Registrar upon request.

The following exceptions should be noted:

- Only one semester of pre-calculus mathematics and one semester of introductory English (Composition, Writing, etc.) will be accepted for transfer as elective credits.
- First-year seminars, tutorials, independent study coursework, internship credit or prior learning experiences (work experience, trainings, certifications, etc.) are not accepted for transfer.

Every student must complete a minimum of 60 credits at Earlham in order to satisfy the graduation **residency requirement** at Earlham College.

**Note:** Grades are not transferable and will not appear on your record or affect your Earlham GPA.

No more than 60 course credits in total may be applied to an Earlham degree from outside sources. This includes dual enrollment credits, transfer credits by enrolled students or any credit by examination other than Earlham-administered exams.

Transfer credits to be applied toward the fulfillment of a program major or minor, or the language requirement must be approved by the appropriate program convener or committee.

Once transfer credits have been posted on the Earlham College transcript, they become a part of the permanent academic record and cannot be removed.

Official transfer credit evaluations will only be completed for students who have been admitted at Earlham College, but the Registrar may complete an unofficial transfer credit evaluation for a prospective student upon request.

## Advanced transfer credits (Pre-matriculation)

New incoming students may transfer up to 60 eligible credits completed prior to matriculation at Earlham College. This includes credits earned through **dual enrollment** programs and credits awarded on the basis of scores earned on the **Advanced Placement** (AP) test, **International Baccalaureate** (IB) and **Cambridge Advanced Levels** (A-level) examinations.

Notes:

- If a student subsequently takes a course at Earlham for which transfer credit has previously been awarded, the transfer credit will be removed from the student's transcript. Students should consult with their academic adviser and/or the Registrar's Office to decide whether or not to accept transfer credits for AP and IB scores.
- AP, IB, and A-level credits may not be used to satisfy any general education requirements and will be transferred as elective credits.
- Dual enrollment credits may be applied towards the College general education requirements with the following limitations:
    - A student can not fully satisfy any of the four divisional distribution requirements with advanced credits
    - Every new first-year student must complete an Earlham Seminar I and II in their first year.
- The Language component of the diversity requirement may be waived by the Department of Languages and Cultures upon completion of a language placement test.
- Students may seek departmental approval for placement into non-introductory courses.
- Earlham College does not accept or award credits for the College-Level Examination Program (CLEP) general or subject examinations.

Note for students who matriculated prior to Fall 2023:
Dual credits and credits awarded for AP, IB, and A-level exams may be applied toward the 120-credit degree requirement, but may not be used to satisfy General Education Requirements. A maximum of 30 combined AP/IB/Dual Credits will be awarded

## Advanced Placement Program (AP)

Advanced transfer credits are available to students with a score 4 or 5 on the AP exam. In order to receive credit for your AP exam score, you must

request the College Board to send your official score report to Earlham. The CEEB code for Earlham is 1195.

- A maximum of 60 combined AP/IB/A-Level/ Dual Credits may be awarded.
- AP credits may not be used to satisfy any general education requirements and will be transferred as elective credits.
- All incoming students with foreign language experience must take the Earlham Language Assessment to be correctly placed in or out of language classes, irrespective of AP credits.
- Students may seek departmental approval for placement into non-introductory courses.

| AP exam | Required score | Credits earned | Earlham course equivalent |
|---|---|---|---|
| 2-D Art and Design | 4, 5 | 3 | Elective |
| 3-D Art and Design | 4, 5 | 3 | Elective |
| African American Studies | 4, 5 | 3 | AAAS 368 or AAAS 369 |
| Art History | 4<br>5 | 3<br>6 | Elective |
| Biology | 4<br>5 | 3<br>6 | Elective |
| Calculus AB * | 4, 5 | 3 | Elective |
| Calculus BC * | 4, 5 | 6 | MATH 180 |
| Calculus BC: AB Subscore * | 4, 5 | 3 | Elective |
| Chemistry | 4<br>5 | 3<br>6 | CHEM 111 |
| Chinese Language and Culture | 4<br>5 | 3<br>6 | Elective |
| Comparative Government and Politics | 4, 5 | 3 | Elective |
| Computer Science A | 4<br>5 | 3<br>6 | Consult Department Convener |
| Computer Science Principle | 4, 5 | 3 | Elective |
| Drawing | 4, 5 | 3 | Elective |
| English Language and Composition | 4<br>5 | 3<br>6 | Elective |
| English Literature and Composition | 4<br>5 | 3<br>6 | Elective |
| Environmental Science | 4, 5 | 3 | Consult Department Convener |
| European History | 4<br>5 | 3<br>6 | Elective |
| French Language and Culture | 4<br>5 | 3<br>6 | Elective |
| German Language and Culture | 4<br>5 | 3<br>6 | Elective |
| Human Geography | 4, 5 | 3 | Elective |
| Italian Language and Culture | 4<br>5 | 3<br>6 | Elective |
| Japanese Language and Culture | 4<br>5 | 3<br>6 | Elective |
| Latin | 4<br>5 | 3<br>6 | Elective |
| Macroeconomics | 4, 5 | 3 | Elective |
| Microeconomics | 4, 5 | 3 | Elective |
| Music Theory | 4<br>5 | 3<br>6 | Consult Department Convener |
| Physics 1: Algebra-Based<br>Physics 2: Algebra-Based | 4, 5<br>4, 5 | 3<br>3 | Elective |
| Physics C: Electricity and Magnetism | 4, 5 | 3 | Consult Department Convener |
| Physics C: Mechanics | 4, 5 | 3 | Consult Department Convener |
| Precalculus | 4, 5 | 3 | Elective |
| Psychology | 4, 5 | 3 | PSYC 115 or PSYC 116 |
| Spanish Language and Culture | 4<br>5 | 3<br>6 | Elective |
| Spanish Literature and Culture | 4<br>5 | 3<br>6 | Elective |
| Statistics | 4, 5 | 3 | Elective |
| United States Government and Politics | 4, 5 | 3 | Elective |
| United States History | 4<br>5 | 3<br>6 | Elective |
| World History: Modern | 4<br>5 | 3<br>6 | Elective |

** If a student earns credits for the BC exam, the AB sub-score credits are not awarded. A maximum of six credits will be awarded for all AP Calculus scores.*

## International Baccalaureate (IB)

Students who receive scores of 5, 6 or 7 on higher-level subject examinations of the International Baccalaureate (HL IB) may receive a range of credits as indicated below.

| IB score | Credits |
|---|---|
| 5 | 3 |
| 6 | 4 |
| 7 | 5 |

An official copy of the test results must be sent to Earlham's registrar for evaluation of credits.

- No credit is awarded for subsidiary-level courses.
- It is not required that students be granted the IB diploma to receive transfer credit for an individual higher-level subject.
- IB credits do not fulfill Earlham general education requirements and will be transferred as elective credits.
- A maximum of 60 combined AP/IB/A-Level/ Dual Credits may be awarded.

### Cambridge International Advanced Level Examinations (A-Level)

Students who receive marks of A, B or C on Cambridge International A-Level examinations may receive a range of credits as indicated below. An official A Level exam certificate must be submitted to the Registrar's Office to receive academic credits.

- Credit is awarded for successful scores on A-Level examinations only, not on AS-level (Advanced Subsidiary) examinations.
- A mark of A or B earns the student 6 credits.
- A mark of C earns the student 3 credits.
- A-Level credits do not fulfill Earlham general education requirements and will be transferred as elective credits.
- A maximum of 60 combined AP/IB/A-Level/ Dual Credits may be awarded.

### Transferring Credits - Current Earlham Students

Matriculated Earlham students who take part of their coursework, whether traditional or online classes, at another accredited college or university with the intent of transferring credit to Earlham should obtain approval in advance from the registrar and from the department(s) concerned. A maximum of 16 credits may be transferred by matriculated students.

Courses submitted for transfer without prior approval are not accepted toward the Earlham degree.

### Transferring general education credits

It is the intent of the Earlham Faculty that General Education courses be completed within the Earlham curriculum and that a student cannot meet an entire requirement area with transfer credits.

The importation of General Education credits by transfer students presents special difficulties, thus considerations of this shall be left to the registrar. However, the importation of outside credits by enrolled students should be avoided whenever possible. This may occur only with the prior consent of the Curricular Policy Committee on grounds of strong academic need and may in no case exceed eight semester hours of work. Outside credits also may not count for any of the first-year requirements.

# Admission, Costs and Financial Aid

Earlham seeks students who are curious and compassionate.

Our academics are rigorous for a reason: We want to help you become the best version of yourself, and our distinctive community will provide the support you need to achieve your goals. At Earlham, education is an all-in, immersive activity that takes place inside and outside the classroom.

Earlham seeks students who are academically prepared and intellectually curious. We also look for students who are comfortable in their own skin and embrace differences.

## Undergraduate Admissions

Earlham seeks students who are academically prepared, intellectually curious and who possess a variety of special talents and interests. We also look for students who are comfortable in their own skin and embrace differences. Admission to Earlham College is selective, and we expect our students to demonstrate superior academic performance and preparation, as well as an excellent record of extracurricular involvement. In our holistic application review process, our admissions team looks at your individual grades, your cumulative GPA, your ACT and/or SAT scores (if submitted*), your recommendation letter, your leadership experience and the depth and uniqueness of your application essay.

*Earlham has a test-optional policy, which means applicants are not required to submit any standardized test scores. Learn more about our test-optional admissions policy.

#### Academic preparation

Although Earlham does not have specific entrance requirements, most successful applicants have completed a minimum of:

- **4 credits of English**, such as literature, grammar or composition
- **3 credits of mathematics**, such as algebra, geometry, pre-calculus or calculus
- **2 credits of social sciences**, such as government, economics, sociology, history or similar topics
- **2 credits of sciences**, such as biology, chemistry or physics
- **2 credits of world languages,** including a second language that is not your native language
- **Studio or performing arts**, experience in the area of studio or performing arts is very desirable

Advanced Placement (AP), International Baccalaureate (IB), and/or Advance College Project (ACP) courses help us gauge if you are ready for the rigorous Earlham curriculum but is not a requirement. Though we understand that not every school offers these programs, if we see that you're taking Advanced or Honors courses or any courses that are at the highest level that the school offers, we take that into consideration when reviewing your application.

#### Grades in academic classes

Earlham takes your cumulative GPA into consideration when reviewing your application, but keep in mind that it is not the only thing we consider.

#### Application essay

This is a part of your application. Your essay should be an original piece of writing that demonstrates your thinking process and writing style and should be reviewed/proofread by someone else before you submit it.

#### Other decision-making factors

At Earlham, we take a holistic approach to our applicants, looking beyond the classroom when reviewing applications. When provided, we take into consideration leadership experience, extracurricular involvement, community service and work experience.

### Important Deadlines

#### FAFSA deadlines

- Application available: January 1 or earlier
- Application deadline: Priority deadline is March 1. Deadline to ensure that financial aid will be awarded before the first bill issues is June 1. Final deadline is May 1.

#### Early action deadlines

- Early action 1 applications due: Nov. 1
- Early action 2 applications due: Dec. 1

#### Regular decision deadlines

- Deadline extended

# Undergraduate International Admissions

We recognize and value the distinct perspectives that international student bring with them and how they can enrich experiences in and out of the classroom.

We also recognize that it can be overwhelming and perhaps a bigger challenge than you might expect. That's why Earlham provides you with such resources as an international student adviser who will prepare your I-20 (the document needed to apply for a student visa), provide guidance throughout the visa process, welcome you to campus and offer support during your four years at Earlham. In addition, you will have a faculty adviser and access to peer mentors, teaching assistants and a writing center.

International students make up approximately 18 percent of the total student body at Earlham. Our dynamic campus includes more than 130 international students and faculty from more than 60 countries. We look forward to welcoming you to campus, too!

Rooted in the Quaker values of equality, justice, respect and collaboration, an Earlham education creates an unending desire to see the world differently and to bring about change.

### Admissions Standards

Earlham seeks students who are academically prepared, intellectually curious and who possess a variety of special talents and interests. We also look for students who are comfortable in their own skin and embrace differences. Admission to Earlham College is selective, and we expect our students to demonstrate superior academic performance and preparation, as well as an excellent record of extracurricular involvement.

In our application review process, our admissions team considers each part of your application, giving special weight to your academic preparation. You'll also have a special adviser who will work closely with you on matters of immigration issues, cultural adaptation and practical concerns.

### Academic preparation

Although Earlham does not have specific entrance requirements, most successful applicants have completed a minimum of:

- **4 credits of English**, such as literature, grammar or composition
- **3 credits of mathematics**, such as algebra, geometry, pre-calculus or calculus
- **2 credits of social sciences**, such as government, economics, sociology, history or similar topics
- **2 credits of sciences**, such as biology, chemistry or physics
- **2 credits of world languages,** including a second language that is not your native language
- **Studio or performing arts**, experience in the area of studio or performing arts is very desirable

*When available and appropriate, we encourage students to enroll in a challenging curriculum.*

### Grades in academic classes

Earlham takes your cumulative grade point average into consideration when reviewing your application.

### Other decision-making factors

At Earlham, we take a holistic approach to reviewing applications. When provided, we take into consideration leadership experience, extracurricular involvement, community service and work experience. International applications must also be able to meet the minimum level of family financial support.

## English proficiency

All international students whose first language is not English must provide verification of English proficiency in order to apply for an F1 visa. Earlham accepts score reports for the following tests: TOEFL, IELTS, Duolingo, GTEC, ISA, Cambridge, Pearson, SAT and ACT. Students could also use an achieved IB English class grade that is equivalent to CEFR B2+ or higher.

Current accepted tests and minimum required scores are:

| Test | Required / Recommended |
|---|---|
| SAT (EBRW) | 400 / 600 |
| ACT (Reading) | 20 / 26 |
| TOEFL (Total) | 79 / 92 |
| IELTS (Total) | 6.0 / 7.0 |
| Duolingo (Total) | 115 / 125 |

Earlham is test score optional regarding the SAT and ACT. Students are not required to take one of these college entrance exams.

While we understand the many issues present in standardized testing, Earlham's current registration with SEVIS requires compliance with these test score requirements. SEVIS is the Student and Exchange Visitor Information System used by the Department of State on behalf of the Department of Homeland Security (in other words, important US governmental agencies). Therefore, the international student advisers must use test scores to substantiate academic preparedness and English proficiency when preparing an I-20 (the document needed to apply for a student visa) for an admitted student.

## Korean CSAT Admissions Standards

Earlham is pleased to be part of a pilot program through which Korean students who have taken the CSAT (College Scholastic Ability Test/Suneung) in the fall/winter of 2020 can use their score to apply for admissions as a full-time student to begin in August 2022.

In partnership with InitialView, students will only need to submit their CSAT scores via Uway and participate in an InitialView interview/writing sample. In as little as five business days, Earlham's Office of Admissions will provide you with a preliminary admissions decision. Final decisions are confirmed when secondary school transcripts are received and financial documents are reviewed.

## Important Deadlines

### Early action deadlines

- Early action 1 deadline: November 1
- Early action 2 deadline: December 1

### Regular decision deadlines

- Deadline extended!

# Transfer Admission

Earlham welcomes applications from students who have successfully completed courses while enrolled at another post-secondary institution but have not yet earned a four-year degree. Most transfer candidates are admitted for the fall semester, but transfer candidates may also begin their studies at Earlham in the spring semester.

### Academic preparation

Earlham expects transfer candidates to be in good standing at their current college or university.

### Other decision-making factors

At Earlham, we take a holistic approach to our applicants, looking beyond the classroom when reviewing applications. When provided, we take into consideration leadership experience, extracurricular involvement, community service and work experience.

## Important Deadlines

**FAFSA deadlines**

- Application available: October 1
- Application deadline: FAFSA forms must be submitted by 11:59 p.m. central time (CT) on June 30, 2023. Any corrections or updates must be submitted by 11:59 p.m. CT on Sept. 10, 2023.

Financial aid received from your prior institution does not "carry over" to Earlham College. The financial aid application process simply starts anew. Contact Earlham's Office of Financial Aid for further information.

**Fall semester deadlines**

- Application due: June 1
- Admittance decision: within two weeks
- Deposit due: June 15

**Spring semester deadlines**

- Application due: December 15
- Admittance decision: within two weeks
- Deposit due: January 1

## Transferable Credit

New incoming students can transfer up to 60 college-level credits to Earlham, which includes transfer credit and advanced credits earned through dual enrollment programs or awarded on the basis of scores earned on the Advanced Placement (AP) test and International Baccalaureate (IB) examinations. Every student must complete a minimum of 60 credits at Earlham in order to satisfy the graduation residency requirement at Earlham College.

**Note:** Grades do not transfer and do not affect your Earlham GPA.

Earlham College transfers credit on a course-by-course basis using the following guidelines:

- The coursework falls within the scope of a liberal arts curriculum
- You have received a grade of C or better
- An official transcript is received by the Office of the Registrar directly from a fully accredited college or university after the coursework is completed
- A course description and syllabus are provided to the Registrar upon request.

If a current student decides to take courses at another college/university, only up to 16 can be transferred.

# Test-Optional Policy

At Earlham, we take a holistic approach to our applicants, looking beyond the classroom when reviewing applications. When provided, we take into consideration leadership experience, extracurricular involvement, community service and work experience.

Earlham College adopted a test-optional policy in 2011 and no longer requires students to submit standardized test scores (either SAT or ACT) with other materials in support of their application for admission (*see below for exceptions).

For many students, standardized test results are not an optimal predictor of the ability to succeed in college. Furthermore, Earlham has always taken a holistic approach in its review of students' applications for admission, giving consideration to academic achievement, writing ability (the essay is very important) and letters of recommendation from teachers and guidance counselors. In determining academic ability and college readiness, the College gives particular weight to a student's performance in high school courses and the quality of their chosen college preparatory academic program. Earlham also recognizes applicants' commitments, accomplishments and contributions beyond the classroom.

Under Earlham's test-optional policy, applicants can submit their scores and choose to have them considered or ask that the scores not be taken into account during review for admission. Earlham accepts the best score on each section of a student's test. Students indicate their preference for use of test results on the Earlham section of the Common Application and may elect to consult with the Earlham Admission Staff about their decision.

Test score results are also not required by Earlham for review of admitted students for merit scholarships. For reference, the middle 50% of

enrolled applicants who chose to submit a standardized test score ranged between a SAT (critical reading and math) total score of 1170 to 1350 or an ACT composite score between 24 and 32.

**International students for whom English is not their first language must submit results from an English proficiency test. We accept TOEFL, IELTS, Duolingo English Test, Pearson, SAT, and ACT.*

# 2024-2025 Tuition and Fees

Tuition is charged based on a student's full- or part-time status. Full-time students include all students taking 12 or more credit hours per semester. Part-time students are students taking fewer than 12 hours per semester. A student activities fee is charged to all full- and part-time undergraduate degree seeking students.

| Earlham College costs | |
|---|---|
| Tuition | $53,010 |
| Room | $7,386 |
| Board | $6,599 |
| Fees | $920 |
| **Total** | $67,915 |

Earlham fees cover student activities, access to health services (excluding drugs and laboratory tests), athletic events admission, use of facilities including the Athletics and Wellness Center, subscriptions to student publications and special events. Some courses require the payment of additional fees for materials, equipment or special instruction such as private music lessons. These fees are indicated on the Course Schedule.

An overload charge of $1,416 per credit hour is assessed for registration in excess of 18 credit hours each semester.

A part-time charge of $1,699 per credit hour is assessed for registration below 12 credit hours each semester.

# Return of Title IV Financial Aid and Reduction of Charges

The Refund Policy/Return of Title IV Financial Aid Policy applies once the semester begins to all students withdrawing or taking a leave of absence for any reason, including disciplinary action. If a student withdraws or takes a leave of absence before the first day of classes for a semester, all charges and financial aid for that semester are canceled. If a student withdraws or takes a leave of absence on or after the first day of classes for a semester, charges will be reduced and aid will be recalculated in accordance with this policy. If after these recalculations a balance is owed to the student, a refund check will be issued approximately one month after the student leaves Earlham. Any balance due the College after application of this refund policy is still the responsibility of the student, per our Statement of Student Financial Responsibility.

Earlham College's refund policy assumes that:

1. a student, parent or fund will not receive a refund/return of funds in an amount greater than the student, parent or fund has paid; and
2. refunds/return of funds are first paid according to federal policies on the return of Title IV funds, then to other aid programs, then to the student or parent.

Students may receive the Earlham-funded aid for which they qualify for a maximum of eight semesters. The semester during which a student withdraws is included in the eight semesters.

## Return of Title IV Federal Funds

### 1. Date of Withdrawal

The Dean of Student Life (in cases of medical withdrawal) or the Office of the Registrar (in cases of academic withdrawal) determine the date of official withdrawal and notify the Financial Aid Office, as well as other offices who need to know of the withdrawal. If a student did not begin the official withdrawal process or provide notification of his or her intent to withdraw, the date of the institution's determination that the student withdrew is the last date of academic activity or the 50% mark in the term. These withdrawal dates, whether official or unofficial are used as the withdrawal dates in calculating the Return of Title IV federal funds.

### 2. Federal Financial Aid

A student who receives federal financial aid (Federal Pell, Federal SEOG, Federal Direct Loans (subsidized or unsubsidized), Federal Perkins or Federal Direct PLUS funding) and who leaves Earlham before completing 60 percent of the semester will have federal financial aid eligibility recalculated on a pro-rata basis. To make this calculation, we divide the number of calendar days the student has attended classes by the number of calendar days in the semester (minus any scheduled breaks of 5 days or more). The resulting percentage is multiplied by the amount of federal funds disbursed, or eligible to be

disbursed to the student's account to determine the amount of federal funds the student is eligible for, and what funds need to be returned.

Federal Title IV Student Aid fund(s) will be returned to the appropriate program(s) according to federal regulation. Currently, federal regulations require "unearned" Federal Title IV funds (excluding Federal College Work-Study funds) to be returned on a pro-rata basis when a student withdraws. For example, if a student who has received Federal Title IV aid withdraws and 30 percent of the semester is completed, then 70 percent of his/her federal aid is "unearned" and must be returned. Funds returned to the federal government are used to reimburse individual federal programs, and must be returned as soon as possible after the withdrawal but no later than 45 days after the date of withdrawal. Aid is returned to federal programs in the following order, up to the net amount disbursed from each source:

1. Federal Unsubsidized Direct Loan
2. Federal Subsidized Direct Loan
3. Federal Perkins Loan
4. Federal Direct PLUS (Parent) Loan or Grad PLUS Loan
5. Federal Pell Grant
6. Federal Supplemental Educational Opportunity Grant (FSEOG)
7. Other Federal Loan or Grant Assistance

When calculating the amount of Federal Title IV aid which is "earned," we divide the number of calendar days the student has attended classes by the number of calendar days between the first day of classes and the last day of exams, excluding scheduled breaks of five days or longer during which no classes, exams or reading days are held. That percentage is then multiplied by the total federal funds that the student was eligible for in that period of enrollment to determine how much federal aid the student is eligible for. The rest of the federal aid is considered "unearned." If a student withdraws after 60 percent of the semester is completed, Federal Title IV aid is not returned to federal financial aid programs.

#### 3. Post-Withdrawal Disbursement

If the student receives less federal student aid than the amount earned, the school must offer a disbursement of the earned aid that was not received. In other words, if all requirements for eligibility of a federal loan or grant program had been met but the aid had not yet disbursed at the time of the student's withdrawal, the student may be eligible for a disbursement of federal aid after withdrawal. Any Federal Pell grant funds that were earned, but not yet applied to the student's account may be applied to the student's tuition charges without written authorization from the student. In order to have federal loan funds applied to the account that were earned, but not yet disbursed, the school must get authorization from the student (in cases of Federal Direct Loans or Federal Perkins loans) or the parent (in cases of Federal Direct PLUS loans). An authorization form must be sent from the school to the student/parent with 30 days of withdrawal if the student is eligible for a post-withdrawal disbursement, and the school has 180 days to disburse the federal Direct Loan funds or Federal Direct PLUS Loan funds.

## Reduction of charges

#### 1. Reduction of Room Charges

Room charges are not reduced for students who leave Earlham for any reason after the semester begins.

#### 2. Reduction of Meal Charges

Meal plans are charged for the full semester. The charge for meals is reduced on a pro-rata basis for the entire semester and is calculated on a weekly basis. A week is defined as any Monday through Sunday with at least one scheduled class, exam or reading day. If a student withdraws at any time during the week, it is considered that the student has used a week of the board plan.

#### 3. Reduction of Tuition and Fees

Please note, a semester starts for anyone taking a J-Term at the beginning of J-Term, and does not re-start when Spring semester classes begin.

A student who officially withdraws from Earlham on or after the first day of classes for a semester will have tuition and fees for that semester reduced as follows:

| Week of Semester | Percent Reduction |
|---|---|
| 1st Week | 90% |
| 2nd Week | 80% |
| 3rd Week | 70% |
| 4th Week | 60% |
| 5th Week | 50% |
| 6th Week | 40% |
| 7th Week | 30% |
| 8th Week | 20% |
| 9th Week | 10% |
| 10th Week or later | No reduction |

### Return of Financial Aid

Financial aid is calculated assuming a student will be enrolled during the entire enrollment period. If a student leaves Earlham prior to the end of the semester, eligibility for both federal and institutional aid must be recalculated.

#### 1. Earlham Funded Financial Aid

After federal calculations have been done, and the amount of federal aid (if any) to be returned has been calculated, Earlham calculates the student's eligibility for Earlham aid. "Unearned" Earlham-funded aid is returned to the appropriate Earlham College funds on the same pro-rata basis as for federal funds.

#### 2. Other Funding

Financial aid funds from states or other external agencies are returned following the requirements of the agency awarding the aid.

# Faculty and Administration

## Teaching Faculty and Administrative Faculty who Teach in Undergraduate Programs

**Roger Adkins, 2019**
Executive Director of Global Education, Director of Border Studies & Tibetan Studies

**Elizabeth J Angowski, 2018**
Assistant Professor of Religion

**Debanjali Banerjee, 2024**
Assistant Professor of Computer Science

**Malik Karim Barrett, 2019**
Assistant Professor of Mathematics

**Marc Benamou, 2001**
Professor of Music

**Nelson E Bingham, 1974**
Professor of Psychology and Sr Adviser to the College

**Whitney Cole Blackburn-Lynch, 2023**
Assistant Professor of Engineering

**Peter Blair, 2004**
Professor of Biology and Director of the Center for Global Health

**Naomi G Boulware, 2018**
Assistant Professor of Mathematics

**Elizabeth M Bower, 1993**
Professor of Liberal Studies

**Taranee Cao, 2023**
Japanese Language & Linguistics Instructor

**Peter Luis Carlo Becerra, 2020**
Assistant Professor of Sociology & Anthropology

**Sayward Isadora Carolin-Salazar, 2020**
Instructor of Psychology

**Mikwi Cho, 2022**
Assistant Professor of Japanese Studies

**Jaime Jo Coon, 2020**
Assistant Professor of Biology and Environmental Sustainability

**Robert B Couch, 2016**
Associate Professor of Business

**Keith A Cozart Steele, 1996**
Instructor of Music

**Dyron K. Dabney, 2017**
Associate Professor of Politics

**Lauren Michelle Darrouzet, 2022**
Visiting Assistant Professor of Art

**Bidyut Baran Das, 2023**
Visiting Assistant Professor of Physics, Engineering & Astronomy

**Michael A. Deibel, 2000**
Professor of Chemistry and Senior Associate Vice President of Academic Affairs

**Corinne C. Deibel, 1997**
Professor of Chemistry and Registrar

**Ana C. De Souza Pedroso, 2024**
Assistant Professor of Philosophy

**Safia Diarra, 2013**
ELL Instructor and International Student Advisor

**Cathryn C Dickman, 2008**
Senior Executive Director of Wellness Programs and Facilities Operations and Lecturer of Public Health

**Nathaniel Z Eastman, 2007**
Professor of English and Director of First Year Success

**Gabriela Falconi Piedra, 2023**
Visiting Assistant Professor of Spanish & Hispanic Studies

**Molly Gallop, 2024**
Assistant Professor of Anatomy and Physiology

**Breezie Jamel Gibson, 2021**
Assistant Professor of Psychology

**Joseph W. Green, 2004**
Director of the McNair Program

**Ferit Guven, 1999**
Professor of Philosophy

**Rodolfo Guzman, 2001**
Professor of Spanish & Hispanic Studies

**Ummay Habiba, 2024**
Visiting Assistant Professr of Engineering

**Leroy E Hambrick, 2014**
Director of Center for Entrepreneurship, Innovation & Creativity and Executive in Residence (Business)

**Douglas Eugene Harms, 2020**
Visiting Assistant Professor of Computer Science

**Stephen B Heiny, 1970**
Emeriti Professor of Ancient & Classical Studies

**Kyle Joseph Henning, 2022**
Assistant Professor of Psychology

**Scott Hess, 2001**
Professor of English

**Thor Hogan, 2008**
Professor of Politics

**Tiffany Hong, 2019**
Assistant Professor of Japanese Studies

**Seth H Hopper, 2017**
Associate Professor of Physics, Engineering & Astronomy

**Ryan Matthew Hudgins, 2023**
Assistant Professor of Accounting

**Onyinye Stella Ihezukwu, 2021**
Assistant Professor of English and African & African American Studies

**Rebecca Jestice, 2012**
Associate Professor of Business

**Douglas L Johnson, 2017**
Instructor of Music and Director of Choral Activities

**Addison Levonn Jordan, 2021**
Visiting Assistant Professor of Music

**Ornella A. Joseph, 2024**
Visiting Assistant Professor of Chemistry

**Kari Kalve, 1994**
Professor of English

**Maya Kaneda, 2022**
Japanese Language Fellow

**Melanie Rachel Kazenel, 2023**
Visiting Assistant Professor of Biology

**William A Kinsey, 2005**
Head Athletic Trainer and Wellness Associate

**Victor Anthony Kumar, 2019**
Assistant Professor of Sociology & Anthropology

**Lexie Kuzmishin Nagy, 2022**
Assistant Professor of Biochemistry

**William Charles Labadie, 2021**
Visiting Assistant Professor of Business Analytics

**Mary Lacey, 1991**
Professor of English

**Mark B Lautzenheiser, 2003**
Associate Professor of Economics

**Heather Lerner, 2011**
Associate Professor of Biology and Director of Joseph Moore Museum

**Michael Lerner, 2011**
Associate Professor of Physics

**Ann Eliza Lewis, 2016**
Instructor of Museum Studies, and Joseph Moore Museum Collections Manager

**James S Logan, 2004**
Professor of Religion and African & African American Studies, and Associate Academic Dean of Faculty

**Africa Makasi, 2024**
Assistant Professor of Marketing

**Joann Martin, 1989**
Professor of Anthropology

**Antonio Mcafee, 2021**
Visiting Assistant Professor of Art

**Karen McFee, 2024**
Exercise, Sport and Health Studies Program Director

**Mary B Mechlin, 2014**
Associate Professor of Psychology

**Nicholas Meszaros, 2024**
Visiting Assistant Professor of Earth and Environmental Science

**Andrew L Moore, 2007**
Professor of Earth & Environmental Science

**Tamsyn Morrill, 2024**
Visiting Assistant Professor of Mathematics

**Kate M Morgan, 2017**
Border Studies Instructor

**Ryan Murphy, 2013**
Associate Professor of History

**Nagaraj, 2024**
Visiting Assistant of Physics, Engineering and Astronomy

**Javier Orduz, 2022**
Visiting Assistant Professor of Computer Science, Mathematics, and Physics

**Jose Ignacio Pareja, 2011**
Lecturer, and Science and Technology Learning Specialist

**Elana M Passman, 2010**
Associate Professor of History

**Maxwell Paule, 2012**
Associate Professor of Ancient & Classical Studies

**Jamey Pavey, 2014**
Director of the Center for Environmental Leadership

**Charles Peck, 1996**
Professor of Computer Science

**Vincent A Punzo, 1994**
Professor of Psychology

**Candice Quiñonez, 2014**
Director of International Student Services

**Safae Rochdi, 2023**
Language Assistant in French

**Christine A Rogan, 2016**
Instructor of Music

**Jason Conrad Rusznak, 2021**
Instructor of Kinesiology and Sports Medicine

**Karim Sagna, 2000**
Professor of French and Francophone Studies

**Jennifer C Seely, 2008**
Professor of Politics

**Kalani Seu, 2009**
Professor of Chemistry

**Yasumasa Shigenaga, 2016**
Associate Professor of Japanese Language and Linguistics

**Mia T Slayton, 2013**
Associate Professor of Theatre Arts

**Emmett Smith, 2015**
Associate Professor of Biology

**Lynne Perkins Socey, 2009**
Professor of Theatre Arts

**Womai I Song, 2017**
Assistant Professor of History and African & African American Studies

**Mark Stocksdale, 2000**
Professor of Chemistry

**Joanna B Swanger, 1999**
Professor of Peace & Global Studies

**Elina Lesly Thomas, 2022**
Assistant Professor of Neuroscience

**Maggie Thomas, 2011**
Associate Professor of Psychology

**S. Forrest Tobey, 2003**
Professor of Music

**Wendy Tori, 2008**
Professor of Biology

**Mark Van Buskirk, 1999**
Professor of Art

**Belen M Villarreal, 2015**
Associate Professor of Spanish

**Rebecca Wartell, 2024**
Assistant Professor of Jewish Studies

**Lori A Watson, 2004**
Professor of Chemistry

**Michael M Weinstein, 2022**
Visiting Assistant Professor of English and Creative Writing

**Susan J Wise, 2003**
Professor of Ancient & Classical Studies

**Judy Ann Wojcik, 2007**
Associate Professor of Art

**Yunting Yin, 2024**
Assistant Professor of Computer Science

**Peng Yu, 2015**
Associate Professor of Politics

# President and College Council

**Paul Sniegowski**, President; Professor of Biology
Ph.D., University of Chicago; M.A., Indiana University, B.A., Indiana University School of Music

**Gretchen Castle**, Dean, Earlham School of Religion
M.Ed., Temple University; B.A., Earlham College

**Michael Deibel**, Senior Associate Vice President of Strategic Research; Professor of Chemistry
Ph.D., University of Kentucky; B.A., Capitol University

**Carrie Ervin**, Interim Chief Financial Officer/Associate Vice President of Finance and Administration
M.S., Ball State; B.S. Ball State

**Christopher Little**, Interim Chief Operating Officer/ Associate Vice President of Human Resources, Safety and Risk
MPA, Ball State

**Gariot P. Louima,** Vice President, Strategic & Diversity Initiatives
Ph.D., Union Institute & University; M.F.A., Bennington College; M.S., Nova Southeastern University; B.S.C., University of Miami

**Lori Schroeder,** Provost and Senior Vice President for Academic Affairs
Ph.D., University of Denver; M.A., University of Illinois at Urbana-Champaign; B.A., Purdue University.

**Kim Tanner**, Vice President for Advancement
B.A., Earlham College

**Bonita Washington-Lacey,** Vice President for Student Life; Dean of Students
M.A., Earlham School of Religion; B.A., Earlham College

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Sarah Faller
Diana Hadley
Martha Leech Hill ‘79
Peggy Hollingsworth
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Catherine Lemann
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James Montoya
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Alan Scantland ‘74
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Drew Smith ‘86
Anne Kroll Stassen ‘86
Tim Yale

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Robert Graham ‘65
Deborah Hull ‘67
David Stump, ‘72
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# Campus Offices

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Richard Stephens, Ph.D., Provost and Vice President for Academic Affairs
Mike Deibel, Ph.D., Senior Associate Vice President
Leanna S. Barlow, PhD, Associate Academic Dean for Students
Camilla Fulvi, M.A.T., Director of the Graduate Programs in Education
James Samuel Logan, Ph.D., Associate Academic Dean for Faculty

**Registrar’s Office (registrar@earlham.edu)**
Corinne Deibel, Ph.D., Registrar
Julie Stout, Associate Registrar
Stacie Perkins, Assistant Registrar
Mat Marsh, Completion Systems Analyst

**Office of Financial Aid (finaid@earlham.edu)**
Kathy Gottschalk, Assistant Vice President for Financial Aid
Shelby Huntsman, Financial Aid Operations Specialist

**Finance and Administration (accounting@earlham.edu)**
Stacy Lutz Davidson, Senior Vice President for Finance and Administration
Carrie Ervin, CPA, Associate Vice President; Controller

**Student Life, Residence Life (reslife@earlham.edu)**
Bonita Washington-Lacey, Vice president for student life; dean of students; interim director of Title IX
Angie Hobkirk, Assistant director of residence life
Lailul Ikram, Interfaith initiatives and mediator; Ombudsperson
Laura Jackson, Disability services coordinator
Joe Lepone, Senior director of student engagement for campus activities and events
Shane Peters, Associate vice president for student life; director of residence life

**Athletics**
Adam Hutchinson, Director of Athletics
Cathryn Dickman, Director of Wellness Programs
Jason Fleenor, Assistant Director of Wellness Programs
Lauren Horton, Associate Athletics Director , Head Volleyball Coach
Nick Johnson, Assistant Athletics Director
Steve Sakotsis, Senior Associate Athletics Director / Head Baseball Coach

# Graduate Programs in Education

At Earlham, few activities are more esteemed and joyful than teaching—and creating educators. The College's long-standing commitment to excellence in teaching encourages and develops your passions and potential as an educator. Earlham's M.A.T. and M.Ed. programs are unique in focusing on the cohort model and developing a culture of collegiality. Earlham intends to do more than provide licensure for teachers. The programs' purpose is to develop educators to be leaders in their school communities, who model outstanding classroom practices and who prepare them to be socially active and morally conscious citizens.

Earlham's grounding in Quaker practices offers an excellent vehicle to face the societal challenges reflected in every classroom; these practices include cooperative community, the pursuit of an openness to truth, respect for consciences of others and a commitment to equity. The M.A.T and M.Ed. programs seek to awaken the teacher within through a unique cohort model and four cornerstone principles.

## About

## About GPE

About GPE

At Earlham, believe that there is no more valuable calling than the work of education. We seek to "awaken the teacher within," thereby equipping new educators with the skills and knowledge to shape their classrooms and workplaces into environments that foster lifelong learning in their own students.

Those who are best prepared to meet the challenge of education are well grounded in their content field, passionate about their learning, and courageous in their response to this calling.

### Our history

The Earlham M.A.T. program is a unique post-baccalaureate teacher preparation program that began in 2001.

In creating the M.A.T. program, Earlham faculty sought to blend Charlotte Danielson's Framework for Teaching with the Earlham College Principles and Practices. The program was also informed by two key works: Parker Palmer's *The Courage to Teach* and Robert Fried's *The Passionate Teacher*.

### Developed by teachers, for teachers

Secondary teachers and administrators provided significant input into the program's creation, and the faculty of the Earlham M.A.T. program have continued a strong working relationship with these and other stakeholders.

Our Advisory Board meets annually with program faculty to provide feedback. More importantly, the M.A.T. program uses input from area teachers throughout the year in the assessment of teaching candidates.

From summer semester through spring semester, input and advice from current secondary teachers is a vital part of the process of teacher preparation.

### Developing educators beyond the classroom

The M.Ed. was program was added in 2005. At that time, this program focused on serving currently practicing teachers.

In 2018, the M.Ed. was revitalized to serve a wide range of candidates with different focuses in education. Partnerships on Earlham's campus with Trueblood Preschool, the Joseph Moore Museum and the athletics department, as well as off-campus partnerships with local schools and non-profit community organizations make our M.Ed. program unique in its ability to be personalized to each individual candidate's needs.

### Our educational philosophies

#### Awakening the teacher within

Every person has unique strengths, needs, and viewpoints, so every educator is unique in those ways as well. Through foundational identity work, substantial responsibility in the classroom or workplace, and an environment of encouragement and support, we help our students find who they truly are as educators. By the end of your 11 months with us, you will have begun the process of awakening the teacher within yourself, which will sustain you for your whole career.

#### Cohort model

We seek to develop and reinforce our students' understanding and practice of how to create and successfully participate in a community of learners and appreciate how a community of learners

enhances learning. Rather than teaching and learning in isolation, our students have ample opportunities to construct a culture of collaboration, both in and outside the classroom. The cohort model enhances actively listening to others, thoughtfully reflecting, and rigorously applying collective insights to develop individual beliefs about teaching and learning.

### Community of leaders

Being an educator extends to much more beyond knowing how to manage a classroom or create lesson plans. The M.A.T. and M.Ed. programs seek to show future educators how to become leaders in their school or workplace in order to shape the culture and learning environments to better serve their students or community. Students have opportunities to learn, practice, and value the process of infusing Quaker beliefs and practices—such as the process of consensus-building, the affirmation of the worth of individuals, and the process of peaceful problem-solving—in the foundation and formation of a learning environment's culture. We help our students understand issues surrounding structural inequities and how to advocate for equity within their spheres of influence.

### Research

One component of the program is a project that requires each student to pick an area of educational research that interests them and not only study the current research, but design and implement their own action research project. At the end of the Spring semester, students will present their research to an educational community.

### Equitable learning environments

Earlham is a Quaker institution, and as such we take seriously the principles and practices of equity and acknowledging the worth of every individual while fostering stewardship in a community that works towards peace and justice. Culturally Sustaining Pedagogy, Structural Equity Pedagogy, and Historically Responsive Literacy are threaded throughout almost every course in our program and are the lens through which we view an educator's responsibility to their students, school, and community.

## Cornerstones

A commitment to excellence in teaching

We believe that there is no more valuable calling than the work of education. We seek to "awaken the teacher within," thereby equipping new educators with the skills and knowledge to shape their classrooms and workplaces into environments that foster lifelong learning in their own students. Those who are best prepared to meet the challenge of education are well grounded in their content field, passionate about their learning, and courageous in their response to this calling.

### Awakening the teacher within

Every person has unique strengths, needs, and viewpoints, so every educator is unique in those ways as well. Through foundational identity work, substantial responsibility in the classroom or workplace, and an environment of encouragement and support, we help our students find who they truly are as educators. By the end of your 11 months with us, you will have begun the process of awakening the teacher within yourself, which will sustain you for your whole career.

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### Research

Another central component of the program is encouraging candidates to think constantly about new ideas and approaches to their teaching—encompassing both *what* we learn and *how* we learn. Our students study the most recent social science and educational research that is needed in order to become an informed and reflective educator. A significant component of the program is a three-semester-long project that requires each student to pick an area of educational research that interests them and not only study the current research, but design and implement their own action research.

## Cornerstone principles

### Theory into practice

Practicing educators use their coursework and current educational settings for implementation and research during their time in the program. This concept aligns with our collective belief that being able to put educational theory into practice is where the most learning occurs.

### Reflective educator

With the use of action research and the teacher as researcher, the program provides educators with the necessary tools to become reflective practitioners in their own classrooms, schools, and other educational environments.

### Teaching all students

The needs of today's students are growing and changing. Today's educators need to be able to respond to issues of literacy, critical thinking, inclusion, differentiated instruction, gifted and talented, and other issues of students.

### Professional educator

This aligns with our belief that the profession of education needs to be strengthened. Not only should educators be treated as professionals, but educators should believe that they are professionals. This includes participation in on-going professional development opportunities that impact educators' leadership and involvement in their schools and learning communities.

# Diversity Aspiration Statement

As a community dedicated to excellence in liberal arts education and informed by Quaker principles, Earlham College welcomes the contributions of divergent voices as we seek to foster a deep, shared sense of purpose. A diversity of human experiences and viewpoints in our learning community strengthens the educational experience of all members of the community. We promote diversity that respects and resonates with our core values, as expressed in such documents as Community Principles and Practices, the Statement on Religious Life at Earlham, and the Faculty Handbook's statement on academic freedom.

As our Principles and Practices remind us, "To be a genuinely diverse community, we must expect and welcome changes and transformations." This vision statement is an effort to focus on our aspirations to form a diverse community, to create opportunities for expressing our differences, and to provide context for the actions we undertake in the name of diversity.

As a learning community that aims to create social justice, we aspire to treat all humans with respect, honoring human dignity. We also acknowledge that Earlham College exists within a history of systemic cultural and economic oppression that has denied certain groups equal access to education and power. To help redress such injustice and to make our college community more representative of our society and world, we seek to promote the presence and voice of groups that have been historically oppressed because of such factors as race, ethnicity, sex, gender, sexual orientation, socioeconomic class, and physical ability.

In this spirit, we envision Earlham as a place where a diverse student body, faculty, and staff:

- encourage contributions to the community by ensuring full representation and honoring the uniqueness of those groups that have faced oppression.
- seek intercultural and cross-cultural communication.
- cultivate in one another the courage, skill, and grace to discuss complex issues, about which we deeply disagree, including the current existence of discrimination in our society.
- talk with one another in a spirit of openness and thoughtful exploration.

# Program Accreditation

Earlham's M.A.T. program is an accredited educator preparation program and recognized as such by the Indiana Department of Education. We are currently seeking accreditation from the Association for Advancing Quality in Educator Preparation.

On November 4-6, Earlham College will host an accreditation visit by the Association for Advancing Quality in Educator Preparation (AAQEP). In preparation for the visit, the AAQEP Quality Review Team is soliciting public comment about the quality of educator preparation provided by Earlham College. All comments must be submitted by October 7, 2024 through the AAQEP website: Submit Comment

# Academics

# GPE Academic Overview

## GPE Academics

The Earlham Graduate Programs in Education offer three pathways for aspiring educators: the Master of Arts in Teaching (M.A.T.), Master of Education (M.Ed.) and the 3+1 M.A.T. program.

## Academic calendar

### 2023-24 academic year

| 2023 Summer Semester | |
|---|---|
| June 6 | Summer semester begins / First day of summer classes |
| June 19-30 | Earlham Summer Practicum (M.A.T. only) |
| July 20-21 | Summer Institute |
| July 28 | Last day of summer classes |
| July 31 – Aug. 4 | Summer break |

| 2023 Fall Semester | |
|---|---|
| Aug. 7 | Fall semester begins (Practicum work resumes or begins) |
| Aug. 15 | First day of fall classes |
| Oct. 2-27 | Classes pause for full-time practicum work sample |
| October (varies) | M.A.T. students take fall break with their practicum schools.<br>M.Ed. students take fall break with Earlham or a relevant week for their practicum. |
| Dec. 15 | Last day of fall classes |
| Dec. 18 – Jan. 2 | Winter break |

| 2024 Spring Semester | |
|---|---|
| Jan. 3 | Spring semester begins (Practicum work resumes or begins) |
| Jan. 9 | First day of spring classes |
| March (varies) | M.A.T. students take spring break with their practicum schools.<br>M.Ed. students take spring break with Earlham or a relevant week for their practicum. |
| Apr. 12 | Student teaching practicum ends |
| May 7 | Last day of spring classes |
| May 11 | Commencement |

# Masters of Arts in Teaching (M.A.T.)

Earlham's M.A.T. program is an 11-month program that leads to a master's degree and an Indiana teaching license (grades 5-12). The program offers licensure in social studies, English/language arts, mathematics, science, modern foreign languages, music, art, physical education, business, computer science, journalism, and theatre at the middle and high school levels.

M.A.T. graduates are immensely well-prepared for their first year of teaching. Besides engaging in rigorous coursework, candidates plan and lead a summer enrichment program with middle school students and complete a year-long placement at a local middle or high school. Under the guidance of their supervisor and mentor teacher, candidates gradually gain responsibility in the classroom, eventually assuming a full-time teaching load in the spring semester.

*The M.A.T. Program is fully accredited by the State of Indiana. The Graduate Programs in Education is currently seeking accreditation for the M.A.T. program through the Association for Advancing Quality in Educator Preparation (AAQEP). The College is anticipating a site visit from AAQEP in Fall 2024.*

# Program Details

## Summer Semester (14 credits)

| Course Code | Title | Credit Hours |
|---|---|---|
| EDU 510 | Foundations of Teaching | 3 |
| EDU 520 | Adolescent Learning Processes and Cognitively Diverse Learners | 4 |
| EDU 530 | Literacy: Tools for Inquiry | 3 |
| EDU 531 | Curriculum and Instruction I | 2 |
| EDU 560 | Practicum I | 2 |

## Fall semester (15 credits)

| Course Code | Title | Credit Hours |
|---|---|---|
| EDU 523 | Structural Equity in Education | 3 |
| EDU 532 | Curriculum and Instruction II | 3 |
| EDU 533 | Assessment and Using Data for Student Success | 3 |
| EDU 561 | Practicum II | 3 |
| EDU 581 | Reflective Teacher I: The Learning Environment | 2 |

## Spring semester (15 credits)

| Course Code | Title | Credit Hours |
|---|---|---|
| EDU 562 | Practicum III | 10 |
| EDU 582 | Reflective Teacher II: The Professional Educator | 2 |
| EDU 590 | Educator as Researcher | 3 |

# Masters of Education (M.Ed.)

Earlham's M.Ed. program is for college graduates who want to enter or further their career in education. Like the M.A.T. program, the M.Ed. program leads to a master's degree, but it does not lead to additional licensure. The traditional program follows an 11-month sequence (June to May), and there is also a two-year option for candidates who prefer a less time-intensive commitment.

The M.Ed. is an individualized and comprehensive program that allows students to apply the theory from their master's courses directly into their chosen fieldwork. M.Ed. candidates complete a summer practicum and a year-long practicum, both of which have the option of being job-embedded. Flexibility and individual attention are key features of the M.Ed. program; faculty and students work together to ensure that coursework and fieldwork are relevant to the candidate's career focus and schedule.

Recent graduates of Earlham with an interest in teacher education have pursued advanced studies at such universities as Brown, Chicago, Wisconsin, Columbia, Duke, Illinois and Indiana. Graduates are teaching at the elementary, secondary and college levels in public and private institutions in America and abroad. Others are following careers in outdoor education, educational nonprofits, educational media and technology, museum work, journalism, and library science.

We also partner with the Earlham School of Religion to support Master of Divinity and Master of Ministry students wishing to pursue the teaching emphasis. M.Div./M.Min. students begin the emphasis in the summer of their second year.

# Program Details

## Course schedule for 11-month M.Ed.

### Summer semester (11 credits)

| Course Code | Title | Credit Hours |
|---|---|---|
| EDU 610 | Foundations of Teaching | 3 |
| EDU 620 | Adolescent Learning Processes and Cognitively Diverse Learners | 4 |
| EDU 631 | Curriculum and Instruction I | 2 |
| EDU 660 | Practicum I | 2 |

### Fall Semester (12 credits)

| Course Code | Title | Credit Hours |
|---|---|---|
| EDU 623 | Structural Equity in Education | 2 |
| EDU 632 | Curriculum and Instruction II | 2 |
| EDU 633 | Assessment and Using Data for Student Success | 3 |
| EDU 661 | Practicum II | 3 |
| EDU 680 | M.Ed. Professional Educator I | 2 |

### Spring semester (12 credits)

| Course Code | Title | Credit Hours |
|---|---|---|
| EDU 662 | Practicum III | 3 |
| EDU 681 | M.Ed. Professional Educator II | 2 |
| EDU 682 | Career Pathways in Education | 4 |
| EDU 690 | Educator as Researcher | 3 |

## Course schedule for 2-year M.Ed.

### Year 1: Summer semester (7 credits)

| Course Code | Title | Credit Hours |
|---|---|---|
| EDU 610 | Foundations of Teaching | 3 |
| EDU 620 | Adolescent Learning Processes and Cognitively Diverse Learners | 4 |

### Year 1: Fall semester (4 credits)

| Course Code | Title | Credit Hours |
|---|---|---|
| EDU 623 | Structural Equity in Education | 2 |
| EDU 680 | M.Ed. Professional Educator I | 2 |

### Year 1: Spring semester (6 credits)

| Course Code | Title | Credit Hours |
|---|---|---|
| EDU 681 | M.Ed. Professional Educator II | 2 |
| EDU 682 | Career Pathways in Education | 4 |

### Year 2: Summer semester (4 credits)

| Course Code | Title | Credit Hours |
|---|---|---|
| EDU 631 | Curriculum and Instruction I | 2 |
| EDU 660 | Practicum I | 2 |

### Year 2 Fall semester (8 credits)

| Course Code | Title | Credit Hours |
|---|---|---|
| EDU 632 | Curriculum and Instruction II | 2 |
| EDU 633 | Assessment and Using Data for Student Success | 3 |
| EDU 661 | Practicum II | 3 |

### Year 2: Spring semester (6 credits)

| Course Code | Title | Credit Hours |
|---|---|---|
| EDU 662 | Practicum III | 3 |
| EDU 690 | Educator as Researcher | 3 |

## Course Schedule for M.Div. Emphasis – Teaching

### Course Sequence

- EDU 510 Foundations in Teaching (Summer semester)
- EDU 531 Curriculum and Instruction I (Summer semester)
- EDU 532 Curriculum and Instruction II (Fall semester)
- The fourth course required for the emphasis may be chosen from:
  - EDU 520 Human and Moral Development (Summer semester)
  - EDU 533 Assessment and Using Data for Student Success (Fall Semester)
  - A related course from the ESR or Bethany Theological School curriculum.

# Graduate Programs in Education 3+1 Program

## Two degrees in four years

Earlham College offers a distinctive 3+1 education program where you can earn both a Bachelor of Arts (B.A.) degree and a Master of Arts in Teaching (M.A.T.) degree within nine semesters, to be completed in four years.

You'll major in art, biology, chemistry, english, French, earth and environmental science, history, math, music, physics, politics or Spanish as an undergraduate and become licensed to teach grades 5-12 in your area.

**Are you interested?**

Apply to Earlham as an undergraduate student. Once on campus, contact our 3+1 coordinator to enroll.

### Requirements

- You must complete your major and all general education requirements by the end of your junior year.
- You must earn 102 (of the regularly required 120) undergraduate credits. 18 M.A.T. credits will apply toward both the B.A. and the M.A.T.
- You must earn at least 26 of the required 36 upper-level credits by the end of your junior year. Ten of the 18 M.A.T. credits applied toward the undergraduate degree will fulfill the remaining 10 upper-level credits required.
- You must have a grade point of 3.0 or higher at the end of the fall semester of your junior year in order to be eligible for the 3+1 Program.
- You must take the practice Praxis exam for teacher educators for your major, which is the area you intend to teach. Departments may choose to accept a passing score on this exam as part of the student's comprehensive examination.

### Completing your fourth year

- You will be billed at the lower tuition rate for the M.A.T. (currently $29,000 for three semesters compared to $53,010 for two semesters).
- You will be considered a graduate student and are therefore eligible to live off campus, thus saving on the cost of room and board.
- You will not be eligible for undergraduate financial aid for this year.
- You must fill out your FAFSA as an independent student (instead of having parents complete the FAFSA). You will receive financial aid as a graduate student, including Stafford loans, which can cover both tuition and living expenses. There are also limited scholarships offered through the Earlham College Graduate Programs in Education.
- You will be eligible to participate in co-curricular activities, including athletic teams. (Students doing a 4+1 have always been eligible to participate in co-curricular activities including athletic teams if they have a year of eligibility left.)

# Policies

# Degree & Licensure Policies

## Degree and licensure policies and reports

### Licensure standards and completion of the degree

The Earlham College Graduate Programs in Education Department makes recommendations for licensure to the state of Indiana only upon a candidate's:

- Successful completion of the course work with a 3.0 G.P.A.
- Successful completion of supervised teaching with a rating of proficient or distinguished.
- Faculty satisfaction that Indiana Developmental Standards for Educators have been met at a level of proficient or distinguished and with sufficient documentation.
- Achieving the minimum score required by the state of Indiana on the Praxis assessments series (this includes a content exam and a pedagogy exam).

*and*

- Successful completion of the summative portfolio with a rating of proficient or distinguished.

### Degree requirements

M.A.T. degree candidates complete 43 semester credits of coursework as a cohort. The courses are sequentially ordered over 11 months.

### State and national requirements

Candidates for the M.A.T. degree at Earlham College must meet the standards for P-12 teacher licensure of the state of Indiana and by the U.S. Department of Education. These standards are available in the Graduate Programs in Education Office or online at the Interstate New Teacher Assessment and Support Consortium principles (INTASC).

Academics

Graduate Programs in Education

### Policies and reports

**Academic policies**

View GPE policies for attendance, compliance, billing and payments, grades, and more.

**Reports**

View our Title II and 1388 Annual EPP reports.

**Program Handbook**

Download the GPE Program Handbook.

**Student Teaching Handbook**

Download the Student Teaching Handbook.

# Academic Policies and Reports

### Attendance

The M.A.T. and M.Ed. are professional programs; students are expected to attend all classes and field trips in the program as well as to be prepared for class unless family illness or an emergency prevents them from doing so. The G.P.E. Office should be notified by phone or e-mail in case of absence.

### Compliance

As members of the College community, M.A.T. and M.Ed. students are expected to adhere to the policies of Earlham College. Many of the policies included in the *Earlham College Academic Catalog* and/or the *Earlham College Student Handbook* have special applications to graduate students. Of particular importance are the Mission Statement, Principles and Practices, A Model of Religious Life and the policy on Accommodation of Students with Disabilities. Policies concerning alcohol, illegal drugs and firearms, smoking, academic integrity, nondiscrimination and harassment apply to graduate students as do policies for safety and security. All College policies are available online.

Immediate dismissal from the program may occur for illegal or unethical behavior inconsistent with school, state or federal laws, or the Earlham College *Principles and Practices*.

### Transfer Policy

Credits may be transferred into the M.Ed. or M.A.T. programs, but the coursework and standards for the course being transferred must align very closely with the coursework and standards for the M. Ed. or M.A.T. course for which a candidate seeks credit.

All transfer credits must be approved by the Director or Assistant Director of the Earlham College Graduate Programs in Education.

In order to transfer credits into the M.A.T. or M. Ed. program, a candidate must submit a formal request to the Director that lists the courses that are being requested to transfer toward an M. Ed. or M.A.T. degree. The Director may require a course description and/or course syllabus in order to decide whether to approve a transfer.

Due to the cohort nature of the program, any request to transfer credits into either the M.A.T. or M. Ed. programs must occur no later than the end of the first semester of the program. Transfer requests will not be permitted after a candidate has begun their second semester of either the M.A.T. or M. Ed. This is necessary in order for candidates to get the most out of the cohort experience.

### Grades

The traditional letter grades "A – F" with a plus or minus are used in grading G.P.E. students. However, graduate students must achieve a grade point average no lower than 3.0 to successfully complete the program.

- CR — Credit-only grades are used for certain courses and are not computed into the Grade Point Average.
- NG — Instructors use the NG as a placeholder on the student's transcript when deadlines have been missed because of issues with the K-12 public school schedule. All NG grades are

converted to a final grade by the end of the semester following the semester when the NG was given.
- I — Incomplete

## Incomplete grading policy

Earlham's Graduate Programs in Education support adult students in their pursuit of further education while at the same time realizing that professional and personal limitations may occur. When a graduate student cannot finish the required coursework during the normal semester due to either professional or personal circumstances, students have the opportunity to receive a grade of Incomplete for the current semester. This process is followed:

1. Students, along with their professor or supervisor, fill out an Incomplete Form that includes an agreed-upon plan for completing the coursework.
2. The typical plan calls for all work to be completed within the next semester.
3. The director signs off on all plans.
4. The professor or supervisor is responsible for working with the student to implement and fulfill the plan.
5. For any circumstances not covered by the above, the director serves as the plan supervisor.

## Performance assessment standards

Along with traditional grades, performance assessment standards are used to assess graduate students' work. Candidates must demonstrate competence at the Distinguished or Proficient level on the Indiana Developmental Standards for Educators, and Earlham M.A.T. standards and principles to be eligible for recommendation to the state of Indiana for teacher licensure. The different standards describe what every teacher should know and be able to do.

Levels of performance standards are defined below:

### Distinguished

The candidate demonstrates an exemplary understanding of the standards and the ability to create a community of learners that highly motivates and engages students to assume considerable responsibility for their own learning. This candidate has the potential to be an outstanding first-year teacher.

### Proficient

The candidate clearly understands the concepts underlying the standards and implements them well. The implementation is consistent and effective. The candidate demonstrates the likelihood of becoming an excellent teacher with more experience and mentoring.

### Basic

The candidate appears to understand the concepts underlying the standards and attempts to implement these elements. Implementation is inconsistent and/or not entirely successful. Additional reading, observation and experience, supported by mentors, may enable the candidate to become proficient in this area. The candidate needs significant guidance and ongoing skill development to be successful in the classroom.

### Unsatisfactory

The candidate does not appear to understand the concepts underlying the standards. Work on the fundamental practices associated with the standards is required to enable development in this area. Teacher certification will not be granted at this level.

## Continuing educational units

The Earlham College Graduate Programs in Education mission includes outreach to local educators in the community. Part of that outreach is offering courses for graduate credit to teachers who wish to increase their knowledge in specific areas. Enrollment in a degree program is not required to earn graduate credit for these courses. These courses are consistent with the policies and principles of the Earlham College Graduate Programs in Education. The specific content of the courses changes yearly to meet the changing needs of educators.

## Reports

- 2023 1388 Annual EPP Report Matrix
- 2022 1388 Annual EPP Report Matrix
- 2021 1388 Annual EPP Report Matrix
- 2020 1388 Annual EPP Report Matrix

| Title II Reports |
| --- |
| 2021-22 |
| 2020-21 |
| 2019-20 |
| 2018-19 |

### Policy specifications

| | |
|---|---|
| Last revision: | 02/05/2024 |
| Effective date: | 02/05/2024 |
| Associated division(s): | Graduate Programs in Education |
| Associated audience(s): | Students |
| Associated container(s): | Academic |
| Policy home: | https://earlham.edu/policy/graduate-program-policies-and-reports |

# Admissions, Costs, and Financial Aid

## Billing, Payments and Refunds

Graduate students are billed through the Earlham College Business Office. Please see:

- Student Financial Responsibility
- Cost of Attendance
- Billing and Payments
- Return of Title IV Financial Aid and Reduction of Charges (Earlham College)

## Graduate Programs in Education Admissions

The Earlham Graduate Programs in Education aim to develop educators from a diversity of backgrounds who are passionate about teaching ad learning and the impact education can have on the world.

Learn more about how to apply to our programs, tuition and affordability, and what we look for in applicants.

### How to apply

#### Master of Arts in Teaching and Master in Education (not Graduate Assistant)

**Domestic students**

- Start an application for your program in Slate
- Upload required materials, including an unofficial transcript from your last institution. (Students will need to provide official transcripts upon admission to the program)
- Attend group interview with other applicants
- Wait for admissions decision

**International students**

Acceptance deadline for international students is March 1st, meaning international students need to apply by February 15th

- Contact admissions (gpe@earlham.edu) and let the department know you are applying as an international student
- Submit English proficiency scores from any of the following: TOEFL, Duolingo, or IELTS
- If scores are accepted, start an application for your program in Slate
- Upload required materials, including an unofficial transcript from your last institution. (Students will need to provide official transcripts upon admission to the program)
- Attend group interview with other applicants
- Wait for admissions decision

#### Master in Education (Graduate Assistant)

**Domestic students**

- Contact the coach you are interested in being a GA for
- Complete GA application with athletics
- If accepted by coach, begin an application with your program in Slate
- Upload required materials, including an unofficial transcript from your last institution. (Students will need to provide official transcripts upon admission to the program)
- Attend group interview with other applicants
- Wait for admissions decision

**International students**

Acceptance deadline for international students is March 1st, meaning international students need to apply by February 15th.

- Contact the coach you are interested in being a GA for
- Complete GA application with athletics
- Contact admissions (gpe@earlham.edu) and let the department know you are applying as an international student
- Submit English proficiency scores from any of the following: TOEFL, Duolingo, or IELTS
- If accepted by coach and proficiency scores are accepted by admissions, begin an application with your program in Slate

- Upload required materials, including an unofficial transcript from your last institution. (Students will need to provide official transcripts upon admission to the program)
- Attend group interview with other applicants
- Wait for admissions decision

Start your application

## Guidelines and requirements

The M.A.T. and M.Ed. programs seek to admit individuals who have the competence and commitment to be outstanding educators and who value the principles and practices that inform the programs.

Both programs accept applications from graduates of Earlham and actively seek graduates from other institutions.

A selection committee of G.P.E faculty and admissions officers assess applicants for both programs using the pieces of the application listed below. Before concluding the application process, applicants are invited to campus to participate in an interview.

**Candidate fit and readiness for the programs are assessed through:**

- Personal statement (essay)
- Interview
- Grade point average (at least 3.0 in either major or overall course work is desired)
- Standardized test scores (for M.A.T. only) (CASA or other alternatives)
- Three letters of recommendation (at least one from a college professor)
- Resume
- Transcript review to assess the breadth and depth of student preparation

Commitment to the cohort and the program's principles and dispositions for teaching are evaluated mainly through analyses of the application essay, interviews and letters of recommendation. We also seek candidates who have positive experiences in working with youth as one other means of confirming their desire and capacity to become an educator.

**For international applicants:**

All international students whose first language is not English must provide verification of English proficiency in order to apply for an F1 visa. Earlham accepts score reports for the following tests: TOEFL, IELTS, Duolingo, GTEC, ISA, Cambridge, Pearson, SAT and ACT. Students could also use an achieved IB English class grade that is equivalent to CEFR B2+ or higher.

Tests required and recommended:

TOEFL (Total) 79 / 92
IELTS (Total) 6.0 / 7.0
Duolingo (Total) 115 / 125

While we understand the many issues present in standardized testing, Earlham's current registration with SEVIS requires compliance with these test score requirements. SEVIS is the Student and Exchange Visitor Information System used by the Department of State on behalf of the Department of Homeland Security (in other words, important US governmental agencies). Therefore, the international student advisers must use test scores to substantiate academic preparedness and English proficiency when preparing an I-20 (the document needed to apply for a student visa) for an admitted student.

Results of TOEFL, Duolingo, or IELTS testing: Send official scores directly to GPE at gpe@earlham.edu

# Cost & Affordability

Earlham College is consistently ranked a Best Value college by national ranking guides—and we strive to bring the same value to our graduate students. Because our programs are condensed into 11 months, you'll be able to finish your education and begin your career sooner than traditional two-year programs.

## Scholarships and aid

### GPE Merit-Based Scholarships

Applicants are automatically assessed for a merit scholarship based on criteria such as your interview score, undergraduate G.P.A., the content and quality of your personal statement and diversity statement, your previous experience in education, and other varying factors. M.A.T. scholarships range up to $10,000, and M.Ed. scholarships range up to $8,000.

### Teachers Like Us Scholarship (M.A.T. only)

M.A.T. Applicants who come from racial and ethnic backgrounds that have been historically excluded from education will be automatically granted a set

amount of additional scholarship funds (determined by G.P.E. faculty each year) from our Teachers Like Us Scholarship, made possible by generous donors.

### Student Loans

Given that students need to cover the cost of tuition and living expenses for the three semester they are in the program, most GPE students apply for student loans. More information about student loans and the Free Application for Federal Student Aid is available on the FAFSA website.

If you'd like additional help navigating the financial decisions involved in graduate school, you can contact Earlham's Office of Financial Aid.

### 2023-24 Tuition

The Graduate Programs in Education have **no fees** associated with them, and all textbooks are supplied by the program.

| | |
|---|---|
| M.A.T. program | $29,000 |
| M.Ed. program | $23,000 |

# Courses

## GPE Courses

### EDU 510: Foundations of Teaching

You have decided to become an educator. What does it mean to be an educator? How should we define good education? How do race, gender identity, and cultural identification shape your language and thinking? In considering these questions, accept the invitation of Quaker Parker Palmer to open your heart and your mind, to discover your identity and integrity and to "awaken the teacher within"—not only within yourselves but also within your students. This course will also develop and reinforce candidates' understandings of how to create and successfully participate in a community of learners. Rather than working in isolation, you will have ample opportunities to construct a culture of collaboration, both in and outside the classroom. In the process we expect you to learn and value consensus decision-making, which reinforces collaboration.
**Credits** 3
**Attributes**
M.A.T.
**Semester Offered**
Summer

## EDU 520: Adolescent Learning Processes and Cognitively Diverse Learners

What are the most effective ways of promoting and facilitating the academic, personal, and social development of adolescents? To answer this question, the educator needs to understand the structures and processes of the adolescent's cognitive, social, and emotional growth. Course plans, assignments, and classroom policies that are the most effective are those that are tailored to fit the developmental status of the student. This course explores multiple learning theories and adolescent brain development and applies them to classroom practice. We will also explore additional information about language acquisition, technology as a tool for learning, and student motivation. Finally, we will spend considerable time on the cognitively diverse learner, including students with exceptionalities. An important facet of this course will be discussions, activities, and presentations related to our readings.
**Credits** 4
**Attributes**
M.A.T.
**Semester Offered**
Summer

## EDU 523: Structural Equity in Education

This course will build on previous courses to continue to develop both a theoretical understanding of equity issues in education as well as specific applications for candidates' various educational settings and growth as professional educators. This course is rooted in the belief that our work as educators flows from our well-developed ideas of equity; as such, much of the course will focus on nurturing group and individual meaning-making of equity in education, which will be used to inform the practical work of examining opportunities for equity work within placements. In this course, we will also examine historical issues of diversity and equity in education, principles of equity and social justice, and how issues of equity affect learning. There will be flexibility in the course readings so that candidates have opportunities to choose texts that are most relevant to their work and passions. This course will meet once a week during the fall semester, with some exceptions for flexibility around your placement school's schedule and your work sample. Reflections on your practicum work will be a crucial part of this course, as well as in-depth discussions on the concepts and theories presented in the assigned readings.
**Credits** 3
**Attributes**
M.A.T.
**Semester Offered**
Fall

## EDU 530: Literacy: Tools for Inquiry

In this class, we will learn together about strategies, tools and support mechanisms that will enable your students to confront their individual reading and learning issues. We will work to increase our individual understanding of literacy and reading in secondary schools, become familiar with issues associated with all reading levels and learn ways content area teachers can help students increase their content literacy skills. We will also focus on Historically Responsive Literacy to understand the implications of traditional literacy instruction on a diverse group of students, and strategies that can be used to foster an empowering environment of literacy. A crucial component of this class is introducing the basics for literacy instruction for adolescents. You will read chapters and articles that describe scientifically-based reading interventions. After reading about them, you will see examples modeled and have opportunities to try out some literacy interventions that are direct, explicit, and multi-sensory. During this course, you will have an opportunity to try out some reading interventions and receive feedback from a supervisor while working with high school students on campus for Earlham Summer. We will revisit these literacy interventions during Curriculum and Instruction II in the fall semester and you will be expected to use reading interventions routinely during your fall work sample and spring student teaching. We will also draw our attention to disciplinary literacy, specifically how to help students read in their content area. We will learn ways to increase students' comprehension and use of written materials in content areas. We will also discover ways to help students develop inquiry, interpretation and analysis skills that can be used in all content areas. These skills will be aligned with Indiana Educator Standards as part of reading instruction (standard 7).

**Credits** 3
**Attributes**
M.A.T.
**Semester Offered**
Fall

## EDU 531: Curriculum and Instruction I

This course seeks to provide you with beginning knowledge of how to holistically build unit plans in order to best serve your students and their learning goals. We will have a particular lens of viewing curriculum through a historically responsive and culturally sustaining lens. The primary project in this course will be designing a unit plan and lesson plan in an interdisciplinary setting that challenges middle school students to complete a Project Based Learning unit that focuses on global awareness. This course will meet from 8:30-3:30 for one week during the Summer semester, with some exceptions for flexibility. An important facet of this course will be discussions, activities, and presentations related to our readings. We will primarily dig into the purpose and objectives of a curriculum. A central piece of this course will be practicing making lesson plans and unit plans in an interdisciplinary setting.

**Credits** 2
**Attributes**
M.A.T.
**Semester Offered**
Spring

## EDU 532: Curriculum and Instruction II

This course seeks to provide you with knowledge of how to holistically build unit plans in order to best serve your students and their learning goals. We will spend time discussing best practices in instruction, paying particular attention to engaging learning activities and how to meet the diverse needs based on the students you have in your classroom. This course invites you to think about the dynamic rather than static elements of curriculum. More precisely, consider the dynamics of student interaction with curriculum. We will have a particular lens of viewing curriculum through a historically responsive and culturally sustaining lens. This course will meet once a week during the fall semester, with some exceptions for flexibility around your placement school's schedule and your work sample. Reflections on the assignments and you use in your classroom will be discussed in this course, as it will be a time to process and share ideas about what works and what doesn't in relation to your curriculum. Another important facet of this course will be discussions, activities, and presentations related to our readings. A central piece of this course will be practicing making lesson plans and unit plans, as well as designing a work sample that reflects central elements of curriculum and instruction.

**Credits** 3
**Attributes**
M.A.T.
**Semester Offered**
Fall

## EDU 533: Assessment and Using Data for Student Success

No matter our goals, even the most worthwhile ones, if we do not assess them to find out what students have learned, then we will never know if we have reached those goals. We will spend time discussing best practices in assessment, paying particular attention to how and when to use formative and summative assessments. We will dig into best practices in designing assessments, as well as how to analyze assessment data for information on how to help teachers better teach and reteach concepts. We will also begin thinking about how to use data as an educational researcher, and start to identify needs in the classroom that can be addressed in an Action Research project. This course will meet once a week during the fall semester, with some exceptions for flexibility around your placement school's schedule and your work sample. Reflections on the assessments you use in your classroom will be discussed in this course, as it will be a time to process and share ideas about what works and what doesn't in relation to your curriculum. Another important facet of this course will be discussions, activities, and presentations related to our readings. Topics will include how to formulate a variety of assessments designed to show student learning or performance, how to use assessments to further student learning, dealing with high stakes testing, and more. A central piece of this course will be practicing making formative and summative assessments.

**Credits** 3
**Attributes**
M.A.T.
**Semester Offered**
Fall

## EDU 541: Current Pract in Science

An important part of becoming a middle or high school teacher is joining the specialized group of professional educators in your specific area of expertise. Although many values, goals, and methods of classroom instruction are common to all subject areas, each discipline has its own unique culture of teaching practice. The purpose of the course is to induct you into the culture of teaching in your subject area. Each middle or high school subject area, if powerfully taught, has the capacity to transform and empower students. Powerful teaching acknowledges that we learn both through the company we keep, and through a personal relationship with knowledge and truth. Each subject area can be thought of as a club, with its own conversation about knowledge base, culture, and ways of defining and addressing truth. Learning is the process of entering into increasingly deep levels of club membership. This course focuses on specific methods of teaching in your content area.
**Credits** 1
**Attributes**
M.A.T.
**Semester Offered**
Fall

## EDU 542: Current Pract in Languages

An important part of becoming a middle or high school teacher is joining the specialized group of professional educators in your specific area of expertise. Although many values, goals, and methods of classroom instruction are common to all subject areas, each discipline has its own unique culture of teaching practice. The purpose of the course is to induct you into the culture of teaching in your subject area. Each middle or high school subject area, if powerfully taught, has the capacity to transform and empower students. Powerful teaching acknowledges that we learn both through the company we keep, and through a personal relationship with knowledge and truth. Each subject area can be thought of as a club, with its own conversation about knowledge base, culture, and ways of defining and addressing truth. Learning is the process of entering into increasingly deep levels of club membership. This course focuses on specific methods of teaching in your content area.
**Credits** 1
**Attributes**
M.A.T.
**Semester Offered**
Fall

## EDU 543: Current Pract in Foreign Languages

An important part of becoming a middle or high school teacher is joining the specialized group of professional educators in your specific area of expertise. Although many values, goals, and methods of classroom instruction are common to all subject areas, each discipline has its own unique culture of teaching practice. The purpose of the course is to induct you into the culture of teaching in your subject area. Each middle or high school subject area, if powerfully taught, has the capacity to transform and empower students. Powerful teaching acknowledges that we learn both through the company we keep, and through a personal relationship with knowledge and truth. Each subject area can be thought of as a club, with its own conversation about knowledge base, culture, and ways of defining and addressing truth. Learning is the process of entering into increasingly deep levels of club membership. This course focuses on specific methods of teaching in your content area.
**Credits** 1
**Attributes**
M.A.T.
**Semester Offered**
Summer

## EDU 544: Current Pract in Social Studies

An important part of becoming a middle or high school teacher is joining the specialized group of professional educators in your specific area of expertise. Although many values, goals, and methods of classroom instruction are common to all subject areas, each discipline has its own unique culture of teaching practice. The purpose of the course is to induct you into the culture of teaching in your subject area. Each middle or high school subject area, if powerfully taught, has the capacity to transform and empower students. Powerful teaching acknowledges that we learn both through the company we keep, and through a personal relationship with knowledge and truth. Each subject area can be thought of as a club, with its own conversation about knowledge base, culture, and ways of defining and addressing truth. Learning is the process of entering into increasingly deep levels of club membership. This course focuses on specific methods of teaching in your content area.
**Credits** 1
**Attributes**
M.A.T.
**Semester Offered**
Summer

## EDU 560: Practicum I

M.A.T. candidates will work with high school students on campus for the Earlham Summer Program.
**Credits** 2
**Attributes**
M.A.T.
**Semester Offered**
Fall

## EDU 561: Practicum II

Part time student teaching.
**Credits** 3
**Attributes**
M.A.T.
**Semester Offered**
Fall

## EDU 562: Practicum III

Full time student teaching.
**Credits** 10
**Attributes**
M.A.T.
**Semester Offered**
Summer

## EDU 581: Reflective Teacher I: The Learning Environment

This course in the MAT sequence explores the importance of being a reflective teacher who is committed to cultivatingan engaging and purposeful learning environment. Topics will also include other areas needed by professionaleducators for today,Äôs classrooms including a wide variety of classroom management approaches, online learningenvironments, equity, suicide prevention, conflict resolution, and other current and timely topics as requested by thestudents and/or faculty.
**Credits** 2
**Attributes**
M.A.T.
**Semester Offered**
Summer

## EDU 582: Reflective Teacher II: The Professional Educator

This course will introduce you to a wide range of topics about what it means to be a professional educator, includingfamily and community engagement, unions and labor rights, working in professional learning communities and more.We will also spend time on interview skills, resume development, and other career readiness skills. As with itscounterpart, Reflective Educator I, we will also spend considerable time each week debriefing student teaching.
**Credits** 2
**Attributes**
M.A.T.
**Semester Offered**
Fall

## EDU 590: Educator as Researcher

As an educator, how will you know your students are learning? How will you know that you are reaching all of your students? What will you do to improve your practice? Action research is a tool that can empower teachers and help them become reflective about their own teaching. It can help them to embrace and welcome dilemmas, paradoxes and problems in their teaching, facilitate more learning for their students, and produce results through change. This course will consist of engaging in inquiry by identifying a hurdle for student success, conducting a review of the literature on the issue, designing a methodology for an action research project, and then implement that research study while collecting data. Candidates will then analyze their data, write up their findings, and then present those findings in order to contribute to the profession. This course will meet once a week in the spring semester; M.Ed. students will meet in the morning and M.A.T. students will meet in the late afternoon after school. We will spend many classes in a workshop setting, working through writing the literature review, the methodology, and analyzing data
**Credits** 3
**Attributes**
M.A.T.
**Semester Offered**
Fall

## EDU 610: Foundations of Teaching

You have decided to become a teacher. What does it mean to be a teacher? How should we define good teaching? How do race, gender identity, and cultural identification shape your language and thinking? How can national and state standards help make you a good teacher? In considering these questions, accept the invitation of Quaker Parker Palmer to open your heart and your mind, to discover your identity and integrity and to "awaken the teacher within"—not only within yourselves but also within your students. This course presents the foundations of teaching - introducing ideas, goals, approaches, theories and concepts of teaching that are central to all other Earlham M.A.T. courses. As an introduction to teaching, Ed 510 explores the characteristics of the effective educator in today's society. Topics covered include the M.A.T. conceptual framework, the Earlham mission statement, principles and practices (deriving from Quakerism) and their infusion in the M.A.T. program; also included are Indiana Professional Teacher Developmental Standards, and Indiana Content Standards. This course will also develop and reinforce candidates' understandings of how to create and successfully participate in a community of learners. Rather than working in isolation, you will have ample opportunities to construct a culture of collaboration, both in and outside the classroom. In the process we expect you to learn and value consensus decision-making, which reinforces collaboration.

**Credits** 3
**Attributes**
M.Ed.
**Semester Offered**
Spring

## EDU 620: Adolescent Learning Processes and Cognitively Diverse Learners

What are the most effective ways of promoting and facilitating the academic, personal, and social development of adolescents? To answer this question, the educator needs to understand the structures and processes of the adolescent's cognitive, social, and emotional growth. Course plans, assignments, and classroom policies that are the most effective are those that are tailored to fit the developmental status of the student. This course explores multiple learning theories and adolescent brain development and applies them to classroom practice. We will also explore additional information about language acquisition, technology as a tool for learning, and student motivation. Finally, we will spend considerable time on the cognitively diverse learner, including students with exceptionalities. An important facet of this course will be discussions, activities, and presentations related to our readings.

**Credits** 4
**Attributes**
M.Ed.
**Semester Offered**
Spring

## EDU 623: Structural Equity in Education

This course will build on previous courses to continue to develop both a theoretical understanding of equity issues in education as well as specific applications for candidates' various educational settings and growth as professional educators. This course is rooted in the belief that our work as educators flows from our well-developed ideas of equity; as such, much of the course will focus on nurturing group and individual meaning-making of equity in education, which will be used to inform the practical work of examining opportunities for equity work within placements. In this course, we will also examine historical issues of diversity and equity in education, principles of equity and social justice, and how issues of equity affect learning. There will be flexibility in the course readings so that candidates have opportunities to choose texts that are most relevant to their work and passions. This course will meet once a week during the fall semester, with some exceptions for flexibility around your placement school's schedule and your work sample. Reflections on your practicum work will be a crucial part of this course, as well as in-depth discussions on the concepts and theories presented in the assigned readings.
**Credits** 2
**Attributes**
M.Ed.
**Semester Offered**
Summer

## EDU 631: Curriculum and Instruction I

This course seeks to provide you with beginning knowledge of how to holistically build unit plans in order to best serve your students and their learning goals. We will have a particular lens of viewing curriculum through a historically responsive and culturally sustaining lens. The primary project in this course will be designing a unit plan and lesson plan in an interdisciplinary setting that challenges middle school students to complete a Project Based Learning unit that focuses on global awareness. This course will meet from 8:30-3:30 for one week during the Summer semester, with some exceptions for flexibility. An important facet of this course will be discussions, activities, and presentations related to our readings. We will primarily dig into the purpose and objectives of a curriculum. A central piece of this course will be practicing making lesson plans and unit plans in an interdisciplinary setting.
**Credits** 2
**Attributes**
M.Ed.
**Semester Offered**
Summer

## EDU 632: Curriculum and Instruction II

This course seeks to provide you with knowledge of how to holistically build unit plans in order to best serve your students and their learning goals. We will spend time discussing best practices in instruction, paying particular attention to engaging learning activities and how to meet the diverse needs based on the students you have in your classroom. This course invites you to think about the dynamic rather than static elements of curriculum. More precisely, consider the dynamics of student interaction with curriculum. We will have a particular lens of viewing curriculum through a historically responsive and culturally sustaining lens. This course will meet once a week during the fall semester, with some exceptions for flexibility around your placement school's schedule and your work sample. Reflections on the assignments and you use in your classroom will be discussed in this course, as it will be a time to process and share ideas about what works and what doesn't in relation to your curriculum. Another important facet of this course will be discussions, activities, and presentations related to our readings. A central piece of this course will be practicing making lesson plans and unit plans, as well as designing a work sample that reflects central elements of curriculum and instruction.
**Credits** 2
**Attributes**
M.Ed.
**Semester Offered**
Fall

## EDU 633: Assessment and Using Data for Student Success

No matter our goals, even the most worthwhile ones, if we do not assess them to find out what students have learned, then we will never know if we have reached those goals. We will spend time discussing best practices in assessment, paying particular attention to how and when to use formative and summative assessments. We will dig into best practices in designing assessments, as well as how to analyze assessment data for information on how to help teachers better teach and reteach concepts. We will also begin thinking about how to use data as an educational researcher, and start to identify needs in the classroom that can be addressed in an Action Research project. This course will meet once a week during the fall semester, with some exceptions for flexibility around your placement school's schedule and your work sample. Reflections on the assessments you use in your classroom will be discussed in this course, as it will be a time to process and share ideas about what works and what doesn't in relation to your curriculum. Another important facet of this course will be discussions, activities, and presentations related to our readings. Topics will include how to formulate a variety of assessments designed to show student learning or performance, how to use assessments to further student learning, dealing with high stakes testing, and more. A central piece of this course will be practicing making formative and summative assessments.
**Credits** 3
**Attributes**
M.Ed.
**Semester Offered**
Spring

## EDU 660: Practicum I

Career exploration and pracitcum planning.
**Credits** 2
**Attributes**
M.Ed.
**Semester Offered**
Fall

## EDU 661: Practicum II

Educational internship.
**Credits** 3
**Attributes**
M.Ed.
**Semester Offered**
Spring

## EDU 662: Practicum III

Educational internship.
**Credits** 3
**Attributes**
M.Ed.
**Semester Offered**
Summer

## EDU 680: M.Ed. Professional Educator I

This course in the M. Ed sequence explores the roles of individuals as professional educators. The course will include topics such as professionalism, leadership, organizational change, diversity, conflict resolution, consensus governance, and other current and timely topics as requested by the students and/or faculty. In this course you will: Consider and discuss what it means to be a professional educator in today's society; Participate as a professional colleague in listening, discussing, critiquing and reflecting on readings and presentations; Apply these perspectives to your own emerging and expanding definition of what it means to be a professional educator; Understand how the vision we hold of ourselves as professional educators affects both our individual classroom practice as well as the larger community and society.
**Credits** 2
**Attributes**
M.Ed.
**Semester Offered**
Fall

## EDU 681: M.Ed. Professional Educator II

This course in the MEd sequence is designed to help you continue to define what it means to you to be a professional in your context and to explore your role beyond your classroom or work. As you have "renewed the teacher within", you have undoubtedly discovered the importance of networking. You have benefited from the collegiality of your colleagues in this class, but what now? How will you continue to be a lifelong learner? How will you continue to develop as a professional and as a leader? How will you become part of networks that will sustain you as you continue to grow? How will you contribute to your job, school, and colleagues now? How are you envisioning school, or your job differently now and how will you act on your new understandings?
**Credits** 2
**Attributes**
M.Ed.
**Semester Offered**
Fall

## EDU 682: Career Pathways in Education

As you are about to graduate and enter into the job market, you may be wondering what pathways in education exist in your area of interest. This course will help you research different career pathways and examine a plethora of options for after graduation, and include guest speakers from different areas in education. We will also spend time planning your next steps and envisioning a long-term future for yourself and your career. Lastly, we will focus on interview skills, resume development, and other career readiness skills.
**Credits** 4
**Attributes**
M.Ed.
**Semester Offered**
Spring

### EDU 690: Educator as Researcher

As an educator, how will you know your students are learning? How will you know that you are reaching all of your students? What will you do to improve your practice? Action research is a tool that can empower teachers and help them become reflective about their own teaching. It can help them to embrace and welcome dilemmas, paradoxes and problems in their teaching, facilitate more learning for their students, and produce results through change. This course will consist of engaging in inquiry by identifying a hurdle for student success, conducting a review of the literature on the issue, designing a methodology for an action research project, and then implement that research study while collecting data. Candidates will then analyze their data, write up their findings, and then present those findings in order to contribute to the profession. This course will meet once a week in the spring semester; M.Ed. students will meet in the morning and M.A.T. students will meet in the late afternoon after school. We will spend many classes in a workshop setting, working through writing the literature review, the methodology, and analyzing data

**Credits** 3
**Attributes**
M.Ed.
**Semester Offered**
Spring

# Faculty and Administration

## GPE Faculty

**Cammi Fulvi, 2018**
Director of Gradate Programs in Education

**Katie Reynolds, 2022**
Assistant Director of Graduate Programs in Education

# Programs

## 3+2 Pre-Professional Program in Engineering

**Degree Type**
Major

Whether you want to improve the present or build the future, there's a place for you in engineering! If you want to start your path to solving problems in the world in a way that's personally supportive and socially relevant, Pre-engineering at Earlham is the place for you. Our program gives you plenty of flexibility and advantages, including formal affiliations with four different engineering schools and the opportunity to complete up to three different degrees in six years or less. Feel free to reach out to program liaison, Seth Hopper with any questions.

Earlham's official relationships with affiliate institutions mean they have approved our courses for transfer and that our program liaison is ready to help you craft a plan for success in earning both an Earlham B.A. and a B.S. in engineering from one of our partner schools; in one case, there are also options to earn an MS in one additional year. You will apply for transfer to affiliates after spending three at Earlham. Following transfer, you will spend two years earning the remainder of both the B.A. and B.S. degrees at the engineering school.

## Program Details

Our 3-2 program in engineering includes a sequence of courses that you take over three years at Earlham.

### Three year planning

Below is our recommended three-year plan for most majors, but you should connect with your 3-2 adviser early and often to make sure you are on the right track for your goals.

#### Year 1

We recommend that you take:

- Calculus sequence (MATH 180 (Fall, 5 credits) and MATH 280 (Spring, 5 credits))
- Physics sequence (PHYS 125 and PHYS 235)
    - If you are interested in Chemical Engineering, you may want to take CHEM 111 instead of physics
    - You could also take CS 128 instead of physics

The physics sequence is recommended for the first year because of alternate year courses that are required for some programs/majors. This schedule makes it very difficult to take a language in your first year, because of required Earlham Seminar courses. If you are uncertain whether you want to major in pre-engineering, we encourage you to take at least the calculus sequence and something that satisfies one of the general education distribution requirements.

#### Year 2

We recommend that you take:

- MATH 320 (Differential equations, Fall, 3 credits) and MATH 350 (Multivariate calculus, Spring, 4 credits)
- Depending on what you took your first year, one of the following:
    - PHYS 125 and PHYS 235
    - CHEM 111
    - CS 128
- If you have not placed out of it, you are encouraged to complete your language requirement
- ECON 103 Introduction to Microeconomics (offered every year)
- PHYS 350 Electronics and Instrumentation (alternate years).

### Year 3

We recommend that you take:

- MATH 310 (Linear Algebra, Fall, 3 credits)
- Depending on what you took your first two years, one of the following:
  - PHYS 125 and PHYS 235
  - CHEM 111
  - CS 128
- ECON 103 Introduction to Microeconomics (offered every year)
- PHYS 350 Electronics and Instrumentation (alternate years, requires Physics 125 and 235).

## Opportunities and Outcomes

### Top ranked

Earlham has transfer or combined agreements with top-ranked engineering schools.

### Careers

The U.S. Bureau of Labor Statistics expects significant growth in engineering jobs in the fields of rebuilding of infrastructure, renewable energy, oil and gas extraction, and robotics.

### Outcomes

The 3-2 program can prepare graduates for careers as biomedical, chemical, civil, computer, electrical, mechanical, aerospace and other types of engineers.

93% of work seekers who majored in a cross-divisional major between 2018-2022 were employed, pursuing graduate school or volunteering within six months of graduation.

# Accounting

**Degree Type**
Major
Minor

Earlham's accounting program pairs the specialized expertise and skills you'll need to pursue a career in accounting with the broad perspective of a human-centered liberal arts education. From auditing and work in the nonprofit sector to pursuing the CPA exam, you'll graduate ready for a wide variety of career opportunities.

Because this **major** is interdisciplinary and fully integrated within our Department of Business, you'll have the opportunity to take courses in business, economics and computer science in addition to accounting courses as you fulfill your major requirements. Our focus on global engagement and the ethics of business will prepare you to make a profound difference in the world—both as a student and in your professional life.

The **minor** provides the essentials of financial and managerial accounting, with one elective based on students' interests. With this minor, you will also be well prepared to earn the Financial and Managerial Accounting Associate (FMAA) certification through the Institute of Management Accountants (IMA) that requires students to take a single exam with 80 multiple-choice questions and earn 15 continuing professional education (CPE) credits per year.

## Major

To earn a Bachelor of Arts in accounting, you must complete the following courses, in addition to general education requirements.

You are encouraged to begin the major during your first or second year. This provides flexibility in your schedule to participate in an off-campus program and to develop professional networks among other students in the program.

### Take all of the following ACCT courses:

| Course Code | Title | Credit Hours |
|---|---|---|
| ACCT 200 | Financial Accounting | 3 |
| ACCT 230 | Managerial Accounting | 3 |
| ACCT 300 | Accounting and Society I | 3 |
| ACCT 310 | Accounting and Society II | 3 |
| ACCT 341 | Accounting Information & Control Systems | 3 |
| ACCT 350 | Taxation and Business Law | 3 |
| ACCT 360 | Auditing and Assurance | 3 |
| ACCT 481 | Internships, Field Studies and Other Field Experiences | 3 |
| ACCT 488 | Senior Capstone | 3 |

### Take the following Business and Economics courses:

| Course Code | Title | Credit Hours |
|---|---|---|
| ECON 103 | Introduction to Microeconomics | 3 |
| BUS 230 | Introduction to Business Analytics | 3 |

| | | |
|---|---|---|
| BUS 333 | Corporate Finance | 3 |

**(students who took MATH 120, MATH 300, or PSYCH 245 prior to Spring 2023 may substitute that course for BUS 230)

Note: Students interested in becoming a Certified Public Accountant (CPA) will need to take **four** additional courses in BUS or ECON in order to seat for the CPA Exam.

# Minor

To earn a minor in accounting, you must complete 15 credit hours, as follows:

### Required Courses

| Course Code | Title | Credit Hours |
|---|---|---|
| ACCT 200 | Financial Accounting | 3 |
| ACCT 230 | Managerial Accounting | 3 |
| ACCT 300 | Accounting and Society I | 3 |
| ACCT 310 | Accounting and Society II | 3 |

### One of the following courses:

| Course Code | Title | Credit Hours |
|---|---|---|
| ACCT 341 | Accounting Information & Control Systems | 3 |
| ACCT 350 | Taxation and Business Law | 3 |
| BUS 330 | Investments | 3 |
| BUS 333 | Corporate Finance | 3 |

# Opportunities and Outcomes

- 91% of work seekers who majored in the social sciences between 2018-2022 were employed, pursuing graduate school or volunteering within six months of graduation.
- Students who major in accounting can enter careers as corporate accountants, financial analysts, business consultants or staff accountants at a public accounting firm. Students can also pursue advanced degrees in accounting (MAcc), business administration (MBA) and related fields.
- Students who are interested in public accounting are able to structure their major to meet the educational requirements for taking the Certified Public Accountant (CPA) exam in most states (with an additional 30 credit hours needed after graduation in order to obtain a CPA license in states other than Ohio).

# African and African American Studies

**Degree Type**
Major
Minor

African and African American studies (AAAS) majors critically examine African and Diaspora experiences, institutions and perspectives, with particular focus on the ways in which gender/sex, class, racial capitalism and ideological theories have shaped the lives of Black peoples.

# Major

To earn a Bachelor of Arts in African and African American Studies, you must complete the following courses, in addition to general education requirements:

| Course Code | Title | Credit Hours |
|---|---|---|
| AAAS 114 | Introduction to AAAS | 3 |
| AAAS 488 | Senior Capstone Experience | 2 |

## At least one of the available courses entitled AAAS 240/340 Topics/ Advanced Topics in African and African American Studies

| Course Code | Title | Credit Hours |
|---|---|---|
| AAAS 240 | Topics in African and African American Studies | 3 |
| AAAS 340 | Advanced Topics in African and African American Studies | 4 |

## Four African American core courses:

| Course Code | Title | Credit Hours |
|---|---|---|
| AAAS 204 | African American Literature | 4 |
| AAAS 230 | History of African American Religious Experiences | 4 |
| AAAS 368 | African American History to Emancipation | 4 |

| | | |
|---|---|---|
| AAAS 369 | African American History since Emancipation | 4 |

### At least two of the following African courses, one from each grouping:

#### Group one:

| Course Code | Title | Credit Hours |
|---|---|---|
| AAAS 231 | African History to 1880 | 3 |
| AAAS 232 | African History since 1880 | 3 |

#### Group two:

| Course Code | Title | Credit Hours |
|---|---|---|
| AAAS 378 | History of South Africa | 4 |
| AAAS 352 | Politics of Africa | 3 |
| AAAS 359 | African Democracy & Dictatorship | 3 |

## Minor

To earn a minor in AAAS, you must complete the following courses:

| Course Code | Title | Credit Hours |
|---|---|---|
| AAAS 114 | Introduction to AAAS | 3 |
| AAAS 204 | African American Literature | 4 |
| | AAAS 231 History of Africa to 1880 OR AAAS 232 History of Africa since 1880 | 3 |
| | AAAS 368 African American History to Emancipation OR AAAS 369 African American History since Emancipation | 4 |
| | One additional AAAS course | 3-4 |

## Opportunities and Outcomes

- 93% of work seekers who majored in a cross-divisional major between 2018-2022 were employed, pursuing graduate school or volunteering within six months of graduation.

# Ancient and Classical Studies

**Degree Type**
Major
Minor

## Major

To earn a Bachelor of Arts in ancient and classical studies, you must complete the following courses, in addition to general education requirements.

### Eight of the following courses (at least one from Section A and one from Section B)

#### Section A (Writing)

| Course Code | Title | Credit Hours |
|---|---|---|
| PHIL 155 | Ancient Greek Philosophy | 4 |
| ANCS 350 | Words & Works of Ancient Rome | 4 |
| ANCS 351 | Words & Works of Ancient Greece | 3 |
| ANCS 371 | Herodotus & the Persian War | 3 |

#### Section B (Research)

| Course Code | Title | Credit Hours |
|---|---|---|
| ANCS 222 | Greece and Rome in Film | 4 |
| ANCS 315 | Pompeii: Life & Death in a Roman Town | 4 |
| ANCS 346 | Ovid's Metamorphoses | 3 |
| ANCS 357 | Gender and Sexuality in the Ancient World | 3 |
| ANCS 358 | Greek & Roman Drama | 3 |

#### Section C (Assorted)

| Course Code | Title | Credit Hours |
|---|---|---|
| ANCS 130 | Damn the Gods | 3 |
| ANCS 241 | Ancient Mediterranean History | 3 |
| | Other related courses taken at Earlham or abroad | |
| | A relevant internship or related experience (e.g., archaeological digs, Epic Advantage programs, language workshops | |

### Three Latin Courses, or demonstration of 300-level proficiency by passing ANCS 342

| Course Code | Title | Credit Hours |
|---|---|---|
| ANCS 112 | Classical Latin I | 5 |
| ANCS 113 | Classical Latin II | 4 |

| | | |
|---|---|---|
| ANCS 342 | Reading Latin | 4 |

## Two Capstone Courses

| Course Code | Title | Credit Hours |
|---|---|---|
| ANCS 486 | Student Research | 1 |
| ANCS 488 | Senior Capstone Experience | 3 |

# Minor

To earn a minor in ancient and classical studies, you must complete the following courses:

## Language Courses

| Course Code | Title | Credit Hours |
|---|---|---|
| ANCS 112 | Classical Latin I | 5 |
| ANCS 113 | Classical Latin II | 4 |

### OR

| Course Code | Title | Credit Hours |
|---|---|---|
| ANCS 342 | Reading Latin | 4 |

## Additional courses

Three ANCS courses at the 200-level or above

Course 1:

Course 2:

Course 3:

# Opportunities and Outcomes

### Grads

Recent ancient and classical studies majors have attended graduate school programs at Indiana, Case Western Reserve and Georgetown universities.

### Careers

Top job industries for ancient and classical studies majors include education and writing/editing.

### Outcomes

- 90% of work seekers who majored in the humanities between 2018-2022 were employed, pursuing graduate school or volunteering within six months of graduation.
- Recent graduates are working as teachers, education coordinators and journalists.

### What kind of research experiences and internships are available?

In addition to off-campus study programs and research experiences with faculty in places like Greece and England, ancient and classical studies students have also participated in a variety of internships. Recent interns have worked at the Cincinnati Museum Center and as an archives and collections assistant at DANK Haus in Chicago.

To learn more about available off-campus study programs, research experiences and internships, visit the Epic Centers.

# Anthrozoology Applied Minor

**Degree Type**
Applied Minor

Anthrozoology, the study of human-animal interactions, is a growing, interdisciplinary field. It covers a wide range of research topics, such as attitudes toward animals, the "human-animal" divide, animal behaviors/cognitions/abilities, wild-animal management/conservation, the roles/uses of animals within cultural contexts, and more.

Given the integrated and overlapping ways in which humans and non-human animals engage with each other in the world, the anthrozoology applied minor is a wonderful, additional credential if you have interests in this area. However, it is especially beneficial if you're considering careers in veterinary medicine, animal-assisted therapy, farming or conservation.

# Minor

To earn an applied minor in anthrozoology, you must complete the following:

**Courses**
Complete four of the following courses, not more than two from the same division:

### *Natural sciences*

| Course Code | Title | Credit Hours |
|---|---|---|
| BIOL 226 | Biological Diversity | 4 |
| BIOL 364 | Restoration Ecology | 4 |
| BIOL 346 | Vertebrate Zoology | 4 |
| BIOL 348 | Ornithology | 4 |
| BIOL 357 | Animal Behavior | 4 |
| BIOL 360 | Conservation Biology | 3-4 |
| BIOL 362 | Entomology | 4 |
| MUSE 242 | Care and Use of Collections | 4 |

### *Social sciences*

| Course Code | Title | Credit Hours |
|---|---|---|
| PSYC 358 | Human-Animal Interactions | 3 |
| SOAN 372 | Sustainability in the Anthropocene | 4 |
| SOAN 382 | Emerging Perspectives in Anthrozoology | 4 |

## Co-curricular activity

Complete one of the following co-curricular activities:

- Volunteering/internship at a local animal shelter (e.g., HELP the Animals, 2nd Chance Animal Shelter)
- Volunteering/internship at a local veterinarian's office (e.g., Animal Hospital of Richmond, Animal Care Alliance)
- Volunteering/internship at Sunrise (therapeutic riding barn)
- Observing some type of animal-assisted therapy or search & rescue organization/person/training
- Observing the local animal-control officers
- Animal caregiving at the Joseph Moore Museum
- Volunteering in a Bird Banding Station
- Volunteering for small mammal trapping researcher
- Semester-long leadership position at the Horse Barn

**Culminating experience**
Complete a panel presentation at the spring Presentation of Learning event, discussing how your courses and co-curricular activity fit together and how you believe the applied minor has influenced your future plans, major and/or self.

# Related Programs

## What is an applied minor?

Applied minors (AMs) are distinctive programs allowing you to personalize your education and to help you make direct connections between academic interests and co-curricular activities.

Learn more about applied minors.

## What departments are related to the anthrozoology applied minor?

- Biology
- Japanese studies
- Psychology
- Sociology/anthropology

# Additional Information

Learn more about the anthrozoology applied minor...

# Art

**Degree Type**
Major
Minor

The art major at Earlham College is unique because it emphasizes both contemporary craft media, such as ceramics, metalsmithing and fiber art, and more traditional media, such as drawing, painting and photography, along with art history.

Earlham's Center for the Visual and Performing Arts opened in 2014. This $22 million LEED-certified facility offers separate studio spaces for digital and analog photography, metals, ceramics, painting and drawing, fiber arts, and digital fabrication, each wired for multi-media presentation; plus an art history classroom.

# Program Details

## Artists with a historical context and a social mindset

Earlham's art program provides you with a solid foundation in technique while also providing larger social and cultural contexts for your art. Through the program, you are able to shape your path by choosing art history, ceramics, fibers, metals, painting and drawing, or photography as a primary concentration. The major culminates in a senior capstone experience, a project planned in consultation with faculty that includes an exhibition at an on-campus gallery, the presentation of a research paper, the curation of an exhibition or the completion of a community arts project.

# Major

To earn a Bachelor of Arts in Art, you must complete a total of 40-44 credits as follows, in addition to general education requirements.

## Requirements for the art major with a concentration in Studio Art:

| Course Code | Title | Credit Hours |
|---|---|---|
| ART 250 | Making Art: ConForm and Expression | 4 |
| ART 487 | Senior Project | 1 |
| ART 488 | Senior Capstone | 3 |
| | Internship or apprenticeship experience | 1-3 |

### Two studio courses, one each in a two-dimensional and three-dimensional medium. One of these can be in the area of focus.

- Two-dimensional medium courses include: Drawing, Painting, Photography, and Fibers
- Three-dimensional medium courses include: Ceramics, Metals, and Fibers

| Course Code | Title | Credit Hours |
|---|---|---|
| | Two-dimensional | 4 |
| | Three-dimensional | 4 |

### Three Art History courses:

| Course Code | Title | Credit Hours |
|---|---|---|
| | One 100-level Art History course | 4 |
| | One 200-level Art History course | 4 |
| | One 300-level Art History course | 4 |

### At least four courses (16 credits) in one area of focus

## Requirements for the art major with a concentration in Art History:

### Three Studio Art courses

| Course Code | Title | Credit Hours |
|---|---|---|
| ART 250 | Making Art: ConForm and Expression | 4 |
| | Two-dimensional | 4 |
| | Three-dimensional | 4 |

### Art History courses, which must include:

| Course Code | Title | Credit Hours |
|---|---|---|
| ART 115 | Art Context & Meaning | 4 |
| ART 116 | Art: Context and Meaning II | 4 |
| | At least one 200-level Art History course | 4 |
| | At least one 300-level Art History course | 4 |
| | Two additional Art History courses | 8 |

## Capstone and Internship

| Course Code | Title | Credit Hours |
|---|---|---|
| ART 487 | Senior Project | 1 |
| ART 488 | Senior Capstone | 3 |
| | Internship or apprenticeship experience | 1-3 |

# Minor

To earn a minor in art, you must complete six courses (totaling at least 24 credits), which must include at least one course in Studio Art and at least one course in Art History.

Studio Art Course:

Art History Course:

Course 3:

Course 4:

Course 5:

Course 6:

# Opportunities and Outcomes

## Top ranked

Earlham's metals program was recognized by Halstead Bead as one of the best bachelor degree programs in the country for jewelry/metals and studio art.

## Outcomes

- 95% of art graduates from 2017-2019 were working or in graduate school within six months of graduation.
- 92% of work seekers who majored in the visual and performing arts between 2018-2022 were employed, pursuing graduate school or volunteering within six months of graduation.
- Recent graduates have found jobs and fellowships at the Penland School of Crafts, the Children's Museum of Manhattan, galleries and libraries, or are entrepreneurs and business owners.

## Related Programs

There are a number of art-related programs at Earlham for interested students. Art majors and non-majors alike may consider:

**Related applied minors**

- Art, nature and conservation
- Art and advocacy
- Arts management
- Contemplative studies
- Digital arts

**Related major/minor**

- Museum studies

# Art, Nature and Conservation Applied Minor

**Degree Type**
Applied Minor

For hundreds of years art has been used to raise awareness on environmental issues and conservation. Both art and nature have the potential of evoking similar emotional and deep personal responses that could result in actions that benefit oneself and/or the environment.

The art, nature and conservation applied minor (AM) is designed for you to explore the intersections of art, creativity, nature and conservation. Through a combination of coursework, hands-on and experiential learning, the designation emphasizes natural history, experiences with/in nature, and the use of artistic expression to support nature and habitat conservation, biodiversity, sustainability and environmental education.

# Program Details

For this AM, you will examine the natural world through experience, careful observation and a uniquely creative lens. You will learn about the environment and use inspiration in nature, wildlife and natural landscapes to produce pieces of art in a medium of your interest (painting, drawing, ceramics, weaving and photography). Artistic expression is a powerful way to relate a scientific understanding of the importance of biodiversity conservation to a broad audience. Such work can capture a wide spectrum of biodiversity and the essence of threatened habitats and ecosystems, making our natural heritage more accessible and relevant.

# Minor

## Courses

| Course Code | Title | Credit Hours |
|---|---|---|
| BIOL 111 | Ecological Biology | 4 |
| BIOL 360 | Conservation Biology | 3-4 |

### Two of the following art-related academic courses:

| Course Code | Title | Credit Hours |
|---|---|---|
| ART 115 | Art Context & Meaning | 4 |
| ART 116 | Art: Context and Meaning II | 4 |
| ART 200 | Ceramics I | 4 |
| ART 205 | Drawing I | 4 |
| ART 211 | 20th Century Art | 4 |
| ART 220 | Introduction to Metal & 3D Fabrication | 4 |
| ART 225 | Painting 1 | 4 |
| ART 235 | Introduction to Photography | 4 |
| | One or two ART Studio II courses | 4-8 |

- May Terms will be considered by petition
- Other courses will be considered by petition

### One of the following (natural science wildlife/natural history) biology courses

| Course Code | Title | Credit Hours |
|---|---|---|
| BIOL 226 | Biological Diversity | 4 |
| BIOL 364 | Restoration Ecology | 4 |
| BIOL 346 | Vertebrate Zoology | 4 |
| BIOL 348 | Ornithology | 4 |
| BIOL 350 | Field Botany | 4 |
| BIOL 357 | Animal Behavior | 4 |
| BIOL 362 | Entomology | 4 |

- May Terms will be considered by petition
- Other courses will be considered by petition

## Co-curricular activity

You must complete at least two of the following:

- AWPE 210 Trail building and invasive species control (at least 21 hours of work)
- Presentation of wildlife/nature projects in art venue (e.g., art display in on/off-campus exhibition)
- Presentation of field project research (e.g., Earlham Epic Expo, Butler Undergraduate Research Conference)
- Volunteer at wildlife refuge, sanctuary, state park, botanical garden or equivalent, etc.—at least 20 hours of work
- Volunteer at zoo, aquarium, nature center, museum, state park, fish and wildlife service, art museum, wildlife exhibit—at least 20 hours of work—at least 20 hours of work
- Applied group at Joseph Moore Museum (e.g., interpretive exhibit creation, Eco-tour development) or Leadership in wildlife/nature club (bird club, insect club, or wildlife/nature relate field)—at least 20 hours of work
- Leadership/Participation in Vicki Penziner Matson Natural History Expedition—at least an overnight
- An outdoor experience where they reflect and observe nature and engage in at least two journal entries (e.g., outdoor trip, Vicki-Penziner Matson Field Trip, wildflower walk, their own Thoreau walk, etc.)—at least 48 hours of involvement
- Other experiences to be considered by petition

**Culminating experience**

The entire capstone portfolio must be submitted electronically in PDF format to the program point persons (Wendy Tori and Judy Wojcik). To graduate with the designation in art, nature and conservation, the portfolio must be submitted no later than March 31 of the graduating year. The faculty highly encourages students to complete the portfolio before this deadline. Applied minor faculty will review portfolios and schedule a feedback meeting prior to approving the capstone requirement.

The capstone portfolio should contain:

- Title page with student name
- Rationale for pursuing this designation
- Critical reflective practicum essay that connects the work that has happened throughout the courses taken, co-curricular components, and connections among them and to the theme—art, nature and conservation of nature
- Sample of artistic work (art, video, and paper) developed from their classes: An art portfolio with at least three pieces that reflect the connection between their work and conservation of nature (e.g., a PowerPoint with pictures of art pieces, the actual pieces on display, the photos, etc.)
- Updated resume that includes their designation work in a meaningful way

# Opportunities and Outcomes

### What departments are related to the art, nature and conservation applied minor?

- Art

- Biology

# Arts Management Applied Minor

**Degree Type**
Applied Minor

The arts management applied minor develops leadership and organizational expertise for application to arts and cultural organizations by strengthening performing and visual arts with managerial and entrepreneurial skills.

The arts management applied minor aims to:

- Build a bridge that empowers students in the arts with business skills that will be of use to them as independent contractors, arts administrators and future leaders in arts organizations.
- Encourage global management students and those with an interest in entrepreneurship and innovation to develop their individual creative problem-solving and expression skills.
- Help students to learn more about how these skills and can be combined in support of nonprofit arts organizations.

Students who don't feel that they start with either a business or arts mindset will develop analysis, organization, expression and creative problem-solving skills, as they gain practical experience in collaboration and project management.

# Minor

To earn an applied minor in arts management, you must complete the following requirements.

## Courses

| Course Code | Title | Credit Hours |
|---|---|---|

- Two of the following Business courses:

| Course Code | Title | Credit Hours |
|---|---|---|
| BUS 203 | Organizational Behavior | 3 |
| BUS 211 | Leadership: Theory & Practice | 3 |
| BUS 306 | Ennovation Lab | 3 |
| BUS 354 | Entrepreneurial Marketing | 3 |
| BUS 361 | Digital Marketing | 3 |

- At least three courses from the Visual and Performing Arts division that add to a minimum of seven credits

## Co-curricular activity

Complete one of the following co-curricular activities:

- Employment with Earlham Office of Events – minimum 30 hours
- Employment with Departments of Theatre Arts, Music or Visual Arts – minimum 30 hours – faculty/staff
- A leadership position in a student-run arts organization – 1 semester
- Gallery practicum
- Fringe Theatre Festival Company participation – 1 production cycle
- Volunteering with an off-campus arts organization – minimum 30 hours
- Internship with an off-campus arts organization (if second internship) – minimum 30 hours
- An arts & entrepreneurship May term – 3 weeks
- Other experiences to be considered by petition

## Culminating experience

Students would be required to submit a portfolio of that consists of two job ads and material to apply to those positions (e.g. cover letter and cv/resume, as well as any other materials), outlining preparation for jobs in the field of Arts Management.

# Opportunities and Outcomes

# Related Programs

## What departments are related to the arts management applied minor?

- Ancient and Classical Studies
- Art
- English
- Business
- Music
- Theatre Arts

# Biochemistry

**Degree Type**
Major

Earlham's biochemistry program will prepare you for a career in medicine, research or biotechnology.

With combined studies in chemistry and biology, biochemistry is particularly well-suited to students who are planning to attend medical school or veterinary school, or who want to enter public health and other health science fields.

The biochemistry major provides students with a solid foundation in cell biology, molecular biology and chemistry with a strong emphasis on research and hands-on learning.

The interdepartmental biochemistry program at Earlham College is accredited by The American Society for Biochemistry and Molecular Biology (ASBMB)

# Major

To earn a Bachelor of Arts in biochemistry, you must complete the following courses.

## All of the following chemistry courses:

| Course Code | Title | Credit Hours |
|---|---|---|
| CHEM 111 | Principles of Chemistry | 4 |
| CHEM 221 | Organic Chemistry I | 4 |
| CHEM 321 | Organic Chemistry II | 4 |
| CHEM 331 | Equilibrium & Analysis | 5 |
| CHEM 351 | Biochemistry | 4 |

## One of the following in chemistry

| Course Code | Title | Credit Hours |
|---|---|---|
| CHEM 341 | Thermodynamics & Kinetics | 4 |
| CHEM 361 | Inorganic Chemistry | 3 |
| CHEM 371 | Environmental Chemistry & Toxicology | 4 |
| CHEM 431 | Advanced Analytical Chemistry | 4 |
| CHEM 451 | Adv Biochemistry of Proteins and Nucleic Acids | 4 |

Other special courses as offered by prior arrangement with chemistry faculty

## Both of the following biology courses:

| Course Code | Title | Credit Hours |
|---|---|---|
| BIOL 112 | Cells, Genes & Inheritance | 4 |
| BIOL 225 | Cell Biology | 4 |

## At least one course from each of the two lists that follow, totaling at least 7 credits:

### Choose one from:

| Course Code | Title | Credit Hours |
|---|---|---|
| BIOL 226 | Biological Diversity | 4 |
| BIOL 348 | Ornithology | 4 |
| BIOL 460 | Plant Cell Biology | 3 |
| BIOL 461 | Microbiology | 4 |
| BIOL 462 | Parasitology | 4 |
| BIOL 465 | RNA Biology | 3-4 |

### And choose one from:

| Course Code | Title | Credit Hours |
|---|---|---|
| BIOL 343 | Immunology | 3 |
| BIOL 345 | A&P I: Nervous and Endocrine Systems | 4 |
| BIOL 347 | Anatomy and Physiology II: Cardiovascular, Respiratory, Renal and Digestive | 4 |
| BIOL 351 | Human Genetics & Genomics | 3 |
| BIOL 383 | Bioinformatics: Code & Chromosomes | 3 |
| BIOL 464 | Advanced Cell Physiology | 4 |
| BIOL 466 | Molecular Genetics | 4 |

Other special courses as offered by prior arrangement with biology faculty

## Additional Requirements

| Course Code | Title | Credit Hours |
|---|---|---|
| | MATH 180 Calculus A OR MATH 120 Elementary Statistics OR MATH 300 Advanced Statistics OR PSYC 245 Research Methods and Statistics | 3-5 |
| | Either PHYS 125 and 235 Analytical Physics I and II (recommended); OR PHYS 120 and 230 General Physics I and II | 8 |
| | Either BIOL 480 Biology Senior Seminar OR CHEM 480 Chemistry Senior Seminar | 2 |

- An independent research project is also required. This may be accomplished as an independent study in biology or chemistry, as a summer research experience on-or off-campus, as an approved Ford/Knight Research Project. Careful early planning with your adviser will determine the best option for your research experience. A presentation of the research in a public forum is expected.
- Comprehensive examinations must also be successfully completed.

Note: Students with AP, IB or transfer credits in chemistry, biology, physics or calculus should be in contact with a faculty member in a related program.

# Opportunities and Outcomes

91% of work seekers who majored in the natural sciences between 2018-2022 were employed, pursuing graduate school or volunteering within six months of graduation.

97% of biochemistry majors from the classes of 2017-2019 were working or in grad school within six months of graduation.

26%of biochemistry majors from the classes of 2017-2019 were in graduate, medical, or veterinary school within six months of graduation.

## Outcomes

Top jobs for 2017-2019 graduates were in research, lab work/science, healthcare services, and environmental/sustainability management.

## What kind of internships are available?

Recent biochemistry majors have interned at the Dartmouth-Hitchcock Medical Center, Wells Center for Pediatric Research, the University of Pennsylvania School of Medicine, and an equine hospital, among other places. The Earlham Center for Global Health also sponsors funded internships in the healthcare field each summer.

# Additional Information

## Information for first-year students

If you are interested in majoring in biochemistry, you should speak with a faculty member in the biology or chemistry departments early in your undergraduate career.

Faculty will help lay out a four-year plan that includes required courses, elective courses, opportunities for off-campus study, and possible internships. Early consultation is important to the sequencing of several courses so that off-campus study remains an option. In general, you should take CHEM 111 in your first semester, and CHEM 221 and BIOL 112 in your second semester.

## Can I do off-campus study?

Biochemistry majors are strongly encouraged to plan for an off-campus study semester. Talk to your adviser early in your college career to plan for this. Science faculty frequently lead off-campus study semesters as well as summer research projects in places like Peru, the Dominican Republic and Iceland.

# Biology

**Degree Type**
3+1 Program
Major
Minor

Earlham's biology program encompasses all facets of biology, from cells to ecosystems, from neuroscience to environmental science and health. From day one, you will have unparalleled access to our faculty who teach and do research in and at the intersection of our different disciplines—environmental science, neuroscience, biochemistry, health science, ecology, evolution, and cell and molecular biology.

Our alumni have found work as physicians, nurses, zookeepers, museum specialists, vets, biomedical researchers, GIS specialists, conservation biologists, university professors, wildlife biologists, stem cell and cancer researchers, and educators, among many others. They have worked with state and federal governments and major corporations around the world.

# Program Details

## 3+1 Education Program

Through our 3+1 Education Program, you can earn a Bachelor of Arts (B.A.), Master of Arts in Teaching (M.A.T.) and teaching license—all in just nine semesters.

You'll leave Earlham with two degrees, licensed to teach grades 5-12 in Indiana. (And it's easy to transfer your license to other states—many of our graduates do!)

# Major

To earn a Bachelor of Arts in Biology, you must complete seven (7) courses within the major core, one additional science course from the list below, and 4 to 5 courses within your desired concentration.

## Core requirements

**Take all of the following courses:**

| Course Code | Title | Credit Hours |
|---|---|---|
| BIOL 111 | Ecological Biology | 4 |
| CHEM 111 | Principles of Chemistry | 4 |
| BIOL 112 | Cells, Genes & Inheritance | 4 |
| CHEM 221 | Organic Chemistry I | 4 |
| BIOL 226 | Biological Diversity | 4 |
| BIOL 225 | Cell Biology | 4 |
| BIOL 480 | Seminar | 2 |
| BIOL 488 | Senior Capstone Experience | 0 |

## One of the following courses:

| Course Code | Title | Credit Hours |
|---|---|---|
| CHEM 321 | Organic Chemistry II | 4 |
| CHEM 331 | Equilibrium & Analysis | 5 |
| CS 128 | Programming & Problem Solving | 4 |
| ENSU 151 | Environment, Science and Sustainability | 4 |
| GEOL 201 | Earth and the Environment | 3-4 |
| MATH 120 | Fundamentals of Statistics | 3 |
| MATH 180 | Calculus A | 4 |
| MATH 280 | Calculus B | 4 |
| PHYS 120 | Matter in Motion (no calculus) | 4 |
| PHYS 125 | Matter in Motion (with Calculus) | 4 |
| PSYC 245 | Research Methods & Statistics | 4 |
| PSYC 250 | Introduction to Neuroscience | 4 |

## Concentrations

Select one of the five (5) concentrations listed below to focus your studies.

### Integrative Biology

Majors should complete at least 16 additional credits in upper-level biology courses from courses below.

| Course Code | Title | Credit Hours |
|---|---|---|
| BIOL 342 | Medical School Prep course | 2 |
| BIOL 343 | Immunology | 3 |
| BIOL 345 | A&P I: Nervous and Endocrine Systems | 4 |
| BIOL 346 | Vertebrate Zoology | 4 |
| BIOL 347 | Anatomy and Physiology II: Cardiovascular, Respiratory, Renal and Digestive | 4 |
| BIOL 348 | Ornithology | 4 |
| BIOL 350 | Field Botany | 4 |
| BIOL 351 | Human Genetics & Genomics | 3 |
| BIOL 353 | Behavioral Neuroscience | 3 |
| BIOL 357 | Animal Behavior | 4 |
| BIOL 359 | Great Discoveries in Natural History Collections | 4 |
| BIOL 360 | Conservation Biology | 3-4 |
| BIOL 362 | Entomology | 4 |
| BIOL 382 | Special Topics | 3 |
| BIOL 383 | Bioinformatics: Code & Chromosomes | 3 |
| BIOL 410 | Applications of Geographical Information Systems (GIS) in Ecology, Environmental and Health Sciences | 4 |
| BIOL 438 | Circadian Biology | 4 |
| BIOL 455 | Population & Community Ecology | 4 |
| BIOL 451 | Evolutionary Biology | 4 |
| BIOL 456 | Applied Biostatistics | 4 |
| BIOL 460 | Plant Cell Biology | 3 |
| BIOL 461 | Microbiology | 4 |
| BIOL 462 | Parasitology | 4 |
| BIOL 463 | Viral Disease Ecology | 4 |
| BIOL 464 | Advanced Cell Physiology | 4 |
| BIOL 465 | RNA Biology | 3-4 |
| BIOL 466 | Molecular Genetics | 4 |
| BIOL 467 | Neuropharmacology | 3 |
| BIOL 473 | Natural History Field Course | 4 |

### Ecology and Evolutionary Biology

**Take both of the following:**

| Course Code | Title | Credit Hours |
|---|---|---|
| BIOL 451 | Evolutionary Biology | 4 |
| BIOL 455 | Population & Community Ecology | 4 |

**At least two (2) field organismal courses:**

| Course Code | Title | Credit Hours |
|---|---|---|
| BIOL 350 | Field Botany | 4 |
| BIOL 348 | Ornithology | 4 |
| BIOL 346 | Vertebrate Zoology | 4 |
| BIOL 357 | Animal Behavior | 4 |
| BIOL 359 | Great Discoveries in Natural History Collections | 4 |
| BIOL 362 | Entomology | 4 |

## Cellular and Molecular Biology

**Take at least four (4) of the following:**

| Course Code | Title | Credit Hours |
|---|---|---|
| BIOL 343 | Immunology | 3 |
| BIOL 345 | A&P I: Nervous and Endocrine Systems | 4 |
| BIOL 347 | Anatomy and Physiology II: Cardiovascular, Respiratory, Renal and Digestive | 4 |
| BIOL 351 | Human Genetics & Genomics | 3 |
| BIOL 383 | Bioinformatics: Code & Chromosomes | 3 |
| BIOL 461 | Microbiology | 4 |
| BIOL 462 | Parasitology | 4 |
| BIOL 464 | Advanced Cell Physiology | 4 |
| BIOL 465 | RNA Biology | 3-4 |
| BIOL 466 | Molecular Genetics | 4 |

## Physiology

**Take all of the following:**

| Course Code | Title | Credit Hours |
|---|---|---|
| BIOL 345 | A&P I: Nervous and Endocrine Systems | 4 |
| BIOL 347 | Anatomy and Physiology II: Cardiovascular, Respiratory, Renal and Digestive | 4 |
| AWPE 341 | Exercise Physiology | 2 |

**At least one of the following:**

| Course Code | Title | Credit Hours |
|---|---|---|
| BIOL 343 | Immunology | 3 |
| BIOL 461 | Microbiology | 4 |
| BIOL 346 | Vertebrate Zoology | 4 |
| BIOL 348 | Ornithology | 4 |
| BIOL 456 | Applied Biostatistics | 4 |
| BIOL 464 | Advanced Cell Physiology | 4 |

## Zoology and Wildlife Ecology

**At least three (3) of the following:**

| Course Code | Title | Credit Hours |
|---|---|---|
| BIOL 346 | Vertebrate Zoology | 4 |
| BIOL 348 | Ornithology | 4 |
| BIOL 350 | Field Botany | 4 |
| BIOL 357 | Animal Behavior | 4 |
| BIOL 359 | Great Discoveries in Natural History Collections | 4 |
| BIOL 362 | Entomology | 4 |
| BIOL 462 | Parasitology | 4 |

**at least one of the following:**

| Course Code | Title | Credit Hours |
|---|---|---|
| BIOL 360 | Conservation Biology | 3-4 |
| BIOL 410 | Applications of Geographical Information Systems (GIS) in Ecology, Environmental and Health Sciences | 4 |
| BIOL 455 | Population & Community Ecology | 4 |

## Conservation Ecology

**Required course:**

| Course Code | Title | Credit Hours |
|---|---|---|
| BIOL 360 | Conservation Biology | 3-4 |

**Select two (2) of the following courses:**

| Course Code | Title | Credit Hours |
|---|---|---|
| BIOL 364 | Restoration Ecology | 4 |

| | | |
|---|---|---|
| BIOL 410 | Applications of Geographical Information Systems (GIS) in Ecology, Environmental and Health Sciences | 4 |
| BIOL 455 | Population & Community Ecology | 4 |

**Take one of the following courses:**

| Course Code | Title | Credit Hours |
|---|---|---|
| BIOL 346 | Vertebrate Zoology | 4 |
| BIOL 348 | Ornithology | 4 |
| BIOL 350 | Field Botany | 4 |
| BIOL 357 | Animal Behavior | 4 |
| BIOL 362 | Entomology | 4 |

# Minor

To minor in biology, you must complete a total of 24 credits in biology, including at least two of the following courses:

| Course Code | Title | Credit Hours |
|---|---|---|
| BIOL 111 | Ecological Biology | 4 |
| BIOL 112 | Cells, Genes & Inheritance | 4 |
| BIOL 226 | Biological Diversity | 4 |

Twenty-one (21) credits must be in courses numbered below BIOL 472. Four credits for the minor may be from CHEM 111 or CHEM 221.

Note: CHEM 221 is included as an option for the minor for those students who test out of CHEM 111 but still want to take more chemistry.

# Opportunities and Outcomes

91% of work seekers who majored in the natural sciences between 2018-2022 were employed, pursuing graduate school, or volunteering within six months of graduation.

## Top ranked

Earlham ranks in the top 10 in the U.S. for the percentage of our graduates who earn doctorates in the life sciences.

## Outcomes

Top jobs for 2017-2019 graduates were in education, recreation and tourism, environmental/sustainability management and veterinary/animal care.

## What kind of research experience and internships are available?

Recent biology majors have interned at the Wyoming Dinosaur Center, the Alaska Zoo, Schepens Eye Research Institute, the Indiana Department of Natural Resources, the University of Arizona Natural History Museum Collections and the United Nations, among other places.

## Opportunities

Earlham Biology Majors have access to amazing Off-campus Field Expeditions (Namibia, Borneo, Peru), Field research opportunities (Ice-Land, GRG), and Laboratory Experiences

# Additional Information

## Information for first-year students

Students interested in majoring in biology should speak with a biology faculty member early in their undergraduate career. Faculty will help lay out a four-year plan that includes required courses, elective courses, opportunities for off-campus study, and possible internships. Early consultation is important to the sequencing of several courses so that off-campus study remains an option.

In general, students should take BIOL 111 and CHEM 111 in their first semester, CHEM 221 and BIOL 112 in their second semester and BIOL 341 in the fall of their sophomore year. A summer research experience is highly recommended, and faculty work with students to identify appropriate opportunities.

## Can I do off-campus study?

Biology majors are strongly encouraged to plan for an off-campus study semester. Talk to your adviser early in your college career to plan for this. Learn more about upcoming opportunities through the Center of Global and Career Education.

# Business

**Degree Type**
Major
Minor

Earlham's business program is the home for our students interested in business, entrepreneurship and management, but it's never business as usual.

Our classes prepare you to make a positive impact locally and globally. With an emphasis on experiential education, you'll work collaboratively with students from around the world to analyze complex business and social problems, develop new programs and strategies, and understand the ecosystem of industries, businesses and nongovernmental organizations.

Courses take you from theory to practice of basic business skills. Additionally, all of our majors complete at least one internship to continue to build skills and personal networks.

Co-curricular opportunities further your ability to hone your skills. You can compete for start-up funding in business plan competitions, compete against peers at other schools in case competitions, lead or participate in our Net Impact chapter, and participate in research with faculty. You will be mentored through these opportunities by our faculty.

# Program Details

You are encouraged to begin the major during your first or second year. This provides flexibility in your schedule to participate in an off-campus program and to develop multinational professional networks among other students in the program.

# Major

## Bachelor of Arts

To earn a Bachelor of Arts in business, you must complete the following courses, in addition to general education requirements.

All business majors complete a common set of core courses which give students a strong foundation.

### Business required courses

| Course Code | Title | Credit Hours |
|---|---|---|
| ECON 101 | Introduction to Macroeconomics | 3 |
| ECON 103 | Introduction to Microeconomics | 3 |
| BUS 122 | Introduction to Marketing | 3 |
| ACCT 200 | Financial Accounting | 3 |
| BUS 203 | Organizational Behavior | 3 |
| BUS 221 | Introduction to Global Supply Chain Management | 3 |
| BUS 230 | Introduction to Business Analytics | 3 |
| BUS 370 | Business Ethics | 3 |
| BUS 481 | Internships, Field Studies and Other Field Experiences | 0-3 |
| BUS 488 | Senior Capstone Experience | 3 |
| | Complete four (4) courses within one concentration | 12 |

*Note: MATH 120 or PSYC 245 used to fulfill the Statistics requirement for the Business major. Beginning in Fall 2024, students must take BUS 230 to fulfill that requirement.*

### Concentrations

You may choose from one of these six concentrations listed below to focus your studies.

#### Business Analytics

Take four (4) of the following courses:

| Course Code | Title | Credit Hours |
|---|---|---|
| ECON 305 | Econometrics | 3 |
| ECON 306 | Topics in Microeconomics | 3 |
| BUS 231 | Communicating with Data | 3 |
| BUS 322 | Data Mining and Predictive Analytics for Business | 3 |
| BUS 323 | Forecasting and Risk Analysis | 3 |
| | BUS 3XX * Topics in Business Analytics | 3 |

* coming soon

#### Entrepreneurship

Take four (4) of the following courses:

| Course Code | Title | Credit Hours |
|---|---|---|
| BUS 306 | Ennovation Lab | 3 |
| BUS 313 | Social Entrepreneurship | 3 |
| BUS 354 | Entrepreneurial Marketing | 3 |
| BUS 335 | Intrapreneurship | 3 |
| BUS 308 | New Ventures | 3 |

*Related Collaborative Student Research and/or Contemporary Topics courses may count towards a concentration with faculty approval.*

## Finance

Take four (4) of the following courses:

| Course Code | Title | Credit Hours |
|---|---|---|
| BUS 305 | Econometrics | 3 |
| BUS 330 | Investments | 3 |
| BUS 333 | Corporate Finance | 3 |
| BUS 362 | International Finance | 3 |
| BUS 369 | Corporate Valuation | 3 |

*Related Collaborative Student Research and/or Contemporary Topics courses may count towards a concentration with faculty approval.*

## Management

Take four (4) of the following courses:

| Course Code | Title | Credit Hours |
|---|---|---|
| BUS 211 | Leadership: Theory & Practice | 3 |
| BUS 325 | Nonprofits in Civil Society | 3 |
| BUS 3xx | Human Resource Management (coming soon) | 3 |
| BUS 312 | Leadership and Change | 3 |
| BUS 342 | Leadership and Dealing with Differences | 3 |
| BUS 368 | Business Communication | 3 |

*Related Collaborative Student Research and/or Contemporary Topics courses may count towards a concentration with faculty approval.*

## Marketing

Take four (4) of the following courses:

| Course Code | Title | Credit Hours |
|---|---|---|
| BUS 222 | International Marketing | 3 |
| BUS 309 | Consumer Behavior | 3 |
| BUS 310 | Marketing Strategy | 3 |
| BUS 354 | Entrepreneurial Marketing | 3 |
| BUS 361 | Digital Marketing | 3 |
| BUS 357 | Selling and Sales Management | 3 |

## Supply Chain

Take four (4) of the following courses:

| Course Code | Title | Credit Hours |
|---|---|---|
| BUS 353 | Transportation and Logistics | 3 |
| BUS 316 | Project Management | 3 |
| BUS 361 | Digital Marketing | 3 |
| BUS 405 | Contemporary Topics Supply Chain & Operations Management | 3 |
| BUS 368 | Business Communication | 3 |

*Related Collaborative Student Research and/or Contemporary Topics courses may count towards a concentration with faculty approval.*

# Minor

Earlham graduates, whatever their majors, frequently pursue careers that move them into management positions. By taking business as a minor, students in any major can develop an understanding of how to work and lead in an organization.

Students minoring in our business program must complete these courses:

| Course Code | Title | Credit Hours |
|---|---|---|
| MATH 120 | Fundamentals of Statistics | 3 |
| ACCT 200 | Financial Accounting | 3 |
| BUS 203 | Organizational Behavior | 3 |
| BUS 370 | Business Ethics | 3 |
| | Two additional courses from two different concentrations | |

# Opportunities and Outcomes

91% of work seekers who majored in the social sciences between 2018-2022 were employed, pursuing graduate school or volunteering within six months of graduation.

## Outcomes

Top job industries for recent graduates have included nonprofits, finance, education and management consulting.

## What types of jobs and graduate school programs do graduates pursue?

Recent graduates have found employment at a wide variety of organizations from First Bank in Indianapolis to the World Bank in Palestine, working in a range of fields, everything from finance to logistics to marketing and hospitality.

## What kind of research experience and internships are available?

The sky's the limit when it comes to finding an internship as a business student. Because every

business major must complete an internship requirement, we have robust resources to help you identify opportunities and feel supported throughout your experience.

Recent majors have interned at Adobe Systems, Huntington Bank, Asia Tech Source, CoverMyMeds, the City of Richmond and PricewaterhouseCoopers (PwC), among many other places.

# Chemistry

**Degree Type**
3+1 Program
Major
Minor

As a chemistry student at Earlham, you will engage in a core curriculum shaped by the American Chemical Society's Committee on Professional Training, providing you with an understanding of matter and energy at the molecular and sub-atomic levels. Chemistry students have the option to graduate with an American Chemical Society certified degree if they complete the path of study outlined below.

The chemistry major encourages undergraduate student research and faculty-student collaboration. It also offers the opportunity to take exciting new chemistry courses, such as forensics and biophysical chemistry.

## Program Details

Through the chemistry program, you will gain the analytical, critical thinking and writing skills to succeed in whatever career you choose.

## 3+1 Education Program

Through our 3+1 Education Program, you can earn a Bachelor of Arts (B.A.), Master of Arts in Teaching (M.A.T.) and teaching license—all in just nine semesters.

You'll leave Earlham with two degrees, licensed to teach grades 5-12 in Indiana. (And it's easy to transfer your license to other states—many of our graduates do!)

## ACS (American Chemical Society) Certified Degree

You can become certified by the ACS (American Chemical Society) if you have completed the curriculum approved by the ACS Committee on Professional Training (CPT).

Learn more about CPT →

### Why should I get a certified degree?

- A certified degree in chemistry is a valuable personal credential which serves as national-level recognition for successfully completing a rigorous academic chemistry curriculum in an ACS-approved department. The extra rigor and additional requirements of the certified degree are valued by potential employers and graduate schools alike.
- Employers realize that graduates of approved programs have better preparation for technical employment.
- Although graduate school admissions committees are unlikely to consider overtly whether or not a graduate holds a certified degree, admissions committees will be impressed by the stronger preparation required for a certified degree and by a student being a graduate of an approved department.

### Required courses for the certified chemistry major

| Course Code | Title | Credit Hours |
|---|---|---|
| CHEM 111 | Principles of Chemistry | 4 |
| CHEM 221 | Organic Chemistry I | 4 |

| | | |
|---|---|---|
| CHEM 321 | Organic Chemistry II | 4 |
| CHEM 331 | Equilibrium & Analysis | 5 |
| CHEM 341 | Thermodynamics & Kinetics | 4 |
| CHEM 361 | Inorganic Chemistry | 3 |
| CHEM 351 | Biochemistry | 4 |
| CHEM 431 | Advanced Analytical Chemistry | 4 |
| CHEM 441 | Quantum Chemistry | 3 |
| CHEM 480 | Senior Seminar | 2 |
| | One course from the following electives | 3-4 |
| | Two semesters of calculus (MATH 180 and MATH 280) | 9 |
| | Two semesters of physics (either PHYS 125 and PHYS 235 – recommended; or PHYS 120 and PHYS 230) | 8 |

- Comprehensive Examination
- A collaborative research project is also required. This may be accomplished through a summer (or May term) research experience on or off campus, an approved Ford/Knight or Student Research Project (CHEM 486, minimum of 3 credits) in Chemistry, or other research experiences as approved by the Chemistry Department. Careful early planning with your advisor should be done to determine the best option for the research experience.

# Major

To earn a Bachelor of Arts in Chemistry, you must complete a total of 47-50 credits, made up of the following courses:

## Core Courses:

| Course Code | Title | Credit Hours |
|---|---|---|
| CHEM 111 | Principles of Chemistry | 4 |
| CHEM 221 | Organic Chemistry I | 4 |
| CHEM 321 | Organic Chemistry II | 4 |
| CHEM 331 | Equilibrium & Analysis | 5 |
| CHEM 341 | Thermodynamics & Kinetics | 4 |
| CHEM 361 | Inorganic Chemistry | 3 |
| CHEM 480 | Senior Seminar | 2 |
| | CHEM 484 Ford-Knight Research or CHEM 486 Student Research | 4 |
| CHEM 488 | Senior Capstone Experience | 0 |

## Two of the following courses (totaling at least 7 credits):

| Course Code | Title | Credit Hours |
|---|---|---|
| CHEM 351 | Biochemistry | 4 |
| CHEM 371 | Environmental Chemistry & Toxicology | 4 |
| CHEM 421 | Advanced Organic Chemistry | 3 |
| CHEM 431 | Advanced Analytical Chemistry | 4 |
| CHEM 441 | Quantum Chemistry | 3 |
| CHEM 453 | Cell Membrane Biochemistry | 3 |
| CHEM 463 | Materials Chemistry | 3 |
| CHEM 462 | Organometallic Chemistry | 3 |
| CHEM 482 | Special Topics | 3-4 |

## Additional Requirements

| Course Code | Title | Credit Hours |
|---|---|---|
| MATH 180 | Calculus A | 4 |
| | Either PHYS 125 and 235 Analytical Physics I and II (recommended); OR PHYS 120 and 230 General Physics I and II | 8 |

- Comprehensive Examinations
- An independent research project is also required. This may be accomplished through an independent study in Chemistry, a summer research experience on or off campus, an approved Ford/Knight Research Project, or other research experiences as approved by the Chemistry Department. Careful early planning with your adviser should be done to determine the best option for the research experience.

# Minor

To earn a minor in Chemistry, you must complete:

## Core courses

| Course Code | Title | Credit Hours |
|---|---|---|
| CHEM 111 | Principles of Chemistry | 4 |
| CHEM 221 | Organic Chemistry I | 4 |
| CHEM 321 | Organic Chemistry II | 4 |
| CHEM 331 | Equilibrium & Analysis | 5 |

## Two courses from the following electives for a minimum of 7 semester hours:

| Course Code | Title | Credit Hours |
|---|---|---|
| CHEM 341 | Thermodynamics & Kinetics | 4 |
| CHEM 351 | Biochemistry | 4 |
| CHEM 361 | Inorganic Chemistry | 3 |
| CHEM 371 | Environmental Chemistry & Toxicology | 4 |

| | | |
|---|---|---|
| CHEM 421 | Advanced Organic Chemistry | 3 |
| CHEM 431 | Advanced Analytical Chemistry | 4 |
| CHEM 441 | Quantum Chemistry | 3 |
| CHEM 453 | Cell Membrane Biochemistry | 3 |
| CHEM 462 | Organometallic Chemistry | 3 |
| CHEM 463 | Materials Chemistry | 3 |
| CHEM 482 | Special Topics | 3-4 |

## Opportunities and Outcomes

91% of work seekers who majored in the natural sciences between 2018-2022 were employed, pursuing graduate school or volunteering within six months of graduation.

### Careers

Recent graduates have gone on to careers in the medical device, scientific and technical consulting, and pharmaceutical industries.

### Outcomes

The chemistry major at Earlham enhances the analytical, critical thinking and writing skills required to succeed in whatever career you choose.

### What types of jobs and graduate school programs do graduates pursue?

A chemistry degree prepares you for a multitude of jobs, including:

- research chemist
- quality control associate
- chemistry laboratory technician
- chemical engineer
- chemistry teacher
- forensic scientist
- geochemist
- hazardous waste chemist
- materials scientist
- pharmacologist

### What kind of research experience and internships are available?

Recent chemistry majors have interned at Loma Linda University Hospital, Stark Neuroscience Research Institute and the Earlham College Joseph Moore Museum, among other places.

# Comparative Languages and Linguistics

**Degree Type**
Major

As a comparative languages and linguistics major, you'll select two of the languages that we teach and critically examine their structure, functions and corresponding cultures in both language-specific courses as well as linguistics courses that are taught in English. Your required off-campus study experience will ensure that your language study is grounded in a specific community and will help you develop lifelong personal and professional connections.

## Major

CLL majors will select two languages from the following list:  French, Japanese, Latin, Spanish, and English. Neither language can be the student's first or "mother" tongue.

To earn a Bachelor of Arts in comparative languages and linguistics, you must complete the following courses, in addition to general education requirements:

- One course designated as Writing Intensive (WI) and one course designated as Research Intensive (RCH).
- One semester-length, off-campus study with courses taught in one of the selected languages.
- One course in linguistics, chosen from:

| Course Code | Title | Credit Hours |
|---|---|---|
| CLL 345 | Linguistics | 3 |
| CLL 347 | Psycholinguistics | 3 |
| CLL 348 | Sociolinguistics | 3 |
| JAPN 422 | Japanese Linguistics | 3 |
| SPAN 336 | Linguistics, Language and Pedagogy | 3 |
| SPAN 406 | Topics Advanced Spanish Linguistics II | 3 |

**At least three other courses that focus on language as the topic. These may be chosen from the linguistics options above, the following courses, or an adviser-approved substitution:**

| Course Code | Title | Credit Hours |
|---|---|---|
| CLL 344 | Studies in Language Learning & Teaching | 4 |
| CLL 407 | Translation:Theory & Practices | 3 |
| CLL 480 | Senior Colloquium | 1 |
| CLL 481 | Field Study Practicum/ Internship | 0-3 |
| CLL 488 | Senior Capstone Experience | 3 |
| JAPN 351 | Teaching Japanese as a Second Language | 3 |
| JAPN 430 | Japanese Language in Social Context | 3 |
| PHIL 252 | Philosophy and Film Theory | 4 |
| PHIL 330 | Postcolonial Theory | 4 |
| PHIL 365 | Philosophy of Language | 3 |
| PHIL 460 | Contemporary Philosophy | 4 |
| SOAN 341 | Contemporary Social Thought | 4 |

In addition:

- **For Spanish and French** students must take a minimum of two courses numbered above the 310-level and taught in the target language.
- **For Japanese**, students must complete two language courses at the 300-level or demonstrate the equivalent proficiency level. They also must take two courses related to history, film or culture for Japanese. These courses may be listed or cross-listed under Japanese Studies.
- **For Latin**, students must complete ANCS 342 Reading Latin and take a minimum of 12 additional non-language credits (four courses) related to the study of Latin.
- Neither language can be the student's first or "mother" tongue.
- **For English (only an option for students whose "mother" tongue is a different language)**, students must complete two courses at the 300 level or above related to the culture, sociology, anthropology, history, politics, etc. of the United States (or English-speaking countries where English is the dominant language, like Canada or New Zealand). These may either be courses with the Diversity – Domestic (D-D) attribute or those approved by the CLL convener.

# Opportunities and Outcomes

91% of work seekers who majored in the natural sciences between 2018-2022 were employed, pursuing graduate school or volunteering within six months of graduation.

Careers

Recent graduates have gone on to careers in education, journalism and non-profit service organizations.

## Outcomes

Current alums are teaching English around the world, working in publishing and doing graduate work in international studies.

## What types of jobs and graduate school programs do graduates pursue?

Recent graduates have found jobs in education, publishing, technical writing and journalism, among other areas.

## What kind of research experience and internships are available?

Recent students in this program have interned at the Nibutani Ainu Culture Museum in Japan, Stepping Stones China and Space Media Japan, among other places.

# Computer Science

**Degree Type**
Major
Minor

Studying computer science at Earlham balances theory and practice to help you achieve a well-rounded understanding of computing. As a student in the computer science program, you'll learn to develop software, think about computing systems and understand relationships between computers, people and society.

This foundation will prepare you to study advanced computing in cybersecurity, game design, system administration or software engineering. The program culminates in a senior capstone experience, in which you'll create a project that showcases your achievements in computing.

# Program Details

## Applied Minors

Our applied minors are distinctive programs allowing you to personalize your education and help you make direct connections between academic interests and co-curricular activities.

The computer science program pairs well with an applied minor in digital arts. This program will allow you an opportunity to explore the role of technology in the arts and the arts as an application of technology.

## Major

To earn a Bachelor of Arts in Computer Science, you must complete the following courses, in addition to general education requirements:

### Core courses (28 credit hours)

| Course Code | Title | Credit Hours |
|---|---|---|
| MATH 180 | Calculus A | 4 |
| MATH 195 | Math Toolkit | 2 |
| CS 128 | Programming & Problem Solving | 4 |
| CS 256 | Data Structures | 4 |
| CS 266 | Computing Skills | 1 |
| CS 310 | Algorithms | 3 |
| CS 320 | Principles of Computer Organization | 3 |
| CS 388 | Methods For Research and Dissemination in Computer Science | 3 |
| CS 488 | Senior Seminar | 3 |

### Four additional CS courses (12 credits hours) from the following:

| Course Code | Title | Credit Hours |
|---|---|---|
| CS 335 | Advanced Data Structures | 3 |
| CS 345 | Software Engineering | 3 |
| CS 350 | Electronics & Instrumentation | 4 |
| CS 355 | Computer Game Design | 3 |
| CS 360 | Parallel & Distributed Computation | 3 |
| CS 365 | Artificial Intelligence and Machine Learning | 3 |
| CS 375 | Cyberethics in the Current Age | 3 |
| CS 410 | Networks & Networking | 3 |
| CS 420 | Operating Systems | 3 |
| CS 430 | Database Systems | 3 |
| CS 440 | Programming Languages | 3 |
| CS 382/482 | Special Topics | 3 |
| CS 481 | Internship (requires departmental approval) | 0-3 |

In exceptional cases, the department may allow

| Course Code | Title | Credit Hours |
|---|---|---|
| CS 484 | Faculty/Student Collaborative Research | 1-3 |
| CS 485 | Independent Study | 1-3 |
| CS 486 | Student Research | 1-3 |

## Concentrations

Beginning in the 2022-23 academic year, students majoring in computer science have the option to focus their studies in one of four areas of concentration:

- Computing for social good
- Cybersecurity
- Game design
- Systems engineering and administration

Your academic adviser can help you understand the requirements for each concentration area.

### Computing for Social Good

| Course Code | Title | Credit Hours |
|---|---|---|
| MATH 180 | Calculus A | 4 |
| MATH 195 | Math Toolkit | 2 |
| CS 128 | Programming & Problem Solving | 4 |
| CS 256 | Data Structures | 4 |
| CS 266 | Computing Skills | 1 |
| CS 275 | Computing for Social Good | 3 |
| CS 310 | Algorithms | 3 |
| CS 320 | Principles of Computer Organization | 3 |
| CS 375 | Cyberethics in the Current Age | 3 |
| CS 388 | Methods For Research and Dissemination in Computer Science | 3 |
| CS 488 | Senior Seminar | 3 |
| | Three additional courses drawn from a selection from Computer Science and other disciplines | 9-12 |

Students may declare a concentration in CS for Social Good if they are graduating in Spring 2025 or later. Students graduating earlier than this who are

interested in this field should speak with their advisor about how to best position themselves in this area, but cannot declare a concentration.

## Cybersecurity

The Computer Science department plans to make Cybersecurity available as a concentration for students graduating in Spring 2026 or later. Students graduating earlier than this who are interested in this field should speak with their advisor about how to best position themselves in this area, but cannot declare a concentration.

## Game Design

| Course Code | Title | Credit Hours |
|---|---|---|
| MATH 180 | Calculus A | 4 |
| MATH 195 | Math Toolkit | 2 |
| CS 128 | Programming & Problem Solving | 4 |
| CS 256 | Data Structures | 4 |
| CS 266 | Computing Skills | 1 |
| CS 310 | Algorithms | 3 |
| CS 320 | Principles of Computer Organization | 3 |
| CS 355 | Computer Game Design | 3 |
| CS 388 | Methods For Research and Dissemination in Computer Science | 3 |
| CS 488 | Senior Seminar | 3 |
| | Three additional courses drawn from a selection from Computer Science and other disciplines | 9-12 |

*CS 355: Students should endeavor to take this course as early in the sequence as their schedule allows.

A student's Capstone project, proposed in CS 388 and executed in CS 488, should tie in to the field of Computer Game Design in some way.

If a student's schedule permits, they are strongly encouraged to take CS 455, Game Design Studio, to deepen their understanding of the material and further strengthen their portfolio. This course is offered as a stacked class with CS 355.

Students may declare a concentration in Computer Game Design if they are graduating in Spring 2025 or later. Students graduating earlier than this who are interested in this field should speak with their advisor about how to best position themselves in this area, but cannot declare a concentration.

## Systems Administration

| Course Code | Title | Credit Hours |
|---|---|---|
| MATH 180 | Calculus A | 4 |
| MATH 195 | Math Toolkit | 2 |
| CS 128 | Programming & Problem Solving | 4 |
| CS 256 | Data Structures | 4 |
| CS 266 | Computing Skills | 1 |
| CS 310 | Algorithms | 3 |
| CS 320 | Principles of Computer Organization | 3 |
| CS 388 | Methods For Research and Dissemination in Computer Science | 3 |
| CS 488 | Senior Seminar | 3 |
| CS 325 | Systems Engineering & Administration | 3 |
| CS 425 | Advanced Topics In Systems Engineering and Administration | 3-4 |

# Minor

To earn a minor in computer science, you must complete the following courses:

| Course Code | Title | Credit Hours |
|---|---|---|
| MATH 195 | Math Toolkit | 2 |
| CS 128 | Programming & Problem Solving | 4 |
| CS 256 | Data Structures | 4 |
| CS 310 | Algorithms | 3 |

## Three additional CS courses, 300 and above, excluding:

| Course Code | Title | Credit Hours |
|---|---|---|
| CS 481 | Internship (requires departmental approval) | 0-3 |
| CS 483 | Teaching Assistant | 1-3 |
| CS 484 | Faculty/Student Collaborative Research | 1-3 |
| CS 485 | Independent Study | 1-3 |
| CS 486 | Student Research | 1-3 |

*In exceptional cases, the department may waive the exclusion of CS 484, CS 485 or CS 486.*

# Opportunities and Outcomes

95% of recent graduates from the computer science program were employed or continuing their education, 6 months after graduation.

## Skilled

Our Green Science group designed and built our first solar charging station. Now anyone in the community can charge their devices using solar energy!

## Outcomes

Computer science students tend to gravitate toward careers as software developers and engineers. Recent grads are working for companies such as Google, Microsoft, Bloomberg and Viagogo.

## What types of jobs and graduate school programs do graduates pursue?

Our students who choose to enter the industry become database administrators, cybersecurity specialists, IT project managers, software developers, web developers, data scientists and founders of successful tech startups.

They work in a wide variety of organizations ranging from small local companies to large international corporations. Our students who choose to go to graduate school have become successful university teachers and researchers.

## What kind of research experience and internships are available?

Recent internships include an array of organizations and industries: local and national government, banking, pharmaceutical research, manufacturing and distribution, civil and environmental engineering, consulting firms, and insurance and software companies.

Students have interned at large companies like Amazon, Google, Microsoft and a host of smaller companies across the US and the world. Locally, we partner with TechPoint in Indianapolis and DoxPop and Green Filing here, in Richmond. Some of our graduates go on to be a significant part of tech-startups, often as a part of the founding group.

# Contemplative Studies Applied Minor

**Degree Type**
Applied Minor

Contemplative inquiry asks not just what we think, but what thinking itself is: how we come to think, as biological, aesthetic and social beings. It is concerned with conditions and strategies for thinking differently, combining rigorous introspection with rigorous critical investigation of the world as we know it, for the sake of the world we seek.

In learning about and practicing contemplative inquiry, you can:

- Improve your ability to observe and shape your own learning (metacognition).
- Grow in your respect for self and others.
- Entertain worldviews other than your own.
- Increase your curiosity about the world.

In addition, recent studies have shown that meditation and mindfulness practices can alter brain structure, improve attention and focus, enhance athletic and artistic performance, decrease anxiety and depression, and strengthen self-regulation and resiliency.

# Minor

## Courses

To complete this applied minor, you must complete the following two AWPE courses, plus four additional courses, choosing at least one from each of the lists below.

| Course Code | Title | Credit Hours |
|---|---|---|
| AWPE 262 | Intro to Mindfulness | 0 |
| AWPE 362 | Mindfulness Practices | 1 |

## Courses from visual and performing arts:

NOTE: Ideally, students will first complete the Intro to Mindfulness AWPE course before completing any of the courses listed below. Skills gained from the mindfulness course will be applied to your artistic activity via a guided journaling activity. If you have not taken the mindfulness class but would like to complete one of these courses for your applied minor, please contact the faculty members involved in the minor.

| Course Code | Title | Credit Hours |
|---|---|---|
| ART 200 | Ceramics I | 4 |
| ART 205 | Drawing I | 4 |
| ART 235 | Introduction to Photography | 4 |
| ART 210 | History of Craft | 4 |
| ART 211 | 20th Century Art | 4 |
| ART 300 | Ceramics II | 4 |
| ART 305 | Drawing II | 4 |
| ART 335 | Photography II: Color Photography | 4 |
| MUSG 121 | Hand Drum Ensemble | 0-1 |
| MUSG 320 | Orchestra | 0-1 |
| MUSG 230 | Alta Voce | 0-1 |
| THEA 230 | Theatre Production Practicum: Acting | 0-3 |
| THEA 260 | Foundations of Acting | 4 |
| THEA 261 | Movement for the Stage | 3 |
| THEA 360 | Acting Styles | 4 |
| THEA 386 | Devised Theatre | 4 |

### Courses in psychology:

| Course Code | Title | Credit Hours |
|---|---|---|
| PSYC 250 | Introduction to Neuroscience | 4 |
| PSYC 355 | The Neuroscience of Stress Reduction | 4 |
| PSYC 353 | Behavioral Neuroscience | 3 |
| PSYC 362 | Cross-Cultural Psychology | 3 |
| PSYC 373 | Moral Education | 3 |
| PSYC 376 | Health Psychology | 3 |
| PSYC 377 | Psychology of Happiness | 3 |

### Courses in religion:

| Course Code | Title | Credit Hours |
|---|---|---|
| REL 171 | Hindu Traditions of India | 4 |
| REL 172 | Buddhist Traditions: Contemporary Masters | 4 |
| REL 230 | History of African American Religious Experiences | 4 |
| REL 299 | Religion & Culture of Hip Hop | 4 |
| REL 345 | Eco-Spirituality: Global Traditions | 4 |

### Co-curricular activity

You will also complete one of the following co-curricular activities:

- Mindfulness retreat (either three, five OR ten days)
- Student-faculty research in neuroscience
- Tibetan Studies off-campus program
- El Camino May Term
- Presentation of research at the International Conference on Contemplative Studies

### Culminating experience

You will complete one of the following:

- Paper presentation
- Artistic project
- Creative writing project

## Related Programs

### What departments are related to the contemplative studies applied minor?

- Art
- Music
- Neuroscience
- Psychology
- Religion
- Theatre Arts

# Creative Writing

**Degree Type**
Major
Minor

Finding your own voice—that's what the creative writing major at Earlham offers. You'll do substantial work in the creative genre(s) of your choice, including a major guided portfolio project as a senior, and explore how your and others' writing can make a positive difference in the world.

Since good readers make good writers, you'll also engage with a wide variety of literary texts from different periods and voices, together with a wide range of theoretical approaches on how and why literature matters. You'll hone your craft as a writer, experiment with different writing techniques, and learn how to communicate with diverse audiences and engage the literary marketplace and publication process.

## Major

To earn a Bachelor of Arts in creative writing, you must complete the following courses, in addition to general education requirements.

### Required courses

| Course Code | Title | Credit Hours |
|---|---|---|
| ENG 121 | Intro to Creative Writing | 4 |
| ENG 200 | Foundations of the Study of Literature | 4 |
| ENG 401 | Junior Research Seminar | 4 |
| ENG 488 | Senior Capstone | 4 |

### An additional 3 advanced creative writing courses chosen from the following:

| Course Code | Title | Credit Hours |
|---|---|---|
| ENG 371 | Playwriting | 3 |
| ENG 386 | Reading & Writing Short Fiction | 4 |
| ENG 387 | Reading & Writing Poetry | 4 |
| | Internship in writing or editing, with department pre-approval | |

## Additional Requirements

| Course Code | Title | Credit Hours |
|---|---|---|
| | 3 additional English literature content courses, at least 2 of which are above 302 | |

- You may count one literature or creative writing course from an off-campus program or one creative writing course in a different language towards the additional courses required for the major, with department approval.

# Minor

To earn a minor in creative writing, you must complete the following courses:

### Required courses:

| Course Code | Title | Credit Hours |
|---|---|---|
| ENG 121 | Intro to Creative Writing | 4 |
| | One additional 300-level or higher English course | 4 |

### One introductory course from the following:

| Course Code | Title | Credit Hours |
|---|---|---|
| ENG 103 | Women & Literature | 4 |
| ENG 204 | African American Literature | 4 |
| ENG 105 | American Literature & Ecology | 4 |
| ENG 106 | Literature and identity | 4 |
| ENG 107 | Film and Literature | 4 |
| ENG 108 | Contemporary Literature | 4 |

### Two creative writing courses chosen from

| Course Code | Title | Credit Hours |
|---|---|---|
| ENG 371 | Playwriting | 3 |
| ENG 386 | Reading & Writing Short Fiction | 4 |
| ENG 387 | Reading & Writing Poetry | 4 |

# Opportunities and Outcomes

## Careers

In addition to publishing, students with creative writing degrees often work in writing-related fields such as journalism, copyediting, marketing and advertising, web design and social media and public relations.

## Accolades

Leah Naomi Green ’05 won the prestigious Walt Whitman Award in 2019 from the Academy of American Poets, for her first book of poetry, The More Extravagant Feast.

## Outcomes

Earlham alums have earned MFAs at programs such as the University of California at Irvine, the University of North Carolina at Wilmington, Columbia University, and CUNY/ Queens College. Prize-winning alumni writers include Mat Johnson, Maurice Manning and Leah Naomi Green.

- 90% of work seekers who majored in the humanities between 2018-2022 were employed, pursuing graduate school or volunteering within six months of graduation.

### What types of jobs and graduate school programs do graduates pursue?

The creative writing program prepares you for a number of careers in writing and communications—fields that are only growing as companies and individuals rely more and more on digital media.

As a graduate, you may pursue careers in editing, publishing, copywriting, technical writing, UX writing, journalism, marketing and communications, and a variety of other fields.

# Additional Information

## Can I do off-campus study

In addition to off-campus study programs and research experiences with faculty in places like London and Tibet, students have also participated in a variety of internships. Recently, students have interned at the Indiana Review as a submissions intern, at GenNow as a media and writing intern, and at Writers House as an editorial intern.

Visit the Earlham Center for Global and Career Education to learn more about available off-campus study programs, research experiences and internships.

# Data Science

**Degree Type**
Major
Minor

Data science is a relatively new interdisciplinary area of study that combines knowledge and skills from statistics, mathematics and computer science in novel ways to address a broad range of real-world applications.

A data scientist finds solutions to problems using data from a multitude of different sources. These sources include not only different disciplinary domains and channels, but also a variety of platforms such as cell phones, social media, e-commerce outlets, medical datasets, internet searches, and more. Thus, a data scientist must cultivate skills in all the areas related to working with large, complex datasets, and produce the information necessary for planning, forecasting, and decision-making.

# Major

To earn a Bachelor of Arts in data science, you must complete the following courses, in addition to general education requirements.

## The data science major consists of 13 courses (42 credits) with 12 core courses (39 credits):

| Course Code | Title | Credit Hours |
|---|---|---|
| MATH 120 | Fundamentals of Statistics | 3 |
| MATH 180 | Calculus A | 4 |
| MATH 195 | Math Toolkit | 2 |
| MATH 280 | Calculus B | 4 |
| MATH 300 | Mathematical Statistics | 3 |
| MATH 310 | Linear Algebra | 3 |
| CS 128 | Programming & Problem Solving | 4 |
| CS 256 | Data Structures | 4 |
| CS 310 | Algorithms | 3 |
| CS 430 | Database Systems | 3 |
| DS 401 | Statistical Modeling for Data Science | 3 |
| DS 388 | Methods for Research and Dissemination | 3 |
| DS 488 | Senior Capstone | 3 |

*MATH 280: optional but strongly recommended

## and one of the following courses (3 credits):

| Course Code | Title | Credit Hours |
|---|---|---|
| CS 345 | Software Engineering | 3 |
| CS 360 | Parallel & Distributed Computation | 3 |
| CS 365 | Artificial Intelligence and Machine Learning | 3 |
| CS 383 | Bioinformatics: Code & Chromosomes | 3 |
| DS 481 | Internship | 3 |
| MATH 330 | The Art and Science of Math Modeling | 3 |
|  | BIOL 410 or ENSU 310 Applications of GIS | 3 |
| PSYC 245 | Research Methods & Statistics | 4 |
| ECON 305 | Econometrics | 3 |

# Minor

To earn a minor in data science, you must complete 24 credits (28 with credit inflation).

## Course range: 7 courses

| Course Code | Title | Credit Hours |
|---|---|---|
| MATH 120 | Fundamentals of Statistics | 3 |

| | | |
|---|---|---|
| MATH 180 | Calculus A | 4 |
| CS 128 | Programming & Problem Solving | 4 |
| CS 256 | Data Structures | 4 |
| | MATH 300 Mathematical Statistics OR MATH 330 Mathematical Modeling | 3 |
| | DS 401 Data Science OR CS 430 Database Systems OR CS 365 Artificial Intelligence and Machine Learning | 3 |

### One of the following courses (each 3 credits):

| Course Code | Title | Credit Hours |
|---|---|---|
| | Any additional course from items 5 or 6 above | |
| CS 310 | Algorithms | 3 |
| CS 345 | Software Engineering | 3 |
| CS 360 | Parallel & Distributed Computation | 3 |
| CS 383 | Bioinformatics: Code & Chromosomes | 3 |
| DS 481 | Internship | 3 |
| | BIOL 410 or ENSU 310 Applications of GIS | 3 |
| PSYC 245 | Research Methods & Statistics | 4 |
| ECON 305 | Econometrics | 3 |

*CS 310 Algorithms (required for the CS 430 option in item 6)

## Opportunities and Outcomes

91% of work seekers who majored in the natural sciences between 2018-2022 were employed, pursuing graduate school or volunteering within six months of graduation.

### What types of jobs and graduate school programs do graduates pursue?

As a data science major, you'll be prepared for such careers as data scientist, data architect, data engineer, business intelligence developer, statistician and data analyst.

# Digital Arts Applied Minor

**Degree Type**
Applied Minor

The digital arts applied minor provides you the opportunity to explore the role of technology in the arts and the arts as an application of technology. You will work in several different media and develop a foundation in programming, exploring aspects of design from several different angles.

## Program Details

As you pursue the digital arts applied minor, you will use the skills and patterns you've acquired to produce a project that integrates material from across the digital arts.

## Minor

You will complete four courses, at least one from each of the lists below:

### Art

| Course Code | Title | Credit Hours |
|---|---|---|
| ART 214 | Contemporary Art | 4 |
| ART 219 | Art & Digital Technology I | 4 |
| ART 236 | Digital Photography I | 4 |
| ART 319 | Art & Digital Technology II | 4 |

### Computer Science

| Course Code | Title | Credit Hours |
|---|---|---|
| CS 128 | Programming & Problem Solving | 4 |
| CS 355 | Computer Game Design | 3 |

### Music & Theatre

| Course Code | Title | Credit Hours |
|---|---|---|
| MUS 372 | Making Music with Computers | 3 |
| MUS 473 | Sound Design and Interactive Systems | 3 |
| THEA 372 | Intermediate Costume Design | 3 |

### Co-curricular activity

You'll complete one co-curricular activity, possible options include:

- Serve as a member of a web-focused applied group. (One term minimum.)
- Design a work of art, production, or piece of software (or a portfolio of smaller works) that incorporates elements of the material covered in the applied minor and which serves a campus need or social good. (Minimum of 20 hours.)
- Serve as part of a group that educates other members of the campus community on the safe

and effective use of various resources, such as the fabrication machines or theater technology. (One term minimum.)
- Participate as part of a campus musical group, publication, production, or arts group in a capacity that incorporates the use of technology. (One term minimum.)
- Contribute to a larger project, such as a theater production or a game, by contributing digital arts skills such as music design, sound design, or art design. (Minimum 20 hours.)

### Culminating experience

Finally, you will design a work of art, production, or piece of software (or a portfolio of smaller works) that incorporates elements of the material covered in the applied minor.

## Opportunities and Outcomes

## Related Programs

### What departments are related to the digital arts applied minor?

- Art
- Computer science
- Music
- Theatre arts

# Earth and Environmental Science

**Degree Type**
3+1 Program
Major
Minor

Earlham's Department of Earth and Environmental Science (formerly Geology) provides a firm foundation in how the Earth works, inside and out. We focus on problems of water, mineral and energy resources; geologic hazards such as earthquakes, volcanic eruptions and tsunamis; and on deciphering the history of the Earth.

Earth and environmental science classes will lead you to the field and lab, working on real-world problems that prepare you to apply what you learn beyond the classroom in internships, research and life after Earlham.

## Program Details

## 3+1 Education Program

Through our 3+1 Education Program, you can earn a Bachelor of Arts (B.A.), Master of Arts in Teaching (M.A.T.) and teaching license—all in just nine semesters.

You'll leave Earlham with two degrees, licensed to teach grades 5-12 in Indiana. (And it's easy to transfer your license to other states—many of our graduates do!)

## Major

To earn a Bachelor of Arts in Earth and environmental science, you must complete the following courses, in addition to general education requirements:

| Course Code | Title | Credit Hours |
|---|---|---|
| GEOL 201 | Earth and the Environment | 3-4 |
| GEOL 314 | Interpreting Earth History | 4 |
| GEOL 315 | Earth Materials | 4 |
| GEOL 316 | Earth Cycles | 4 |
| GEOL 488 | Senior Capstone Experience | |

### Four courses from the following three groups, at least one course from each group:

### Group A

| Course Code | Title | Credit Hours |
|---|---|---|
| GEOL 410 | Structural Geology and Tectonics | 4 |
| GEOL 412 | Petrology | 4 |

### Group B

| Course Code | Title | Credit Hours |
|---|---|---|
| GEOL 420 | Earth Surface Processes | 4 |
| GEOL 421 | Sedimentoloty | 4 |

### Group C

| Course Code | Title | Credit Hours |
|---|---|---|
| GEOL 430 | Ground & Surface Water Hydrology | 4 |

| | | |
|---|---|---|
| GEOL 431 | Soil & Sustainable Agriculture | 4 |
| GEOL 432 | Climate Systems | 4 |

### Two of the following supporting science courses from two different departments:

| Course Code | Title | Credit Hours |
|---|---|---|
| BIOL 111 | Ecological Biology | 4 |
| CHEM 111 | Principles of Chemistry | 4 |
| CS 128 | Programming & Problem Solving | 4 |
| MATH 120 | Fundamentals of Statistics | 3 |
| MATH 180 | Calculus A | 4 |
| PHYS 120 | Matter in Motion (no calculus) | 4 |
| PHYS 125 | Matter in Motion (with Calculus) | 4 |

### One of the following department-approved experiences

| Course Code | Title | Credit Hours |
|---|---|---|
| GEOL 481 | Internships, Field Studies and Other Field Experiences | 1-3 |
| GEOL 486 | Student Research | 3 |

*We accept AP Environmental Science exam scores.

## Minor

To earn a minor in Earth and environmental science, you must complete the following:

| Course Code | Title | Credit Hours |
|---|---|---|
| GEOL 201 | Earth and the Environment | 3-4 |

### Two of the following core courses:

| Course Code | Title | Credit Hours |
|---|---|---|
| GEOL 314 | Interpreting Earth History | 4 |
| GEOL 315 | Earth Materials | 4 |
| GEOL 316 | Earth Cycles | 4 |

### Two of the following upper-level courses:

| Course Code | Title | Credit Hours |
|---|---|---|
| GEOL 410 | Structural Geology and Tectonics | 4 |
| GEOL 412 | Petrology | 4 |
| GEOL 420 | Earth Surface Processes | 4 |
| GEOL 421 | Sedimentoloty | 4 |
| GEOL 430 | Ground & Surface Water Hydrology | 4 |
| GEOL 431 | Soil & Sustainable Agriculture | 4 |
| GEOL 432 | Climate Systems | 4 |

## Opportunities and Outcomes

83% of graduates in the past 5 years are employed in an environmental field or graduate program

91% of work seekers who majored in the natural sciences between 2018-2022 were employed, pursuing graduate school or volunteering within six months of graduation.

### Grads

Recent graduates have received full funding or the prestigious National Science Foundation Graduate Research Fellowship for graduate programs at Iowa State, University of Texas-Austin, Washington University and the University of New Hampshire.

### Outcomes

Top jobs for Earlham Earth and environmental science graduates are environmental consulting, natural resource management, GIS and education.

### What types of jobs and graduate school programs do graduates pursue?

Employment opportunities in the Earth and environmental sciences are outstanding, with some of the highest starting salaries among the sciences, according to the U.S. Bureau of Labor Statistics.

Recent Earlham Earth and environmental science graduates are employed in the fields of hydrology, environmental remediation and regulation, natural resource management, geologic hazards, climate change research, energy development, education, planning and GIS, agriculture and environmental law.

### What kind of research experience and internships are available?

Recent majors have interned at places including the Smithsonian Museum of Natural History, NASA's Lunar Planetary Institute, Patriot Engineering, the Mammoth Site, Wayne County GIS and the Indiana Department of Environmental Management. You'll also have opportunities for hands-on curation, outreach and exhibit design experience working at our on-campus Joseph Moore Museum. As a result, many students are hired soon after graduation or attend graduate school with full funding.

You can learn more about finding Earth and environmental science internships by visiting the Earlham Center for Global and Career Education.

# East Asian Studies

**Degree Type**
Minor

East Asian studies is available to students as a self-designed major or minor. Courses in East Asian studies can also be a part of many other majors at Earlham.

## Program Details

Earlham's long-standing programs in Japanese studies and our programs in Chinese studies offer many opportunities for a student-designed course of study. In addition to Japanese and Chinese language study, students can engage with a variety of courses that focus on East Asia, take advantage of study abroad opportunities in both Japan and China, and immerse themselves in varied co-curricular opportunities that bring East Asia to our campus.

### Requirements for a Self-Designed Major or Minor

Self-directed learning can be one of the most important aspects of a liberal arts education. Student-designed and initiated courses are valuable in that they encourage and require you to take responsibility for your educational process. Additionally, these courses provide opportunities to augment the existing curriculum to better suit your individual educational interests.

## Opportunities and Outcomes

93% of work seekers who majored in a cross-divisional major between 2018-2022 were employed, pursuing graduate school or volunteering within six months of graduation.

## Related Programs

### What departments and programs are related to East Asian studies ?

Related programs at Earlham include

- Japanese studies, a major or minor
- Japanese language minor

East Asian studies can also be a significant part of other majors. History majors, for example, and minors may also choose East Asia as one of their focuses. International studies majors can choose Japan or China as their focus by studying the language and participating in study abroad. Chinese and Japanese also may serve as one of the focus languages for a comparative languages and linguistics major.

# Economics

**Degree Type**
Major
Minor

At Earlham, we approach economics as a supremely social science that also uses rigorous analytical tools to understand economic institutions and life. We seek to help you put economic issues in a wider social, political and historical context by balancing the emphasis we place on the theoretical, empirical and real-world aspects of the study of economics.

We do this by introducing you to both the established and latest scholarship in different aspects of economics and to cultivate their ability to undertake research in their areas of interest. We do all this with the hope and expectation that our students will be well prepared for joyful and purposeful pursuits in the future!

## Program Details

At Earlham you can major in economics or choose the quantitative economics major. Both majors start with broad-based introductory courses and skill-building courses, then move into topical and applied upper-division courses that include research, writing, as well as analytical work.

The quantitative economics major meets the Department of Immigration Services standards as a STEM major and thus confers a three-year period of Optional Practical Training (OPT).

## Major

To earn a Bachelor of Arts in Economics, you must complete the following courses, in addition to general education requirements:

## Economics major

If you plan to concentrate in economics, you must take a minimum of 36 credits. The following courses are required:

| Course Code | Title | Credit Hours |
|---|---|---|
| ECON 101 | Introduction to Macroeconomics | 3 |
| ECON 103 | Introduction to Microeconomics | 3 |
| MATH 120 | Fundamentals of Statistics | 3 |
| ECON 301 | Intermediate Macroeconomics | 3 |
| ECON 303 | Intermediate Microeconomics | 3 |
| ECON 305 | Econometrics | 3 |
| ECON 310 | History of Economic Thought | 3 |
| ECON 488 | Senior Capstone Thesis | 3 |
| | Take four more upper-level economic courses (numbers 300 or above) totaling 12 credits. | 12 |

## Quantitative economics major

Quantitative economics meets the standards of a STEM major and thus confers a three-year period of Optional Practical Training (OPT).

If you plan to concentrate in quantitative economics, you must take a minimum of 36 credits. The following are required:

| Course Code | Title | Credit Hours |
|---|---|---|
| ECON 101 | Introduction to Macroeconomics | 3 |
| ECON 103 | Introduction to Microeconomics | 3 |
| MATH 120 | Fundamentals of Statistics | 3 |
| ECON 205 | Mathematical Foundations For Economics | 3 |
| ECON 308 | Quantitative Intermediate Macroeconomics | 3 |
| ECON 309 | Quantitative Intermediate Microeconomics | 3 |
| ECON 305 | Econometrics | 3 |
| ECON 306 | Topics in Microeconomics | 3 |
| ECON 313 | Game Theory | 3 |
| ECON 488 | Senior Capstone Thesis | 3 |
| | Take two more upper-level economic courses (numbers 300 or above) totaling six credits. | 6 |

## All economic students

You may transfer in only three courses totaling nine credits towards your major.

ECON 301, ECON 303, ECON 305, ECON 306, ECON 308, ECON 309, ECON 310 and ECON 313 must be taken at Earlham—courses may not be transferred in and substituted for these courses. In the event you take any of these courses in your senior year and fail them, you may petition the department to take an equivalent course at another college or university. However, the transfer of these credits must fall within the nine credit constraint stated above.

You must be in residence in your senior year to take ECON 486 and ECON 488. Only if you plan to graduate in less than four years, can you take ECON 486 and ECON 488 during your third year, though you still must meet all the prerequisites.

If you fail ECON 486 in the fall semester, you may petition the department to have a retake of ECON 486 in the spring semester and to do your senior capstone thesis work the following fall semester. The granting of such an arrangement will be made on a case-by-case basis. You may not petition to take ECON 486 for the first time in the spring semester.

Completion of AP Exams or IB A levels in economics do not substitute for the department's introductory courses.

You may earn credit toward the major for courses taken on off-campus study programs, when the courses would count toward the major if they were offered on campus. Because off-campus courses vary a lot in their demands and quality, the department will need to examine the course syllabus after you return from an off-campus program to determine whether the course counts toward the economics major.

# Minor

To earn a minor in economics, you must complete the following courses:

| Course Code | Title | Credit Hours |
|---|---|---|
| ECON 101 | Introduction to Macroeconomics | 3 |
| ECON 103 | Introduction to Microeconomics | 3 |
| MATH 120 | Fundamentals of Statistics | 3 |
| | Earn nine elective credits in economics courses numbered 200 or higher | 9 |

## Opportunities and Outcomes

91% of work seekers who majored in the social sciences between 2018-2022 were employed, pursuing graduate school or volunteering within six months of graduation.

### Careers

Career paths of former Earlham students include consulting, banking, government, the private nonprofit sector and teaching.

### Outcomes

Recent economics majors have completed graduate degrees in public policy at Duke, data sciences at UNC, as well as in economics at the University of Massachusetts at Amherst, among others. Our majors have also landed good jobs doing research and analysis in the public and private sectors, in higher education, as well as many private-sector jobs from data analysis, to finance to law.

### What types of jobs and graduate school programs do graduates pursue?

Common career paths for economics majors include financial analyst, investment analyst, business analyst, research associate and policy analyst.

### What kind of research experience and internships are available?

Recent graduates have interned in a variety of industries, including banking, hospitality, higher education, consulting and business.

# Education Applied Minor

**Degree Type**
Applied Minor

Educators must be able to understand development and the learning process, connect with their students, and think critically about classrooms and institutions. The applied minor in education supports you in threading all of these elements together, connecting coursework with practical experience.

## Program Details

Through a variety of courses and a practicum, you will explore issues in teaching and learning from historical, political, philosophical and practical perspectives. You'll also be able to individualize your experience to fit your specific interests in teaching and learning while participating in the common experience of exploring educational issues critically.

## Minor

### The following two courses are required:

| Course Code | Title | Credit Hours |
|---|---|---|
| EDUC 248 | Theory and Practice of Education | 4 |

### Three of the following courses:

| Course Code | Title | Credit Hours |
|---|---|---|
| MATH 120 | Fundamentals of Statistics | 3 |
| MUSE 315 | Engaging Audiences with Outreach and Interpretation | 4 |
| EDUC 302 | Disabilities Studies | 3 |
| PSYC 230 | Human Development | 3 |
| EDUC 363 | Children's Thinking | 3 |
| PSYC 377 | Psychology of Happiness | 3 |
| SPAN 336 | Linguistics, Language and Pedagogy | 3 |
| TESO 344 | Studies in Language Learning & Teaching | 4 |

## Opportunities and Outcomes

- Students earning an applied minor in education pursue careers as educators in non-profit organizations, such as Boys & Girls Club, Purdue Extension and numerous other organizations. Students can also pursue advanced degrees related to education, such as Master of Education or Master of Arts in Teaching (MAT).
- Students who wish to become a licensed K-12 teacher in public schools will need to complete a teaching licensure program, such as Earlham's MAT program, and pass qualifying licensure exams.

# Related Programs

### What departments are related to the education applied minor?

- Graduate Programs in Education
- Center for Global and Career Education
- Environmental Sustainability
- Mathematics
- Museum Studies
- Psychology
- Spanish and Hispanic Studies
- Teaching English to Speakers of Other Languages

# Engineering

**Degree Type**
Major

Earlham's new engineering program is about more than systems and structures—it's about approaching the messy, complicated problems of our time with a sense of compassion and justice.

Through this program, you will gain the expertise and skills you need to pursue a career in engineering, while benefitting from the perspective-building, life-changing liberal arts education at Earlham provides.

Earlham's engineering major has been designed to appeal to a diverse range of students, including those who have been historically underrepresented in engineering.

At Earlham, you will expand your knowledge and experience of social, economic and environmental issues. In doing so, you'll learn how to use engineering to build a better world.  Whether traveling the world or working in our community, you will be immersed in the very questions you will later seek to answer.

This is engineering for good.

As a new engineering program, we are not yet accredited by the Accreditation Board of Engineering and Technology (ABET), but we are following the necessary path to accreditation after our first cohort graduates and will submit our request for review in fall 2026.

# Major

## Bachelor of Engineering

To earn a **Bachelor of Engineering** (designed for ABET accreditation), you must complete the following courses, in addition to general education requirements:

### Five core engineering courses (19 - 20 credits)

| Course Code | Title | Credit Hours |
|---|---|---|
| ENGR 111 | Intro to Engineering | 4 |
| ENGR 270 | Engineering Mechanics | 4 |
| ENGR 290 | Mass and Heat Transfer | 4 |
| ENGR 350 | Circuit Theory | 4 |

### One of the following two courses:

| Course Code | Title | Credit Hours |
|---|---|---|
| ENGR 306 | Engineering Thermodynamics | 4 |
| ENGR 374 | Engineering Fluid Mechanics | 3 |

### Eight core mathematics and basic science courses (30 credits)

| Course Code | Title | Credit Hours |
|---|---|---|
| PHYS 125 | Matter in Motion (with Calculus) | 4 |
| PHYS 235 | Electromagnetism, Waves and Optics (With Calculus) | 4 |
| MATH 180 | Calculus A | 4 |
| MATH 280 | Calculus B | 4 |
| MATH 320 | Differential Equations | 4 |
| CS 128 | Programming & Problem Solving | 4 |
| PHYS 360 | Mathematical Methods and Physics | 3 |
|  | One of the following courses: BIOL 111, BIOL 112, CHEM 111, or GEOL 201 | 4 |

### A minimum of 20 elective credits

- A required independent research project or internship, which must be pre-approved by the program, and may be accomplished as a research class in Physics, Earth and Environmental Science, Chemistry, Biology, Computer Science, as a summer research

experience on-campus or off-campus, as an approved Ford/Earlham research project, or as an internship with an engineering company.

| Course Code | Title | Credit Hours |
|---|---|---|
| ENGR 481 | Internship, Field Studies, and Other Field Experiences | 1-3 |
| ENGR 485 | Independent Student Research | 1-3 |
| ENGR 486 | Research | 0-3 |

- Elective courses:
  - ENGR 251: Socially Responsible Engineering
  - *ENGR 300: TBD*
  - ENGR 301: Geotechnical Engineering
  - *ENGR 302: TBD*
  - ENGR 303: Signals and Systems
  - *ENGR 304: TBD*
  - ENGR 305: Strength of Materials
  - ENGR 306: Engineering Thermodynamics
  - ENGR 307: Advanced Topics in Engineering
  - ENGR 374: Engineering Fluid Mechanics
  - *ART/ENGR 308: TBD*
  - *ART/ENGR 309: TBD*

### A year-long capstone project (5 credits)

| Course Code | Title | Credit Hours |
|---|---|---|
| ENGR 487 | Senior Capstone A | 2 |
| ENGR 488 | Senior Capstone B | 3 |

## Bachelor of Engineering Studies

To earn a **Bachelor of Engineering Studies** (not designed for ABET accreditation), you must complete the following courses, in addition to general education requirements:

### Four of the following core engineering courses (16 credits)

| Course Code | Title | Credit Hours |
|---|---|---|
| ENGR 111 | Intro to Engineering | 4 |
| ENGR 270 | Engineering Mechanics | 4 |
| ENGR 350 | Circuit Theory | 4 |
| | One of the following courses: ENGR 306 or ENGR 374 | 4 |

### Six core mathematics and basic science courses (22 credits)

| Course Code | Title | Credit Hours |
|---|---|---|
| PHYS 125 | Matter in Motion (with Calculus) | 4 |
| PHYS 235 | Electromagnetism, Waves and Optics (With Calculus) | 4 |
| MATH 180 | Calculus A | 4 |
| MATH 280 | Calculus B | 4 |
| MATH 320 | Differential Equations | 4 |
| PHYS 360 | Mathematical Methods and Physics | 3 |

### A minimum of 16 elective credits

- A required independent research project or internship, which must be pre-approved by the program, and may be accomplished as a research class in Physics, Earth and Environmental Science, Chemistry, Biology, Computer Science, as a summer research experience on-campus or off-campus, as an approved Ford/Earlham research project, or as an internship with an engineering company.

| Course Code | Title | Credit Hours |
|---|---|---|
| ENGR 481 | Internship, Field Studies, and Other Field Experiences | 1-3 |
| ENGR 485 | Independent Student Research | 1-3 |
| ENGR 486 | Research | 0-3 |

- Elective courses:
  - ENGR 251: Socially Responsible Engineering
  - *ENGR 300: TBD*
  - ENGR 301: Geotechnical Engineering
  - *ENGR 302: TBD*
  - ENGR 303: Signals and Systems
  - *ENGR 304: TBD*
  - ENGR 305: Strength of Materials
  - ENGR 306: Engineering Thermodynamics
  - ENGR 307: Advanced Topics in Engineering
  - ENGR 374: Engineering Fluid Mechanics
  - *ART/ENGR 308: TBD*
  - *ART/ENGR 309: TBD*

### A year-long capstone project (5 credits)

| Course Code | Title | Credit Hours |
|---|---|---|
| ENGR 487 | Senior Capstone A | 2 |
| ENGR 488 | Senior Capstone B | 3 |

## Opportunities and Outcomes

- 91% of work seekers who majored in the natural sciences between 2018-2022 were employed, pursuing graduate school or volunteering within six months of graduation.
- Students who wish to pursue a career in engineering will need to follow the steps below after completing their 4-year BA in Engineering, which will be evaluated for accreditation by ABET in 2026-2027.
    - First, take the Fundamentals of Engineering (FE) exam (either during your senior year or shortly thereafter) to become classified as an "engineer intern" or "engineer in training."
    - For some disciplines (chemical, civil, electrical or mechanical), your next step is to pursue Professional Engineer (PE) licensure.
        - Students interested in PE licensure would need to complete at least 4 years of post-college work experience in their chosen engineering discipline.
        - They must also pass the Principles and Practice of Engineering (PE) exam, which must be done after they pass the FE.
        - PE licensure is legally required for consulting engineers and private practitioners who are in responsible charge of work, whether principals or employees. Licensure is also required in a number of government positions.
    - Licensure requirements can differ from state to state.

Students who earn a non-ABET accredited degree (such as the BA in Engineering Studies) may be ineligible for licensure or may have a significantly more complicated path to licensure, likely involving additional preparation after earning a BA. Students interested in pursuing licensure should plan on earning the BA in Engineering.

# English

**Degree Type**
3+1 Program
Major
Minor

The English major at Earlham explores the power of literature to shape the world, including a specific focus on literature and social justice.

In the program, you'll encounter a broad diversity of voices, both those that have been canonical for centuries and those that have been silenced throughout much of history. You'll take classes that focus on specific genres (e.g. poetry, drama, or the novel); theoretical approaches to literature; and themes of peace and justice, including race, gender, sexuality, class, colonialism and environment.

The major includes both past and present writers, from the United States and Great Britain as well as a wide range of other English-speaking countries.

## Program Details

### 3+1 Education Program

Through our 3+1 Education Program, you can earn a Bachelor of Arts (B.A.), Master of Arts in Teaching (M.A.T.) and teaching license—all in just nine semesters.

You'll leave Earlham with two degrees, licensed to teach grades 5-12 in Indiana. (And it's easy to transfer your license to other states—many of our graduates do!)

## Major

To earn a Bachelor of Arts in English, you must take the following courses:

### Introductory courses

These courses are appropriate for first-year students. Students can select one (1) of the following courses:

| Course Code | Title | Credit Hours |
|---|---|---|
| ENG 103 | Women & Literature | 4 |
| ENG 204 | African American Literature | 4 |
| ENG 105 | American Literature & Ecology | 4 |
| ENG 106 | Literature and identity | 4 |
| ENG 107 | Film and Literature | 4 |
| ENG 108 | Contemporary Literature | 4 |

### Required courses

| Course Code | Title | Credit Hours |
|---|---|---|
| ENG 200 | Foundations of the Study of Literature | 4 |
| ENG 401 | Junior Research Seminar | 4 |

## Content courses

Choose six of the following upper-level literature courses, with at least one course in each category: peace and justice, theoretical approaches, and genre.

English 350, 351, 353, 358, 373, 378, 379, 380, 382 and 463 may each be taken more than once if the topics are different.

If you desire, you may take the following in place of one of these content courses:

| Course Code | Title | Credit Hours |
|---|---|---|
| | Another related course taken at Earlham or abroad, pending departmental approval. | |
| ENG 481 | Internships, Field Studies and Other Field Experiences | 0-3 |

### Peace and justice

| Course Code | Title | Credit Hours |
|---|---|---|
| ENG 309 | Prophetic Black Women | 3 |
| ENG 350 | Contesting America | 4 |
| ENG 351 | Class and Ideology in Literature | 4 |
| ENG 354 | Topics in Peace and Justice | 4 |
| ENG 358 | Gender & Sexuality in Literature | 4 |
| ENG 364 | Post-Colonial Literature | 4 |
| ENG 363 | Afrofuturism in Black Literature | 4 |

### Theoretical approaches

| Course Code | Title | Credit Hours |
|---|---|---|
| ENG 369 | Contemporary Literary Theory | 4 |
| ENG 373 | Topics in Literary Theory | 4 |

### Genre

| Course Code | Title | Credit Hours |
|---|---|---|
| ENG 359 | Shakespeare | 4 |
| ENG 378 | Romances, Epics and Quests | 4 |
| ENG 379 | The Novel | 4 |
| ENG 380 | Drama: Multicultural Theater | 4 |
| ENG 382 | Topics in Genre | 4 |
| ENG 383 | Understanding Poetry | 4 |
| ENG 386 | Reading & Writing Short Fiction | 4 |
| ENG 387 | Reading & Writing Poetry | 4 |

## Senior capstone

| Course Code | Title | Credit Hours |
|---|---|---|
| ENG 488 | Senior Capstone | 4 |

# Minor

To earn minor in English, you must:

## Complete one of the following:

| Course Code | Title | Credit Hours |
|---|---|---|
| ENG 103 | Women & Literature | 4 |
| ENG 204 | African American Literature | 4 |
| ENG 105 | American Literature & Ecology | 4 |
| ENG 106 | Literature and identity | 4 |
| ENG 107 | Film and Literature | 4 |
| ENG 108 | Contemporary Literature | 4 |

## Complete ENG 302 Foundations of Literary Study

| Course Code | Title | Credit Hours |
|---|---|---|
| ENG 200 | Foundations of the Study of Literature | 4 |

## Complete three content courses. One from each in Peace and Justice, Theoretical Approaches, and Genre.

# Opportunities and Outcomes

96% of English majors from recent classes were working or in grad school within six months of graduation.

90% of work seekers who majored in the humanities between 2018-2022 were employed, pursuing graduate school or volunteering within six months of graduation.

## Careers

Top jobs for recent graduates were in education and community/social services.

## Outcomes

Recent graduates have become Fulbright scholars and teachers or have gone into graduate programs in English, journalism, literature and social work.

# Additional Information

## Can I do off-campus study

In addition to off-campus study programs and research experiences with faculty in places like London and Tibet, English students have also participated in a variety of internships. Recently, students have interned at the Indiana Review as a submissions intern, at GenNow as a media and writing intern and at Writers House as an editorial intern.

# Environmental Sustainability

**Degree Type**
Major
Minor

Environmental sustainability is an interdisciplinary field that integrates natural and social sciences, humanities, arts and education to address complex environmental problems. It attempts to balance human needs and ecological well-being, viewing humans as embedded within environmental systems.

As a student in the environmental sustainability program, you'll learn how to understand the complex linkages between social and ecological systems and bring together knowledge from many different perspectives and disciplines. You'll analyze environmental issues, collect data, connect the local and the global, apply various forms of theory, gain technical and applied skills and work collaboratively with others to find solutions to real-world environmental problems.

# Major

## Bachelor of Arts

To earn a Bachelor of Arts in Environmental Sustainability, you'll complete six (6) courses within the major core and an additional 10 courses within your desired concentration.

## Core requirements

**Take all of the following courses:**

| Course Code | Title | Credit Hours |
|---|---|---|
| ENSU 141 | Environment, Society and Sustainability | 4 |
| ENSU 151 | Environment, Science and Sustainability | 4 |
| ENSU 353 | Environmental Application | 3 |
| ENSU 463 | Field Study Experience | 1 |
| ENSU 487 | Senior Colloquium | 1 |
| ENSU 488 | Senior Capstone | 3 |

## Concentrations

Select one of the four (4) concentrations listed below to focus your studies.

### Environmental Education

This thematic focus provides you with the necessary foundational knowledge in educational theory and methodology combined with practical leadership and skill development to prepare you for work in a variety of outdoor and environmental education contexts. A minor in a natural science is strongly recommended.

**Take both of the following:**

| Course Code | Title | Credit Hours |
|---|---|---|
| ENSU 210 | Outdoor and Environmental Education | 3 |
| ENSU 320 | Pedagogies of Place | 3 |

**Four (4) of the following education or leadership courses***

| Course Code | Title | Credit Hours |
|---|---|---|
| BUS 203 | Organizational Behavior | 3 |
| BUS 342 | Leadership and Dealing with Differences | 3 |
| EDUC 221 | Outdoor Trip Leadership | 2 |
| EDUC 302 | Disabilities Studies | 3 |
| ENSU 315 | Engaging Audiences with Outreach and Interpretation | 4 |
| PAGS 343 | Conflict Resolution | 3 |
| PSYC 230 | Human Development | 3 |
| PSYC 373 | Moral Education | 3 |
| SPAN 306 | Spanish Linguistics, Language and Pedagogy | 3 |
| TESO 344 | Studies in Language Learning & Teaching | 4 |
| | Other special topics courses may apply as relevant | |

**One (1) of the following cultural courses***

| Course Code | Title | Credit Hours |
|---|---|---|

| | | |
|---|---|---|
| ENSU 105 | American Literature & Ecology | 4 |
| ENSU 323 | Environmental Ethics | 3 |
| ENSU 345 | Eco-Spirituality: Global Traditions | 4 |
| ENSU 373 | Topics in Literary Theory | 4 |
| ENSU 382 | Topics in Genre in Literature | 4 |
| INTD 350 | Cultural Issues of New Zealand | 5 |
| SOAN 372 | Sustainability in the Anthropocene | 4 |
| | Other special topics courses may apply as relevant | |

**Three (3) of the following natural science courses (at least two must be above 202)**:

| Course Code | Title | Credit Hours |
|---|---|---|
| BIOL 111 | Ecological Biology | 4 |
| BIOL 226 | Biological Diversity | 4 |
| BIOL 364 | Restoration Ecology | 4 |
| BIOL 346 | Vertebrate Zoology | 4 |
| BIOL 348 | Ornithology | 4 |
| BIOL 350 | Field Botany | 4 |
| BIOL 357 | Animal Behavior | 4 |
| BIOL 360 | Conservation Biology | 3-4 |
| BIOL 362 | Entomology | 4 |
| BIOL 455 | Population & Community Ecology | 4 |
| CHEM 111 | Principles of Chemistry | 4 |
| GEOL 201 | Earth and the Environment | 3-4 |
| GEOL 314 | Interpreting Earth History | 4 |
| GEOL 315 | Earth Materials | 4 |
| GEOL 316 | Earth Cycles | 4 |
| | any GEOL class between 401 and 422 | |

**by petition to the ENSU faculty prior to enrollment.*

## Climate Change

This thematic focus provides you with the knowledge and skills needed to understand both the climate and policy systems that allow experts to translate scientific knowledge into governmental action. The collection of courses will prepare future leaders who are capable of crafting realistic alternatives for mitigating and adapting to the climate crisis.

**All of the following Economics and Politics courses:**

| Course Code | Title | Credit Hours |
|---|---|---|
| | ECON 101 Introduction to Macroeconomics or ECON 103 Introduction to Microeconomics | 3 |
| | ENSU 322 Climate Policy & Energy Policy or ENSU 327 Urban Politics, Policy & Sustainability | 3 |
| | POLS 111 Intro to Comparative Politics & International Relations or POLS 121 Intro to American Politics and Policy | 3 |

**All of the following climate science courses:**

| Course Code | Title | Credit Hours |
|---|---|---|
| GEOL 201 | Earth and the Environment | 3-4 |
| GEOL 316 | Earth Cycles | 4 |
| GEOL 432 | Climate Systems | 4 |

**Two (2) of the following additional science courses:**

| Course Code | Title | Credit Hours |
|---|---|---|
| BIOL 111 | Ecological Biology | 4 |
| BIOL 226 | Biological Diversity | 4 |
| BIOL 364 | Restoration Ecology | 4 |
| BIOL 360 | Conservation Biology | 3-4 |
| BIOL 383 | Bioinformatics: Code & Chromosomes | 3 |
| BIOL 410 | Applications of Geographical Information Systems (GIS) in Ecology, Environmental and Health Sciences | 4 |
| BIOL 455 | Population & Community Ecology | 4 |
| BIOL 456 | Applied Biostatistics | 4 |

**One (1) of the following additional politics or society courses:**

| Course Code | Title | Credit Hours |
|---|---|---|
| ENSU 322 | Climate Policy & Energy Policy | 3 |
| ENSU 326 | US Environmental & Natural Resource Policy | 3 |
| ENSU 327 | Urban Politics, Policy & Sustainability | 3 |
| PAGS 240 | Global Dynamics and World Peace | 4 |
| SOAN 118 | Inequalities, Power & Society | 4 |

**One (1) of the following statistics, mathematics or methods courses, chosen in consultation with your adviser:**

| Course Code | Title | Credit Hours |
|---|---|---|
| BIOL 383 | Bioinformatics: Code & Chromosomes | 3 |
| BIOL 455 | Population & Community Ecology | 4 |
| BIOL 456 | Applied Biostatistics | 4 |
| CS 128 | Programming & Problem Solving | 4 |
| MATH 120 | Fundamentals of Statistics | 3 |
| POLS 329 | Social Science Research Method | 3 |
| PSYC 245 | Research Methods & Statistics | 4 |

## Natural Resources Conservation

This focus examines the distribution, quality, and protection of natural resources. It examines the nature and structure of environments, uses scientific research to explore the ways environmental change occurs, and investigates natural resources as valuable commodities. This focus will prepare you to research human impacts on environmental systems and propose management solutions.

**All of the following environmental science courses:**

| Course Code | Title | Credit Hours |
|---|---|---|
| BIOL 111 | Ecological Biology | 4 |
| BIOL 360 | Conservation Biology | 3-4 |
| BIOL 410 | Applications of Geographical Information Systems (GIS) in Ecology, Environmental and Health Sciences | 4 |
| BIOL 455 | Population & Community Ecology | 4 |
| GEOL 201 | Earth and the Environment | 3-4 |
| GEOL 315 | Earth Materials | 4 |

**One (1) of the following politics and society courses:**

| Course Code | Title | Credit Hours |
|---|---|---|
| ENSU 322 | Climate Policy & Energy Policy | 3 |
| ENSU 326 | US Environmental & Natural Resource Policy | 3 |
| ENSU 327 | Urban Politics, Policy & Sustainability | 3 |
| POLS 111 | Intro to Comparative Politics & International Relations | 3 |
| POLS 121 | Introduction to American Politics and Policy | 3 |

**Two (2) of the following upper-level environmental science courses:**

| Course Code | Title | Credit Hours |
|---|---|---|
| BIOL 226 | Biological Diversity | 4 |
| BIOL 364 | Restoration Ecology | 4 |
| BIOL 346 | Vertebrate Zoology | 4 |
| BIOL 348 | Ornithology | 4 |
| BIOL 350 | Field Botany | 4 |
| BIOL 357 | Animal Behavior | 4 |
| BIOL 362 | Entomology | 4 |
| BIOL 456 | Applied Biostatistics | 4 |
| GEOL 314 | Interpreting Earth History | 4 |
| GEOL 316 | Earth Cycles | 4 |
| GEOL 410 | Structural Geology and Tectonics | 4 |
| GEOL 420 | Earth Surface Processes | 4 |
| GEOL 430 | Ground & Surface Water Hydrology | 4 |
| GEOL 431 | Soil & Sustainable Agriculture | 4 |
| GEOL 432 | Climate Systems | 4 |

**One (1) of the following human perspectives courses:**

| Course Code | Title | Credit Hours |
|---|---|---|
| ENSU 105 | American Literature & Ecology | 4 |
| ENSU 323 | Environmental Ethics | 3 |
| ENSU 345 | Eco-Spirituality: Global Traditions | 4 |
| ENSU 354 | Topics in Peace and Justice in Literature | 4 |
| ENSU 373 | Topics in Literary Theory | 4 |
| ENSU 382 | Topics in Genre in Literature | 4 |
| INTD 350 | Cultural Issues of New Zealand | 5 |

## Environmental Culture and Justice

This track focuses on a humanistic exploration of the environment. It explores the ways we conceptualize and represent the environment as well as relations between environment and cultural world views, values, life experiences, identity, and social structures. It includes significant attention to issues of social and environmental justice.

**All of the following courses:**

| Course Code | Title | Credit Hours |
|---|---|---|

| | | |
|---|---|---|
| ENSU 105 | American Literature & Ecology | 4 |
| | SOAN 115 Anthropology in a Global Age or SOAN 118 Inequalities, Power, and Society | 4 |

**One (1) of the following theory courses:**

| Course Code | Title | Credit Hours |
|---|---|---|
| PAGS 330 | Postcolonial Theory | 4 |
| POLS 362 | Modern Political Theory | 3 |
| POLS 364 | Power, Politics, Theory | 3 |
| SOAN 217 | Foundations in Social Thought | 4 |
| SOAN 341 | Contemporary Social Thought | 4 |

**Five (5) additional courses with significant culture or justice content, which can include up to two (2) courses from the subsequent list.**

| Course Code | Title | Credit Hours |
|---|---|---|
| | BIOL 364 Restoration Ecology or BIOL 360 Conservation Biology | 3-4 |
| | ENSU 322 Climate Policy & Energy Policy or ENSU 327 Urban Politics, Policy & Sustainability | 3 |
| ENSU 323 | Environmental Ethics | 3 |
| ENSU 345 | Eco-Spirituality: Global Traditions | 4 |
| ENSU 354 | Topics in Peace and Justice in Literature | 4 |
| ENSU 363 | Bioethics | 4 |
| ENSU 373 | Topics in Literary Theory | 4 |
| ENSU 382 | Topics in Genre in Literature | 4 |
| INTD 350 | Cultural Issues of New Zealand | 5 |
| SOAN 372 | Sustainability in the Anthropocene | 4 |
| SOAN 382 | Emerging Perspectives in Anthrozoology | 4 |

The five courses in this category can include no more than two of the following courses; the courses cannot also fulfill another requirement in the major

| Course Code | Title | Credit Hours |
|---|---|---|
| BUS 325 | Nonprofits in Civil Society | 3 |
| BUS 342 | Leadership and Dealing with Differences | 3 |
| CS 275 | Computing for Social Good | 3 |
| CS 375 | Cyberethics in the Current Age | 3 |
| PAGS 240 | Global Dynamics and World Peace | 4 |
| PAGS 343 | Conflict Resolution | 3 |
| SOAN 115 | Introduction to Anthropology: Culture & Diversity | 4 |
| SOAN 118 | Inequalities, Power & Society | 4 |
| SOAN 140 | Urban Sociology | 4 |

**One (1) of the following methods courses:**

| Course Code | Title | Credit Hours |
|---|---|---|
| BIOL 410 | Applications of Geographical Information Systems (GIS) in Ecology, Environmental and Health Sciences | 4 |
| ENSU 310 | Application of GIS | 4 |
| ECON 103 | Introduction to Microeconomics | 3 |
| MATH 120 | Fundamentals of Statistics | 3 |
| POLS 329 | Social Science Research Method | 3 |
| PSYC 245 | Research Methods & Statistics | 4 |
| SOAN 345 | Social Research Methods | 4 |
| SOAN 347 | Fieldwork & Ethnographic Methods | 4 |

**One (1) of the following introductory natural science courses, that includes a lab:**

| Course Code | Title | Credit Hours |
|---|---|---|
| BIOL 111 | Ecological Biology | 4 |
| BIOL 226 | Biological Diversity | 4 |
| GEOL 201 | Earth and the Environment | 3-4 |
| GEOL 316 | Earth Cycles | 4 |

# Minor

For a minor in environmental sustainability, you must take:

| Course Code | Title | Credit Hours |
|---|---|---|
| ENSU 141 | Environment, Society and Sustainability | 4 |
| ENSU 151 | Environment, Science and Sustainability | 4 |
| ENSU 353 | Environmental Application | 3 |
| | Three additional courses that count toward the major from two different divisions (natural sciences, social sciences, humanities, and visual and performing arts). At least one | |

| | |
|---|---|
| | of these must be an environmental sustainability course. |

Earlham also offers applied minors in sustainability and management and sustainable agriculture.

# Opportunities and Outcomes

29% of environmental sustainability majors were enrolled in grad school within six months of graduation.

93% of work seekers who majored in a cross-divisional major between 2018-2022 were employed, pursuing graduate school or volunteering within six months of graduation.

## Outcomes

Recent graduates have been admitted to graduate programs in veterinary medicine, environmental policy and management, energy and earth resources, ecology, evolution and behavior, and museum education.

# Additional Information

## Can I do off-campus study

Environmental sustainability majors are encouraged to participate in off-campus study, faculty-student research experiences and internships. Recent majors have studied in New Zealand, done research in Iceland and other European countries and interned at the Joint US-China Collaboration on Clean Energy, Conserve National Forests, San Andres Education Programs and Cope Environmental Center.

Learn more about available programs via our Center for Global and Career Education.

# Exercise, Sport, & Health Studies

**Degree Type**
Major

Exercise, Sport & Health Studies (ESHS) is a new major as of December 2023.

# Major

## Bachelor of Arts

To earn a Bachelor of Arts in Exercise, Sport, & Health Studies, you'll complete seven (7) courses within the major core, an internship, and an additional 5 to 6 courses within your desired concentration.

## Core requirements

**Take all of the following courses:**

| Course Code | Title | Credit Hours |
|---|---|---|
| ESHS 110 | Personal Health and Exercise | 3 |
| ESHS 120 | Functional Anatomy | 3 |
| CHEM 111 | Principles of Chemistry | 4 |
| BIOL 251 | Intro to Nutrition Science | 3 |
| ESHS 481 | Internship, Externship, and Field Experiences | 0-3 |
| ESHS 488 | Senior Capstone | 3 |

**One of the following Statistics courses:**

| Course Code | Title | Credit Hours |
|---|---|---|
| MATH 120 | Fundamentals of Statistics | 3 |
| PSYC 245 | Research Methods & Statistics | 4 |

**One of the following Ethics courses:**
Note that for the *Health & Wellness* concentration you must select a WI ethics course unless you take ART/MUSE 347 (The Body in Modern & Contemporary Art); you must select a WI ethics course for the *Leadership & Sports* concentration.

| Course Code | Title | Credit Hours |
|---|---|---|
| BUS 370 | Business Ethics | 3 |
| CS 375 | Cyberethics in the Current Age | 3 |
| ENSU 323 | Environmental Ethics | 3 |
| ENSU 363 | Bioethics | 4 |
| ESHS 206 | Philosophy of Sport | 3 |
| HIST 215 | The Holocaust | 3 |
| REL 308 | Buddhist Ethics | 4 |

## Concentrations

You may choose from one of these three (3) concentrations listed below to focus your studies.

### Leadership & Sports

**Take all of the following:**

| Course Code | Title | Credit Hours |
|---|---|---|
| BUS 203 | Organizational Behavior | 3 |
| BUS 342 | Leadership and Dealing with Differences | 3 |
| ESHS 325 | Sports Medicine | 3 |
| PSYC 372 | Psychology of Sport | 3 |

**Take one of the following Leadership & Sports courses:**

| Course Code | Title | Credit Hours |
|---|---|---|
| BUS 312 | Leadership and Change | 3 |
| | One upper-level Business course | 3 |

### Exercise & Human Movement

**Take all of the following:**

| Course Code | Title | Credit Hours |
|---|---|---|
| BIOL 112 | Cells, Genes & Inheritance | 4 |
| BIOL 225 | Cell Biology | 4 |
| BIOL 345 | A&P I: Nervous and Endocrine Systems | 4 |
| ESHS 342 | Kinesiology | 3 |
| | Exercise Physiology* | 4 |

**Take one of the following courses:**

| Course Code | Title | Credit Hours |
|---|---|---|
| BIOL 347 | Anatomy and Physiology II: Cardiovascular, Respiratory, Renal and Digestive | 4 |
| ESHS 325 | Sports Medicine | 3 |
| PHYS 125 | Matter in Motion (with Calculus) | 4 |
| PSYC 116 | Behavior, Health Care & Society | 4 |

### Health & Wellness

**Take all of the following courses:**

| Course Code | Title | Credit Hours |
|---|---|---|
| PSYC 116 | Behavior, Health Care & Society | 4 |
| ESHS 325 | Sports Medicine | 3 |
| PBH 101 | Introduction to Public Health | 3 |
| PSYC 374 | Introduction to Counseling | 3 |

**Take one of the following courses:**

| Course Code | Title | Credit Hours |
|---|---|---|
| ANCS 243 | Life, Death, & Healing in the Ancient World | 3 |
| ART 347 | The Body in Modern & Contemporary Art | 4 |
| BIOL 200 | Epidemiology | 3 |
| PSYC 376 | Health Psychology | 3 |
| SOAN 240 | Sophomore Seminar | 3 |
| SOAN 333 | Medical Anthropology & Global Health | 3 |
| SOAN 335 | Health, Medicine & Society | 4 |

## Opportunities and Outcomes

Upon graduating, students majoring in ESHS may enter directly into the workforce in fields such as coaching, sports leadership, wellness and personal training. Depending on the track a student chooses, they may be prepared for graduate study in sports psychology, sports management, public health, exercise science or pre-health fields such as physical therapy or athletic training. Students should work with their advisor early to ensure that they complete all prerequisites for a given graduate school path. Students may need to use some of their elective courses to complete prerequisites outside the major's requirements.

Students interested in fields requiring licensure such as physical therapy, athletic training or sports psychology will need an advanced degree in the appropriate field. Students interested in these fields should contact an advisor as early as possible in their undergraduate career.

# Film Studies

**Degree Type**
Minor

Film studies provides a forum for the rigorous analysis of visual, textual and verbal methods of communication. The film studies minor integrates offerings from several academic departments and programs to provide you with aesthetic, cultural and historical approaches to cinema and visual culture. You'll learn to analyze and interpret visual images

and engage with an array of cinematic works and styles from around the world and throughout the history of the medium.

## Program Details

The film studies minor draws on courses from multiple departments to allow students to delve into the cultural impact of film.

## Minor

To earn a minor in film studies, you must complete five (5) of the following courses:

| Course Code | Title | Credit Hours |
|---|---|---|
| FILM 107 | Film and Literature | 4 |
| FILM 215 | Introduction to Film Studies | 3 |
| FILM 252 | Film Theory: Dark Matters | 4 |
| FILM 275 | Introduction to Video Production | 3 |
| FILM 300 | Topics in film studies | 3-4 |
| FILM 342 | Japanese Cinema | 3 |
| MUS 472 | Orchestration and Film Scoring | 3 |

*FILM 300: can be taken more than once with a different topic
*FILM 350 :when a film-related topic

## Opportunities and Outcomes

92% of work seekers who majored in the visual and performing arts between 2018-2022 were employed, pursuing graduate school or volunteering within six months of graduation.

## Related Programs

If you wish to extend your film studies minor, may consider majors that allow senior projects involving the critical study of film, such as comparative languages and linguistics (CLL) and Japanese studies.

# French and Francophone studies

**Degree Type**
3+1 Program
Major
Minor

As an Earlham French and Francophone studies student, you will develop a critical understanding of cultural differences, analyze complex literary and visual texts, and make connections to French-speaking communities, particularly in France, the Caribbean and Africa.

## Program Details

### 3+1 Education Program

Through our 3+1 Education Program, you can earn a Bachelor of Arts (B.A.), Master of Arts in Teaching (M.A.T.) and teaching license—all in just nine semesters.

You'll leave Earlham with two degrees, licensed to teach grades 5-12 in Indiana. (And it's easy to transfer your license to other states—many of our graduates do!)

Learn more about our 3+1 program.

## Major

To earn a Bachelor of Arts in French and Francophone studies, you must complete at least 30 credits at the 300-level or above in the department, including:

### At least one of the following:

| Course Code | Title | Credit Hours |
|---|---|---|
| FREN 301 | Advanced Grammar | 3 |
| FREN 302 | Exploring Grammar through Media | 1 |
| FREN 303 | Reading A Text | 2 |

### At least one of the following:

| Course Code | Title | Credit Hours |
|---|---|---|
| FREN 330 | Topics in Culture | 4 |

### At least one on-campus course at the 400-level or above:

| Course Code | Title | Credit Hours |
|---|---|---|
| FREN 430 | Crisis and Identity in the 21ST Century French-Speaking World | 3 |

### In addition, French and Francophone studies majors must complete the following courses:

| Course Code | Title | Credit Hours |
|---|---|---|
| FREN 340 | Topics | 3 |
| FREN 440 | Advanced Literary Studies | 3 |
| FREN 488 | Senior Capstone Experience | 1 |

Participate in an off-campus semester or yearlong study program in a French-speaking country. Three courses from a semester program or five courses from a yearlong program may be applied toward the major.

### Complete three credits at the 300-level or above in another academic department to support your interest in the major–courses such as:

| Course Code | Title | Credit Hours |
|---|---|---|
| PHIL 330 | Postcolonial Theory | 4 |
| TESO 344 | Studies in Language Learning & Teaching | 4 |
| ENG 369 | Contemporary Literary Theory | 4 |

Participate in an off-campus semester or yearlong study program in a French-speaking country. Three courses from a semester program or five courses from a yearlong program may be applied toward the major.

### Complete three credits at the 300-level or above in another academic department to support your interest in the major. Courses such as:

| Course Code | Title | Credit Hours |
|---|---|---|
| PHIL 330 | Postcolonial Theory | 4 |
| TESO 344 | Studies in Language Learning & Teaching | 4 |
| ENG 369 | Contemporary Literary Theory | 4 |

## Minor

### Students minoring in French and Francophone studies must:

| Course Code | Title | Credit Hours |
|---|---|---|
| | Complete at least 18 credits in the department at the 300-level or above, including at least one course at the 400-level | 18 |

Those pursuing a minor are invited to discuss with a French and Francophone faculty member whether they are prepared for and would benefit from enrolling in FREN 488 Senior Capstone.

Participate in an off-campus semester or yearlong study program in a French-speaking country. Two courses from a semester program or three courses from a year-long program may be applied toward the minor.

## Opportunities and Outcomes

### Careers

Career paths of alumni include law, teaching at all levels, editing books in translation, Peace Corps, international relations and pursuing advanced degrees in French and Francophone studies, to name a few.

### Teaching

Our alumni have an excellent record of being accepted to teach English in France through TAPIF (Teaching Assistant Program in France) offered by the French Ministry of Education and the Cultural Services of the French Embassy.

### Outcomes

90% of work seekers who majored in the humanities between 2018-2022 were employed, pursuing graduate school or volunteering within six months of graduation.

Our graduates have pursued advanced degrees in a variety of fields, including teaching, international trade, law, linguistics and administration at universities such as the University of Arizona, Louisiana State University and Indiana University-Bloomington, to name a few.

### What types of jobs and graduate school programs do graduates pursue?

Our graduates pursue advanced degrees in a variety of fields, including teaching, educational leadership,

tourism, cultural heritage, filmmaking, artists, writers, Peace Corps, international relations and trade, law, linguistics, business and administration.

Career paths of alumni include law, teaching at all levels, editing books in translation and international relations. Pursuing advanced degrees in French language and French and Francophone studies.

### What kind of research experience and internships are available?

Language majors have interned at museums, cultural centers, nonprofits and businesses all over the world.

Learn more about available programs via our Center for Global and Career Education.

# General Education

As a liberal arts college, Earlham offers multiple disciplinary and interdisciplinary majors and minors in which students cultivate deep and specific knowledge and experience. Equally important, the College expects every student to develop broad, general skills and proficiencies across the curriculum: visual and performing arts, humanities, social sciences and natural sciences.

In a world that is increasingly interconnected and complex, we must be able to make use of ideas, not only within traditional spheres of knowledge but across different intellectual and experiential boundaries. Thus, Earlham aims at a general and deeply multidisciplinary education for all students who seek an Earlham degree.

As part of their general education, students complete six credits in each academic division of the College: humanities, natural sciences, social sciences, and visual and performing arts. In addition, students meet requirements for first-year courses, perspectives on diversity, and wellness.

# Program Details

## Distribution Requirements

Students are expected to complete six credits in each academic division of the College: humanities, natural sciences, social sciences, and visual and performing arts.

- In the humanities, 100-level language courses do not count toward the divisional requirement.
- In the natural sciences, MATH 110 and MATH 151 do not count toward the divisional requirement.
- For courses that are cross-listed in two divisions, students will receive divisional credit based on the listing they use to register.
- For courses that are cross-listed with a division and an interdivisional program (see list below), students will receive divisional credit based on the home division of the teaching faculty member.
    - African and African American studies
    - Environmental sustainability
    - Film studies
    - Peace and global studies
    - Women's, gender, sexuality studies
- Courses with unexpected or non-existent divisional associations will be clearly marked in the Curriculum Guide.

## First-Year Courses

First-year students are required to complete an Earlham Seminar I and II. In addition, all students must complete a designated Writing Intensive course within their academic major.

Earlham Seminar (ES) courses teach first-year students general methods of interpretation in reading, writing and classroom discussion that provide a basis for skills they will continue to develop throughout their college career at Earlham and throughout their lives. The Earlham Seminar will also engage first-year students in exploring a topic of interest in an intimate, challenging and collaborative learning environment. These seminars introduce students to successful participation in a learning community and encourage new ways to engage and understand the world. Earlham Seminars share many of these distinctive characteristics:

- Investigation of a topic and a set of related questions, using multiple ways of knowing, in order to examine intentionally how knowledge is constructed.

- Grounding in an academic discipline while examining issues with an interdisciplinary scope.
- Readings that engage a range of perspectives, discourses and values.
- Emphasis on reading, reflection, writing and oral communication skills, and providing opportunities for students to critique and analyze information, construct arguments, listen interpretively and demonstrate an understanding of various perspectives.
- Encouragement of personal creativity and confidence in ideas and the development of cooperative learning and research skills.
- Sharpen interpretive reading skills for analyzing and interpreting different kinds of texts.
- Strengthen general skills required for coherence and clarity in written expression.
- Communicate intelligently and effectively both in writing and through participation in group discussion.
- Become better, more constructive and more open-minded listeners.
- Develop skills that support and enhance life-long learning and engaged, committed citizenship.

# Perspectives on Diversity Requirement

Liberal education today must include preparation for effective citizenship in a diverse multicultural society and in a pluralistic global setting. The perspectives on diversity requirement encourage students to reflect on identity formation and its place in social, global and historical contexts, as well as to develop an awareness of their own and others' worldviews. To achieve these ends, students satisfy the requirement in three areas:

1. Domestic: Students must complete one course (a minimum of three semester hours) with a United States focus that meets the criteria below.
2. International: Students must complete one course (a minimum of three semester hours) with a focus outside of the United States, that meets the criteria below.
3. Language: Students must complete two basic courses (a minimum of 8 semester hours) or demonstrate equivalent competency by examination in a designated second language.

## Domestic Diversity

We exist within a history of systemic cultural, political and economic oppression and privilege. In the domestic diversity portion of the requirement, students examine the ways groups define themselves and have been defined within this context. The groups addressed in this requirement are usually identified in terms of race, gender, sexual orientation, class or ethnicity. Courses may occasionally address other socially constructed categories that have been used to name and control, and for which there are significant bodies of scholarship.

Students who have taken a domestic diversity course should be able to do at least three of the following:

- Explain the ways marginalized groups define and express themselves and the contexts in which these definitions are constructed.
- Identify the ways in which definition is an act of power
- Discuss how such global forces as imperialism, globalization and socialism have shaped ideas, groups, institutions and/or the natural environment.
- Explain theories of race, gender, sexual orientation, class, ethnicity or other socially constructed categories.
- Place the above categories in historical or contemporary contexts.

## International diversity

Learning to see through the eyes of other peoples and cultures is essential to becoming a citizen of the world. In the international diversity portion of the requirement, students study cultures outside of the United States, examining these cultures' self-definitions and their interaction with external forces. This invites an expanded worldview and greater understanding of cultural perspective.

Students who have taken an international diversity course should be able to do at least three of the following:

- Discuss the self-definition and self-expression of particular cultures.
- Analyze different cultural perspectives.
- Use theories of race, gender, sexual orientation, class, ethnicity or other socially-constructed categories in the study of other cultures.
- Discuss how such global forces as imperialism, globalization and socialism have shaped ideas, groups, institutions and/or the natural environment.
- Explain the concepts used to interpret and compare cultures.
- Study the past or present interactions of groups or cultures within their political, economic, ideological or natural contexts.

Further notes about the diversity requirement:

- Courses that address both United States and international issues may count for either the domestic or the international part of the diversity requirement, depending on the focus of the course or, when focus is equally weighted, on the preference of the faculty member. A single course may not fulfill both the domestic and international parts of the requirement.
- Although domestic or international courses must ordinarily provide a minimum of three semester hours, course credit through off-campus programs may be more flexible. For example, two courses meeting appropriate criteria and together providing a minimum of three semester hours may satisfy one part of the diversity requirement.

## Language

Language is at the heart of the human experience. Studying languages in their cultural contexts helps us to develop greater awareness of ourselves, of other cultures and of our relationships to those cultures. A knowledge of other languages and other cultures is also a powerful key to successful communication: knowing how, when and why to say what to whom. Furthermore, studying languages opens connections to additional bodies of knowledge in the arts, social sciences, natural sciences and domains outside our present frames of reference. Through comparing and contrasting languages and cultures, we develop greater insight into our own languages and cultures and realize that there are multiple ways of viewing the world. Participation in multilingual communities in a variety of contexts and in culturally appropriate ways leads to fuller engagement in the global community.

To fulfill the language component of the perspectives on diversity requirement, students must complete one year of one language while at Earlham OR demonstrate language proficiency as judged by the Department of Languages and Cultures.

Students who take a language placement examination and/or who are recommended by the department for a second semester of a language course will satisfy the language requirement by taking that course.

Students who place beyond the point at which the College requires work in a second language do not receive a reduction in the number of credits needed for graduation nor do they earn any credits on their transcript.

For students whose first language is something other than English: Students who propose to use English as their second language will validate their proficiency level in English via either the TOEFL exam, the SAT Reasoning Test or a reasonable equivalent.

# Wellness Requirements

Wellness at Earlham is defined as an active, lifelong process of becoming aware of and making choices toward a more fulfilling and healthy life. Goals of Earlham's wellness requirement include:

- Promoting balance among academic, occupational and recreational aspects of life.
- Providing opportunities to fulfill human needs such as belonging, achieving, competing, participating, socializing, exercising, relaxing and having fun.
- Promoting positive health and wellness behaviors for individuals and the community.

Wellness is an integral part of general education because understanding and caring for one's physical, psychological, spiritual and community selfhood is a fundamental prerequisite for all knowing. Further, the wellness requirement promotes a lifelong focus on both personal and community health in the broad sense, and on skills applicable to maintaining bodily kinesthetic, intellectual and emotional effectiveness.

Students may fulfill the wellness requirement by:

- Completing four wellness activity-based courses
  OR
- Taking and passing one analysis-based course designated as a wellness course AND completing two wellness activity-based courses.

Note: Participating and successfully completing a season of a varsity sport fulfills half of the wellness requirement (counts as two wellness activities). Participating and successfully completing two seasons of a sport completes the wellness requirement. Club sports may be counted as one wellness activity.

Activity-based courses aim at promoting physiological health, as reflected in cardiovascular functioning, muscular strength and conditioning, motor coordination skills and flexibility. Activity courses involve regular and extended practice of the activity as approved by the Athletics, Wellness and Physical Education program—typically at least 18 hours spread over seven weeks. Activity courses are ordinarily graded on a credit/no credit basis.

Analysis-based courses focus on the integration of cognitive and experiential learning, connecting experience with strategies for reflection, integration and continuation. Typically courses are personally directed; they focus on building knowledge and skills that contribute to creating wellness in one's personal life and on helping students make choices toward a more healthy and fulfilling life.

Earlham's emphasis on community entails a recognition of the individual's responsibility for the society's overall approach to wellness. Therefore, Wellness courses focus on a practical approach to the cultural dimensions of health and wellness, including issues of social location and social justice, and incorporate training in how to access and assess information related to wellness. Classroom work may be supplemented by student participation in experiential co-curricular workshops or programs on such topics as sexuality, substance abuse, eating disorders, use of performance-enhancing drugs in athletics, the use of prayer or stress management.

Analysis-based courses carrying the wellness designation may simultaneously satisfy other general education or major requirements for that student if appropriately designated.

## General Education Policies

1. Students who matriculate as first-year students (but not transfer students) are expected to complete all or most of their graduation requirements by taking Earlham courses (including approved courses on Earlham off-campus programs). They can not fully satisfy any of the four divisional distribution requirements with advanced credits. Every new first-year student must complete an Earlham Seminar I and II in their first year.
2. Transfer students and their advisers should work closely with the College registrar at the earliest opportunity after admission to determine which courses, if any, may be accepted at the time of transfer to meet general education requirements. Earlham has articulation agreements for transfers in place with some specific institutions, and these agreements may be relevant to the general education requirement. Only courses that clearly meet the general education goals as specified will be approved as meeting Earlham's general education requirements.
3. Substitutions for general education courses from other academic institutions: Students who wish to fulfill a general education requirement by taking a non-Earlham course to meet a general education requirement (for example, a summer course at another institution, or a course through another institution's off-campus program) must seek approval in advance from the registrar. Petitions for such substitutions are available on the Office of the Registrar's website.
4. AP credit: Advanced Placement (AP) credits do not count toward Earlham's general education requirements.
5. IB credit: International Baccalaureate (IB) credit cannot be used to fulfill any of Earlham's general education requirements.
6. Senior petitions: Students (and their advisers) should be aware that CPC does not accept general education petitions for waivers or substitutions from seniors later than the middle of the semester preceding their final semester at Earlham.

# Global Management

**Degree Type**
Major
Minor

Completing your major in global management? Find your plan of study and required courses below.

As a global management major, you choose from one of six tracks to focus your studies: finance, marketing, international business, leadership and change, social entrepreneurship and social change, or SCOM/MIT (supply chain and operations management/management information technology).

***Please note:*** *This plan of study is only for currently enrolled students who are completing the global management major. New and incoming students should refer to the business program for their plan of study.*

# Major

To earn a Bachelor of Arts in global management, you must complete the following courses, in addition to general education requirements.

You are encouraged to begin the major during your first or second year. This provides flexibility in your schedule to participate in an off-campus program and to develop multinational professional networks among other students in the program.

## Core courses:

| Course Code | Title | Credit Hours |
|---|---|---|

| | | |
|---|---|---|
| MGMT 141 | World of Business | 3 |
| MGMT 200 | Financial Accounting | 3 |
| MGMT 381 | Field Experience Seminar | 2-2 |
| MGMT 368 | Business Communication | 3 |
| MGMT 481 | Internships, Field Studies and Other Field Experiences | 0-3 |

### One of the following analytical/ quantitative courses:

| Course Code | Title | Credit Hours |
|---|---|---|
| ECON 101 | Introduction to Macroeconomics | 3 |
| MATH 120 | Fundamentals of Statistics | 3 |
| PSYC 245 | Research Methods & Statistics | 4 |

## Tracks

You must complete three courses from one of the following tracks:

### Finance

| Course Code | Title | Credit Hours |
|---|---|---|
| MGMT 305 | Econometrics | 3 |
| MGMT 308 | Impact Investing | |
| MGMT 330 | Money and Capital Markets | 3 |
| MGMT 333 | Managerial Finance | |
| MGMT 346 | Behavioral Economics | |
| MGMT 362 | International Finance | 3 |
| MGMT 369 | Corporate Valuation | 3 |

### Marketing

| Course Code | Title | Credit Hours |
|---|---|---|
| MGMT 309 | Consumer Behavior | 3 |
| MGMT 310 | Marketing Strategy | |
| MGMT 222 | International Marketing | 3 |
| MGMT 354 | Entrepreneurial Marketing | 3 |
| MGMT 361 | Social Media and Marketing | 3 |

### International business

| Course Code | Title | Credit Hours |
|---|---|---|
| MGMT 221 | Introduction to Global Supply Chain Management | 3 |
| MGMT 222 | International Marketing | 3 |
| MGMT 313 | Social Entrepreneurship | |
| MGMT 315 | Introduction to International Business | |
| MGMT 362 | International Finance | 3 |

### Leadership and change

| Course Code | Title | Credit Hours |
|---|---|---|
| MGMT 211 | Leadership: Theory and Practice | 3 |
| MGMT 312 | Leadership & Change | |
| MGMT 342 | Leadership and Dealing with Differences | 3 |
| MGMT 343 | Conflict Resolution | 3 |

### Social Entrepreneurship and Social Change

| Course Code | Title | Credit Hours |
|---|---|---|
| MGMT 306 | Ennovation Lab | 3 |
| MGMT 308 | Impact Investing | |
| MGMT 313 | Social Entrepreneurship | |
| MGMT 325 | Nonprofits in Civil Society | 3 |
| MGMT 354 | Entrepreneurial Marketing | 3 |
| POLS 355 | Politics of the Developing World | 3 |

### SCOM/MIT

| Course Code | Title | Credit Hours |
|---|---|---|
| MGMT 221 | Introduction to Global Supply Chain Management | 3 |
| MGMT 265 | Management Information Technology | 3 |
| MGMT 353 | Transportation and Logistics | |
| MGMT 361 | Social Media and Marketing | 3 |
| MGMT 367 | Information Technology in the Modern Business World | 3 |

### Electives

| Course Code | Title | Credit Hours |
|---|---|---|
| | Take two 3-credit MGMT courses from a track outside of your chosen track, with at least one 3-credit course being an upper-level course | 6 |

# Minor

### Students minoring in global management must complete these courses:

| Course Code | Title | Credit Hours |
|---|---|---|
| MGMT 141 | World of Business | 3 |
| MGMT 200 | Financial Accounting | 3 |

| | | |
|---|---|---|
| MGMT 211 | Leadership: Theory and Practice | 3 |
| | Two additional upper-level MGMT courses | |

# History

**Degree Type**
3+1 Program
Major
Minor

History requires active inquiry into the human past. By delving into the past, Earlham students gain a better understanding of the present, training them for citizenship and for a life of thoughtful action.

# Program Details

Historians at Earlham work with students not just to understand what happened in the past but how to be historians, studying all parts of the world and humanity in all of its diversity from a variety of perspectives and methods.

## 3+1 Education Program

Through our 3+1 Education Program, you can earn a Bachelor of Arts (B.A.), Master of Arts in Teaching (M.A.T.) and teaching license—all in just nine semesters. You'll leave Earlham with two degrees, licensed to teach grades 5-12 in Indiana. (And it's easy to transfer your license to other states—many of our graduates do!)

# Major

To earn a Bachelor of Arts in History, you must complete the following courses, in addition to general education requirements.

## The department offers the following courses to satisfy general education requirements:

| Course Code | Title | Credit Hours |
|---|---|---|
| | Nine courses that fulfill the Writing Intensive Requirement: HIST 215, 228, 231, 232, 253, 320, 343, 350, 351, 352 | |
| | Twelve courses that fulfill the Domestic component of the Perspectives on Diversity Requirement: HIST 122, 123, 124, 141, 204, 351, 352, 357, 367, 368, 369 | |
| | Twelve courses that fulfill the International component of the Perspectives on Diversity Requirement: HIST 128, 215, 221, 228, 231, 232, 241, 244, 246, 290, 313, 315, 332, 343, 350, 353, 354, 371, 374, 378 | |

## Majors are required to take:

A total of 35 credits consisting of:

| Course Code | Title | Credit Hours |
|---|---|---|
| | 3 or more courses from a geographic area (Africa, East Asia, Europe, Latin America, United States) | |
| | 3 or more courses from a thematic area (Peace and Conflict; Race and Ethnicity; Gender and Sexuality; Urban History; Imperialism/ Colonialism; Revolution and Social Justice; Science, Medicine, and Technology) | |
| | 2 Non-Western courses (may overlap with other requirements) | |
| HIST 233 | Research Methods in History | 3 |
| | 2 upper-level research courses, chosen from upper-level four-credit courses | |

## One of the following two courses:

| Course Code | Title | Credit Hours |
|---|---|---|
| HIST 410 | Philosophy of History | 4 |
| HIST 482 | American Historiography | 4 |

## Senior Capstone Experience

| Course Code | Title | Credit Hours |
|---|---|---|
| HIST 488 | Senior Seminar | 4 |

# Minor

To earn a minor in history, you must complete no fewer than five courses with at least three courses in one geographic or thematic area and one course in another area.

### Among these courses:

one must be designated as giving research credit

**AND**, one must be either

| Course Code | Title | Credit Hours |
|---|---|---|
| HIST 410 | Philosophy of History | 4 |
| HIST 482 | American Historiography | 4 |

## Opportunities and Outcomes

100% of history major graduates from the classes of 2017-19 were working or in grad school within six months of graduation.

91% of work seekers who majored in the social sciences between 2018-2022 were employed, pursuing graduate school or volunteering within six months of graduation.

### Top ranked

The American Historical Association ranks Earlham 16th in the country for production of future Ph.D.s. Our majors pursue graduate school for degrees in fields as diverse as history, museum studies, teaching, law and public health.

### Outcomes

In the past decade, Earlham history majors have pursued graduate work at the University of Chicago, Harvard Divinity School and Northwestern University, attended Columbia Law School, pursued library and archival careers and taught in a variety of settings, including Teach for America.

### What types of jobs and graduate school programs do graduates pursue?

Recent graduates have made successful careers as educators in archival, library or museum settings or in public history.

Many use history to prepare themselves for careers in business, law, management, medicine, politics, foreign service, publishing, political advocacy, ministry, law enforcement and public service. In addition, many go into teaching, in both public and private schools.

### What kind of research experience and internships are available?

Recent students have received funding from Earlham for internships as archives assistants, researchers for journalists and historical site tour guides as well as in museums.

Learn more about available programs via our Center for Global and Career Education.

# International studies

**Degree Type**
Major

The world today has never been more connected, and in many ways never more challenging. The international studies major enables you to gain the knowledge and experience to navigate our interdependent world and to find ways to positively shape it.

The international studies program at Earlham addresses profound challenges for policy and practice in a complex international context. You will be able to tackle these problems with energetic resolve. More than half of our majors are international students, a reality that enriches classroom conversations about issues of global import. Our courses are drawn from politics, economics and history, providing rich perspectives on global issues.

## Program Details

The international studies program has recently developed a new set of major requirements that incorporate classes in language, politics, economics and history as well as an integrated off-campus study program.

## Major

To earn a Bachelor of Arts in international studies, you must complete 12 to 14 courses and in the range of 36 to 42 credits, in addition to a study abroad semester.

*Note: courses in italics represent planned courses to be approved by the Curricular Planning Committee.*

### Introductory courses (all three of the following)

| Course Code | Title | Credit Hours |
|---|---|---|
| POLS 111 | Intro to Comparative Politics & International Relations | 3 |
| ECON 101 | Introduction to Macroeconomics | 3 |
| ECON 103 | Introduction to Microeconomics | 3 |

### Research methods courses (one of the following)

| Course Code | Title | Credit Hours |
|---|---|---|
| POLS 329 | Social Science Research Method | 3 |
| POLS 339 | Approaching Political Puzzles | 3 |

### One Theory course

| Course Code | Title | Credit Hours |
|---|---|---|
| | One POLS "T"heory course | 3 |

### Capstone course (the following course)

| Course Code | Title | Credit Hours |
|---|---|---|
| POLS 488 | Senior Seminar | 3 |

### Language instruction

Four semesters of language (If a student already speaks a second language fluently with demonstrated competence, they can opt to take two linguistic **or** cultural competency courses taught by Earlham Languages and Cultures faculty in consultation with their academic adviser.)

### Off-campus learning opportunity

Completion of an off-campus semester program (A student also may fulfill this requirement with completion of another approved program in consultation with their academic adviser.)

### On-campus elective courses

Four courses at the 200-400 level selected from the following list, including at least one Economics, one Politics, and one History course.

Courses must include one Politics "A"rgument (WI) and one Politics "R"esearch (RCH) course.

#### Economics

| Course Code | Title | Credit Hours |
|---|---|---|
| ECON 342 | Economic Development | 3 |
| ECON 348 | International Trade | 3 |
| ECON 350 | Political Economy of India and China | 3 |

#### Politics

| Course Code | Title | Credit Hours |
|---|---|---|
| POLS 351 | Democracy and Democratization | 3 |
| POLS 352 | Africa & the World: What Does the West Owe Africa? | 3 |
| POLS 355 | Politics of the Developing World | 3 |
| POLS 358 | Contemporary Chinese Politics | 3 |
| POLS 359 | African Democracy & Dictatorship | 3 |
| POLS 369 | Politics of Authoritarianism | 3 |
| POLS 371 | Theories of International Relations | 3 |
| POLS 377 | Politics of Global Inequality | 4 |
| POLS 378 | International Political Economy | 3 |

#### History

| Course Code | Title | Credit Hours |
|---|---|---|
| HIST 228 | Modern East Asia | 3 |
| HIST 232 | African History since 1880 | 3 |
| HIST 290 | Cuban History | 3 |
| HIST 354 | Latin America since 1825 | 3 |
| HIST 374 | Modern Japan | 4 |

## Opportunities and Outcomes

100% of recent graduates from the international studies program reported a career outcome within six months of graduation.

93% of work seekers who majored in a cross-divisional major between 2018-2022 were employed, pursuing graduate school or volunteering within six months of graduation.

### Careers

Top job industries for international studies majors include education and nonprofit work.

### Outcomes

Earlham's international studies majors get into their top choice graduate programs and also serve in prestigious international civil service and diplomatic positions around the world.

### What types of jobs and graduate school programs do graduates pursue?

Recent international studies graduates have obtained prestigious Watson and Fulbright scholarships as well as Rotary Peace Fellowships to work and study abroad.

Some have served as officers and program assistants in the Asia Foundation, Japan Society and U.N.-specialized agencies. Still others have worked in the Peace Corps and as human rights monitors.

One of our recent grads was accepted to the Fletcher School of Law and Diplomacy at Tufts, as well as Georgetown.

Majors also have pursued graduate studies in fields as diverse as law, city planning, public administration and public health at globally top-ranked programs such as Oxford, the Vienna Diplomatic Academy, the London School of Economics and Political Science, Columbia School of International and Public Affairs, and the Monterey Institute of International Studies.

# Japanese Language and Linguistics

**Degree Type**
Minor

The Japanese language and linguistics program at Earlham has a national reputation for excellence, providing comprehensive individual, interactive and hands-on instruction. This program is conducted in a learner-friendly environment designed to guide you toward your maximum potential.

If you wish to explore and major in Japanese language and linguistics, choose the Japanese studies major with a focus in Japanese language and linguistics.

# Program Details

Our alumni have pursued graduate studies as Japanese/Asia/international specialists. They have used their Japanese language skills in a variety of career fields.

# Minor

The Japanese language and linguistics program does not offer a major but a minor.

Students who are pursuing majors other than Japanese Studies and who fulfilled the general education language requirement by taking the basic Japanese courses may continue their Japanese language study. The Japanese language and linguistics minor enables those students to incorporate Japanese into their major in another field.

### To earn a minor in Japanese language and linguistics, you must complete the following courses, in addition to general education requirements:

| Course Code | Title | Credit Hours |
|---|---|---|
| | Two advanced-level language courses at 300 | |

### One JAPN linguistics from the following:

| Course Code | Title | Credit Hours |
|---|---|---|
| JAPN 351 | Teaching Japanese as a Second Language | 3 |
| JAPN 407 | Translation: Theory & Practice | 3 |
| JAPN 422 | Japanese Linguistics | 3 |
| JAPN 430 | Japanese Language in Social Context | 3 |
| | One Japanese Studies (JPNS) course, excluding language skill-focused courses, and | |
| | One Japanese independent study integrated with a student's major. | |

In addition to courses listed in the catalog, you may apply to certain courses taken off-campus with the approval of the program convener. JAPN 352 may not be applied toward meeting the requirements of the Japanese studies major.

# Opportunities and Outcomes

90% of work seekers who majored in the humanities between 2018-2022 were employed, pursuing graduate school or volunteering within six months of graduation.

# Japanese Studies

**Degree Type**
Major
Minor

Scholarship on Japan and training in Japanese language have a long history at Earlham, and our connections with Japan run deep. For more than 50 years, Earlham has been a leader in undergraduate education focused on Japan.

Japanese studies at Earlham is about encountering the complex history, society and culture that both comprise and are embodied in the nation of Japan.

In addition to a cross-disciplinary curriculum on campus, Earlham offers two study-abroad programs in Japan: Japan Study and Studies in Cross-Cultural Education (SICE) and a double-degree program with Waseda University. Earlham also houses the Institute for Education on Japan, which coordinates all Japan-related outreach activities conducted by the College and offers additional learning and post-grad opportunities, including placements as an Assistant Language Teacher in Morioka or as a teacher at the Friends School in Tokyo.

# Program Details

Within our Japanese studies major, students choose between two foci: Focus One - Japanese Culture and Society and Focus Two - Japanese Language & Linguistics.

# Major

To earn a Bachelor of Arts in Japanese Studies, you must complete the following courses, in addition to general education requirements.

Before participating in an off-campus program in Japan, students should take JPNS 236. Because of the off-campus study requirement, you should work closely with your adviser to shape a four-year course of study that will make it possible for you to satisfy all requirements for the College and the program.

## Focus One - Japanese Culture and Society

### Complete all of the following:

| Course Code | Title | Credit Hours |
|---|---|---|
| JPNS 236 | Introduction to the Study of Japan | 3 |
| JPNS 374 | Modern Japan | 4 |
| JPNS 488 | Senior Seminar | 4 |

*Capstone projects should reflect prior coursework and your Japanese studies major focus.

In addition to the Japanese studies courses listed in the catalog, you may:

- Apply certain courses taken off campus with the approval of the Japanese studies faculty.
- Petition the program to count non-Japanese studies courses taken at Earlham. These petitioned courses must contain at least 25% Japan content. In addition, course assignments must be adjusted to include Japan content whenever possible. If interested in pursuing this option, you must gain the approval of the instructor and the convener of Japanese Studies program early in the semester in which the course is taken.

### One advanced-level language course at 300 or above:

| Course Code | Title | Credit Hours |
|---|---|---|
| JAPN 301 | Advanced Japanese I | 4 |
| JAPN 302 | Advanced Japanese II | 4 |
| JAPN 382 | Topics in Japanese I | 3 |

### Four JPNS courses of 3 or more credits each.

- At least two must be advanced-level courses (JAPN 430 or JAPN 431 may be used for one of the four courses).

- One must be in the Humanities:

| Course Code | Title | Credit Hours |
|---|---|---|
| JPNS 216 | Introduction to Manga & Graphic Narrative | 4 |
| JPNS 241 | Japanese Popular Culture | 3 |
| JPNS 310 | Contemporary Japanese Literature | 3 |
| JPNS 343 | Modern Japanese Literature | 3 |
| JPNS 344 | Traditions in Japanese Lit | 3 |

- One must be in the Social Sciences:

| Course Code | Title | Credit Hours |
|---|---|---|
| JPNS 221 | Peace & Reconciliation in East Asia | 3 |
| JPNS 228 | Modern East Asia | 3 |
| JPNS 253 | Citizenship & Minority Issues in East Asia | 3 |
| JPNS 320 | East Asian Migration & Diasporas | 4 |

**One off-campus study program in Japan (full year or one semester)**

## Focus Two - Japanese Language and Linguistics

### Complete all of the following:

| Course Code | Title | Credit Hours |
|---|---|---|
| JPNS 236 | Introduction to the Study of Japan | 3 |
| JPNS 488 | Senior Seminar | 4 |

*Capstone projects should reflect prior coursework and your Japanese studies major focus.

In addition to the Japanese studies courses listed in the catalog, you may apply certain courses taken off campus with the approval of the program convener. JAPN 352 may not be applied toward meeting requirements of the Japanese studies major.

**Three advanced-level language courses at 300 or above:**

| Course Code | Title | Credit Hours |
|---|---|---|
| JAPN 301 | Advanced Japanese I | 4 |
| JAPN 302 | Advanced Japanese II | 4 |
| JAPN 382 | Topics in Japanese I | 3 |

**Two JAPN linguistics or pedagogy courses from the following:**

| Course Code | Title | Credit Hours |
|---|---|---|
| JAPN 351 | Teaching Japanese as a Second Language | 3 |
| JAPN 407 | Translation: Theory & Practice | 3 |
| JAPN 422 | Japanese Linguistics | 3 |
| JAPN 430 | Japanese Language in Social Context | 3 |
| JAPN 431 | Literacy in Japanese | 3 |

**One additional JAPN linguistics or pedagogy course, or JPNS course**

**One off-campus study program in Japan (full year or one semester)**

## Minor

### To earn a minor in Japanese studies, you must complete all of the following:

| Course Code | Title | Credit Hours |
|---|---|---|
| JPNS 236 | Introduction to the Study of Japan | 3 |
| JPNS 374 | Modern Japan | 4 |

**One Japanese language course at the intermediate level:**

| Course Code | Title | Credit Hours |
|---|---|---|
| JAPN 201 | Intermediate Japanese I | 5 |
| JAPN 202 | Intermediate Japanese II | 5 |

**Two JPNS courses of 3 or more credits each**

**An off-campus study program in Japan (May Term, one semester, or full year)**

## Opportunities and Outcomes

95% of recent Japanese studies graduates were working or in graduate school within six months of graduation.

70% of recent Japanese studies graduates were working in Japan within six months of graduation.

93% of work seekers who majored in a cross-divisional major between 2018-2022 were employed, pursuing graduate school or volunteering within six months of graduation.

### Outcomes

Top job industries for Japanese studies majors include education and nonprofit work.

### What kind of research experience and internships are available?

Recent Japanese studies majors have interned at the Nibutani Ainu Culture Museum, Good Neighbors Japan and other nonprofits and companies in Japan. Funding is available through the Center for Global and Career Education for summer internships in Asia and elsewhere.

Learn more about available programs via our Center for Global and Career Education.

## Jewish Studies

**Degree Type**
Minor

As a broadly interdisciplinary field, Jewish studies is a particularly appropriate area of study within a liberal arts education. The history, philosophy, culture, religion and literature of Judaism and Jewish communities across the globe form a complex, yet intellectually coherent, field of concentration.

Familiarity with the Jewish tradition is required for any significant understanding of Eurasian, North African and Middle Eastern history and politics, of Christianity and Islam, of modern western philosophy and theology, and of European and American literature and culture. The Jewish tradition of reflective and persistent questioning of the most enduring human issues offers unique challenges to Earlham students, whatever their major fields and cultural or religious backgrounds.

## Program Details

Students of Jewish studies develop a deep understanding of religious and cultural diversity, and this understanding often contributes to their careers. They are working in Jewish community organizations, studying in rabbinical programs and Christian divinity schools or concentrating on related subjects as they pursue doctorates in history, politics, religion, languages and literature.

## Minor

To earn a minor in Jewish studies, you need to complete 15 hours of course work in Jewish studies.

## Mathematics

**Degree Type**
3+1 Program
Major
Minor

At Earlham, our students develop mathematical fundamentals and problem-solving skills that they can apply in a variety of disciplines or in further study of mathematics.

It's easy for our mathematics students to design and participate in projects that explore connections between math and other interests as a class project, independent study or as a double major.

## Program Details

Earlham mathematics majors have gone on to become high school teachers, business managers, computer programmers, systems analysts, environmental statisticians, actuaries or mathematics professors.

### 3+1 Education Program

Through our 3+1 Education Program, you can earn a Bachelor of Arts (B.A.), Master of Arts in Teaching (M.A.T.) and teaching license—all in just nine semesters.

You'll leave Earlham with two degrees, licensed to teach grades 5-12 in Indiana. (And it's easy to transfer your license to other states—many of our graduates do!)

Learn more about our 3+1 program.

## Major

To earn a Bachelor of Arts in mathematics, you must complete the following courses, in addition to general education requirements.

Students considering a major in mathematics are encouraged to enroll in Calculus A or Discrete Math during the Fall Semester of their first year and to discuss their plans with one of the Math faculty if they've taken calculus in high school.

### Students majoring in mathematics are required to complete:

| Course Code | Title | Credit Hours |
|---|---|---|
| MATH 160 | Precalculus | |
| MATH 180 | Calculus A | 4 |
| MATH 190 | Mathematical Discovery | 3 |
| MATH 280 | Calculus B | 4 |
| MATH 288 | Introduction to Proof | 4 |
| MATH 310 | Linear Algebra | 3 |
| MATH 420 | Abstract Algebra A | 3 |
| MATH 430 | Analysis A | 3 |
| MATH 425 | Abstract Algebra B | 3 |
| MATH 435 | Analysis B | 3 |
| MATH 486 | Comprehensive Independent Study | 1 |
| MATH 488 | Seminar | 3 |
| Either MATH 320 OR MATH 350 | MATH 320 OR MATH 350 | |
| MATH 425 OR MATH 435 | Either MATH 425 OR MATH 435 | |
| | One other Mathematics course numbered 300 or above | |

Students intending to go on in mathematics are strongly encouraged to take MATH 320, MATH 350, both MATH 425 and MATH 435, and at least one course in Computer Science.

** MATH 180, MATH 280: Satisfied by credit or placement*

## Minor

To pursue a minor in mathematics, you must complete:

| Course Code | Title | Credit Hours |
|---|---|---|
| MATH 180 | Calculus A | 4 |
| MATH 190 | Mathematical Discovery | 3 |
| MATH 280 | Calculus B | 4 |
| MATH 288 | Introduction to Proof | 4 |

** MATH 180, MATH 280: Satisfied by credit or placement*

### Two other courses (totaling 6+ credits), at least one of which must be at 300+ level. These courses should be chosen from this list:

| Course Code | Title | Credit Hours |
|---|---|---|
| | Any 200-level or above MATH course | |
| MATH 130 | Symbolic Logic | 3 |

** Satisfied by credit or placement*

## Opportunities and Outcomes

100% of mathematics graduates from 2017-2019 were working or in graduate school within six months of graduation.

91% of work seekers who majored in the natural sciences between 2018-2022 were employed, pursuing graduate school or volunteering within six months of graduation.

### Careers

Top job industries for mathematics majors include web and software engineering, and data and analytics.

### Outcomes

Mathematics graduates have been admitted to graduate school programs in mathematics, statistics and particle physics, among other areas.

### What kind of research experience and internships are available?

Recent mathematics majors have interned at the Centers for Disease Control, the National Laboratories, the National Institute for Standards and Technology, NASA and the NSA.

## Additional Information

### Can I do off-campus study?

Yes! We encourage our majors to consider off-campus study during their time at Earlham. Learn more about your options through the Center for Global and Career Education.

# Media and Communications

**Degree Type**
Major

Communication shapes our world—from how goods are produced and circulate, to how we live our intimate lives in a global landscape. Global connectivity and our new forms of media have created new forms of power, given rise to new social movements and new opportunities for government surveillance, and created new platforms for self-expression.

# Program Details

Closely tied to our sociology/anthropology major, the media and communications major provides you with a deep understanding of how the ways we communicate are intertwined with society and politics. This prepares you for a wide variety of career paths.

# Major

To earn a Bachelor of Arts in Media and Communications, you must complete the following, in addition to general education requirements, an internship course and the senior capstone.

## Required courses

| Course Code | Title | Credit Hours |
|---|---|---|
| MCOM 120 | Intro to Media and Communication | 4 |
| MCOM 481 | Internship | 0-3 |
| MCOM 487 | Senior Capstone Experience: Research Seminar | 4 |
| MCOM 488 | Senior Capstone Experience: Project | 4 |

### And one of the following research courses:

| Course Code | Title | Credit Hours |
|---|---|---|
| SOAN 345 | Social Research Methods | 4 |
| SOAN 347 | Fieldwork & Ethnographic Methods | 4 |

## Complete three of the following skills courses in communication skills:

| Course Code | Title | Credit Hours |
|---|---|---|
| ART 236 | Digital Photography I | 4 |
| ART 335 | Photography II: Color Photography | 4 |
| ART 435 | Photography III: Lens-Based Art | 4 |
| BUS 368 | Business Communication | 3 |
| ENG 121 | Intro to Creative Writing | 4 |
| ENG 370 | Advanced Writing Workshop | 4 |
| MCOM 240 | Science, Medicine, and Media | 4 |
| MCOM 290 | Public Speaking | 4 |
| MCOM 275 | Introduction Video Production | 3 |
| MCOM 324 | Anthropology of Sound | 4 |
| BUS 361 | Digital Marketing | 3 |
| THEA 260 | Foundations of Acting | 4 |
| THEA 345 | Intro to Stage Management | 3 |
| MUS 372 | Making Music with Computers | 3 |

## Complete six of the following elective courses:

| Course Code | Title | Credit Hours |
|---|---|---|
| ART 213 | Nineteenth-Century Art | 4 |
| ART 215 | Mashup: Black Creativity in Music and Art | 3 |
| CS 355 | Computer Game Design | 3 |
| FILM 107 | Film and Literature | 4 |
| FILM 222 | Greece and Rome in Film | 4 |
| FILM 252 | Film Theory: Dark Matters | 4 |
| FILM 299 | Religion & Culture of Hip Hop | 4 |
| FILM 342 | Japanese Cinema | 3 |
| JPNS 211 | The East Asian Female Gaze | 3 |
| JPNS 316 | War, Magna, and Comics | 3 |
| JPNS 374 | Modern Japan | 4 |
| MCOM 324 | Anthropology of Sound | 4 |
| MUS 371 | Music Theory and Musicianship III: Composition, Analysis, and Ear Training | 4 |
| MUS 473 | Sound Design and Interactive Systems | 3 |
| SOAN 118 | Inequalities, Power & Society | 4 |
| SOAN 215 | Identities & Social Movements | 4 |
| SOAN 309 | Sociology of Social Media | 3 |
| SOAN 310 | Media & Surveillance in Contemporary Society | 3 |
| THEA 240 | Theatre History | 3 |
| MCOM 211 | The East Asian Female Gaze | 3 |
| MUS 351 | Topics in Jazz History | 3 |
| MUS 460 | Ethnomusicology: Methods & Issues | 3 |
| ENG 382 | Topics in Genre | 4 |
| PHIL 252 | Philosophy and Film Theory | 4 |
| BUS 122 | Introduction to Marketing | 3 |

**Note: CS 128 and CS 256 are pre-requisites for CS 355 Computer Game Design.*

## Opportunities and Outcomes

### Grads

Graduates of media and communications are prepared for graduate study in a variety of communications-related areas.

### Careers

The Bureau of Labor Statistics estimates an additional 46,200 jobs to be created in media and communications between 2019 and 2029.

### Outcomes

91% of work seekers who majored in the social sciences between 2018-2022 were employed, pursuing graduate school or volunteering within six months of graduation.

Media and communications jobs include editors, public relations specialists, reporters, journalists, writers and more.

### What types of jobs and graduate school programs do graduates pursue?

The media and communications major draws on coursework from sociology, anthropology, English, education, global management and film studies.

The goal of the program is to develop leaders who understand how contemporary mechanisms of communication help reshape our world politically, economically and personally and who can shape policies at the national and global level. The coursework emphasizes how the emergence of new technologies produces new forms of social life.

### What kind of research experience and internships are available?

There are a wide variety of internships available for media and communications majors. You may choose to intern on campus through work with the Earlham Word or WECI, or you may find an internship at an external organization.

Learn more about available programs via our Center for Global and Career Education.

## Additional Information

### Can I do off-campus study?

Yes! Off-campus study is encouraged for media and communications majors.

Learn more about off-campus study opportunities via our Center for Global and Career Education.

# Medical Humanities Applied Minor

**Degree Type**
Applied Minor

The medical humanities applied minor is designed to help you develop a deeper, more holistic understanding of health care, healing, illness and human dignity. Through relevant classes in the social sciences and humanities, you will gain valuable insight into the ways in which health care is mediated by social and cultural categories, how technology transforms the practice of medicine, the differences between evidence-based and narrative approaches to medicine and the lived experience of illness and healing.

The medical humanities minor was developed thanks to a generous grant from the National Endowment for the Humanities awarded to Earlham professor of psychology Vince Punzo and professor of chemistry Mike Deibel.

## Program Details

The medical humanities applied minor consists of 1) humanities and social sciences courses focused on health, illness and medicine; 2) civic engagements related to the medical allied health fields or public health; and 3) an integrated culminating experience.

In your research and course work, you will explore the cultural and psychological influences that shape experiences of health, healing and illness as well examine global models and personal narratives of health care. Civic engagements will provide the opportunity for you to experience the ways in which conceptual notions of empathy, care and dignity are instantiated in health care settings.

# Minor

The courses for this applied minor are organized into two categories, humanities and social sciences. You must take four or five approved courses (totaling 15 credit hours) with at least one course from the humanities division and one course from the social sciences division) along with one co-curricular activity and one culminating experience.

Below is a listing of some of the courses currently available. Keep in mind that other newly developed courses not listed here may also count toward the applied minor. If you are wondering about whether a social science/humanities course related to health and medicine can count toward the minor, please contact the medical humanities convener, Vince Punzo.

## Core humanities courses that count toward the applied minor:

| Course Code | Title | Credit Hours |
|---|---|---|
| ANCS 243 | Life, Death, & Healing in the Ancient World | 3 |
| ART 347 | The Body in Modern & Contemporary Art | 4 |
| EDUC 302 | Disabilities Studies | 3 |
| ENG 112 | Approaches to Literature | 4 |
| ENG 373 | Topics in Literary Theory | 4 |
| EPIC 241 | Intercultural Competence in Healthcare | 3 |
| ESEM 150 | Medical Humanities | 4 |
| PHIL 260 | Philosophy and Politics of Care | 4 |
| PHIL 363 | Bioethics | 4 |
| REL 151 | Health & Healing: Religious Perspectives | 3 |

## Core social sciences courses that count toward the applied minor:

| Course Code | Title | Credit Hours |
|---|---|---|
| PSYC 116 | Behavior, Health Care & Society | 4 |
| PSYC 250 | Introduction to Neuroscience | 4 |
| PSYC 362 | Cross-Cultural Psychology | 3 |
| PSYC 366 | Cradle & Grave | 3 |
| PSYC 375 | Racism and Public Health | 4 |
| PSYC 376 | Health Psychology | 3 |
| PSYC 378 | Psychoactive Drugs & Behavior | 3 |
| SOAN 240 | Sophomore Seminar | 3 |
| SOAN 333 | Medical Anthropology & Global Health | 3 |
| SOAN 335 | Health, Medicine & Society | 4 |
| SOAN 339 | Topics | 4 |

## Co-curricular activity

Complete one of the following co-curricular activities:

- On-campus leadership in the planning, development, implementation, and evaluation of events such as
  - the Health Club Blood Drive
  - National Health Week
  - Special Olympics
- Volunteering at regional health care settings such as Reid Hospital, Wayne County Health, Friends Fellowship, Premier Hospice, and Richmond State Hospital or job shadowing with doctor and nurse practitioners, physical therapists, or optometrists at regional health care settings.
- Other options as approved by the Medical Humanities convenor

*Co-curricular activities should be supervised and facilitated through the Center for Global Health.*

## Culminating experience

Complete one of the following:

- Relevant summer research or projects
- A medical narrative project
- Public presentation at the Spring Celebration of Learning
- Other options as approved by the medical humanities point people

# Opportunities and Outcomes

- Medical Humanities students who begin jobs directly after graduation tend to have jobs related to public health, health access, or research positions in health- or medicine-related labs. Many students pursue advanced degrees in medicine (MD, DO), nursing, public health or other healthcare fields.
- Students who want to become licensed healthcare providers will need to earn advanced degrees and pass relevant licensure exams. Students should review prerequisites for various healthcare pathways and be in touch with the Center for Global Health early in their Earlham career.

# Related Programs

## What departments are related to the medical humanities applied minor?

**Departments**

- Ancient and Classical Studies
- English
- Philosophy
- Psychology
- Religion
- Sociology/Anthropology

**Programs**

- The Center for Global Health

# Museum Studies

**Degree Type**
Major
Minor

Earlham College's museum studies program leverages the extensive collections at the college to train students for the museums of the future. An interdisciplinary faculty from the Departments of African and African American Studies, Ancient and Classical Studies, Art, Biology, Earth and Environmental Science, and History guide students to experience the best of a liberal arts education.

Students explore the history, best practices and critical issues of modern museology, and develop a deep disciplinary knowledge within a subject area of their choice.

# Program Details

The Joseph Moore Natural History Museum, housed on Earlham's campus, serves as a classroom for students who want to gain hands-on knowledge and experience about working in museums. Current grants from IMLS fund students to work on digitization projects.

# Major

## Required Classes

| Course Code | Title | Credit Hours |
|---|---|---|
| MUSE 224 | The Uses and Abuses of Museums | 3 |
| MUSE 242 | Care and Use of Collections | 4 |
| MUSE 315 | Engaging Audiences with Outreach and Interpretation | 4 |
| MUSE 317 | Museum Exhibit Design | 3 |
| MUSE 481 | Internship | 0-3 |
| MUSE 488 | Senior Capstone | 1 |

## Select a disciplinary area:

### AAAS

| Course Code | Title | Credit Hours |
|---|---|---|
| AAAS 114 | Introduction to AAAS | 3 |
| | AAAS: MUSE/HIST 239 OR MUSE/ART 402 | 4 |

Two of the following courses:

| Course Code | Title | Credit Hours |
|---|---|---|
| AAAS 230 | History of African American Religious Experiences | 4 |
| AAAS 368 | African American History to Emancipation | 4 |
| AAAS 369 | African American History since Emancipation | 4 |
| AAAS 231 | African History to 1880 | 3 |
| AAAS 232 | African History since 1880 | 3 |
| AAAS 352 | Politics of Africa | 3 |

### ANCS

Required course:

| Course Code | Title | Credit Hours |
|---|---|---|
| ANCS 370 | That Belongs in a Museum! | 3 |

Three of the following courses:

| Course Code | Title | Credit Hours |
|---|---|---|
| ANCS 241 | Ancient Mediterranean History | 3 |
| ANCS 315 | Pompeii: Life & Death in a Roman Town | 4 |
| ANCS 350 | Words & Works of Ancient Rome | 4 |
| ANCS 351 | Words & Works of Ancient Greece | 3 |

### Art History

Required courses:

| Course Code | Title | Credit Hours |
|---|---|---|
| | ART 115 or ART 116 Art Context | 4 |
| ART 402 | Curatorial Practicum | 3 |
| | One 300-level Art History course | 4 |

Select one of the following courses:

| Course Code | Title | Credit Hours |
|---|---|---|
| ART 210 | History of Craft | 4 |
| ART 211 | 20th Century Art | 4 |
| ART 213 | Nineteenth-Century Art | 4 |

### Biology

| Course Code | Title | Credit Hours |
|---|---|---|
| BIOL 111 | Ecological Biology | 4 |
| BIOL 226 | Biological Diversity | 4 |
| BIOL 359 | Great Discoveries in Natural History Collections | 4 |

Choose 1 required (any additional can be electives):

| Course Code | Title | Credit Hours |
|---|---|---|
| BIOL 346 | Vertebrate Zoology | 4 |
| BIOL 348 | Ornithology | 4 |
| BIOL 350 | Field Botany | 4 |
| BIOL 362 | Entomology | 4 |

### Earth and Environmental Science

| Course Code | Title | Credit Hours |
|---|---|---|
| GEOL 201 | Earth and the Environment | 3-4 |
| GEOL 314 | Interpreting Earth History | 4 |
| GEOL 315 | Earth Materials | 4 |
| GEOL 316 | Earth Cycles | 4 |

### History

One of the following courses:

| Course Code | Title | Credit Hours |
|---|---|---|
| HIST 239 | Material Culture Studies | 4 |
| ANCS 370 | That Belongs in a Museum! | 3 |

All of the following courses:

| Course Code | Title | Credit Hours |
|---|---|---|
| | One upper-level "research credit" HIST class | 3-4 |
| | One elective HIST class | 3-4 |
| | One elective HIST class | 3-4 |

### Electives

Select two additional courses (may be in your discipline).

| Course Code | Title | Credit Hours |
|---|---|---|
| | One additional class in any disciplinary track | 3-4 |
| | One additional class in any disciplinary track | 3-4 |
| MUSE 484 | Faculty/Student Collaborative Research | 1-3 |
| MUSE 485 | Independent Study | 1-3 |
| MUSE 486 | Student Research | 1-3 |
| EDUC 248 | Theory and Practice of Education | 4 |

## Minor

Our interdisciplinary approach combines a liberal arts education with the practical aspects of museum work. Our aim is to provide a foundation in the history, best practices and critical issues of museology, and to introduce students to a variety of museums and museum activities through experiential education. This program guides students to develop a disciplinary strength while providing opportunities in the museum competencies identified by the International Council of Museum's Curricula Guidelines: Museology, Public Programming, and Information and Collections Management and Care.

### Required Course:

| Course Code | Title | Credit Hours |
|---|---|---|
| MUSE 224 | The Uses and Abuses of Museums | 3 |

## Choose two museology competency classes:

| Course Code | Title | Credit Hours |
|---|---|---|
| MUSE 239 | Care and Use of Material Culture | 4 |
| MUSE 242 | Care and Use of Collections | 4 |
| MUSE 315 | Engaging Audiences with Outreach and Interpretation | 4 |
| MUSE 317 | Museum Exhibit Design | 3 |
| MUSE 359 | Great Discoveries in Natural History Collections | 4 |
| MUSE 370 | That Belongs in a Museum! | 3 |
| MUSE 402 | Curatorial Practicum | 3 |

## Required Applied Experience (minimum of 130 working hours):

**Internship** focusing on collections, conservation, research, interpretation, and/or education, ideally at a museum accredited by the American Association of Museums. Internship proposals must be submitted at least two months prior to the experience and require approval by a Museum Studies faculty member.

OR

**Applied group membership at the JMM** focusing on collections, outreach, marketing, or exhibit design and construction and equal to 130 hours of work within a single team. (The animal care applied team is not eligible to satisfy this requirement.) Membership in applied teams is competitive. Completing this requirement over two semesters working 4.5 hours/week is highly recommended.

## Choose one disciplinary emphasis:

### African and African American Studies:

| Course Code | Title | Credit Hours |
|---|---|---|
| AAAS 114 | Introduction to AAAS | 3 |
| AAAS 230 | History of African American Religious Experiences | 4 |
| AAAS 368 | African American History to Emancipation | 4 |
| AAAS 369 | African American History since Emancipation | 4 |
| AAAS 231 | African History to 1880 | 3 |
| AAAS 232 | African History since 1880 | 3 |
| AAAS 352 | Politics of Africa | 3 |

### Ancient and Classical Studies: two of the following courses:

| Course Code | Title | Credit Hours |
|---|---|---|
| ANCS 241 | Ancient Mediterranean History | 3 |
| MUSE 370 | That Belongs in a Museum! | 3 |
| ANCS 315 | Pompeii: Life & Death in a Roman Town | 4 |
| ANCS 350 | Words & Works of Ancient Rome | 4 |
| ANCS 351 | Words & Works of Ancient Greece | 3 |

### Art

| Course Code | Title | Credit Hours |
|---|---|---|
| ART 115 | Art Context & Meaning | 4 |
| ART 116 | Art: Context and Meaning II | 4 |

### Biology

| Course Code | Title | Credit Hours |
|---|---|---|
| BIOL 226 | Biological Diversity | 4 |
| BIOL 346 | Vertebrate Zoology | 4 |
| BIOL 348 | Ornithology | 4 |
| BIOL 350 | Field Botany | 4 |
| BIOL 362 | Entomology | 4 |
| BIOL 359 | Great Discoveries in Natural History Collections | 4 |

### History

| Course Code | Title | Credit Hours |
|---|---|---|
| | One elective course of at least three credits | |
| | One upper-level "Research Credit" course | 3-4 |

## Earth & Environmental Science

| Course Code | Title | Credit Hours |
|---|---|---|
| GEOL 314 | Interpreting Earth History | 4 |
| GEOL 315 | Earth Materials | 4 |

# Opportunities and Outcomes

## What kind of research experience and internships are available?

In addition to internships and volunteer opportunities locally at the Joseph Moore Museum, the Wayne County Historical Museum, the Richmond Art Museum and the Levi and Catharine State Historic Site, Earlham students have interned around the world at places like the Nibutani Ainu Culture Museum, the Smithsonian and more.

Learn more about available programs via our Center for Global and Career Education.

# Additional Information

## Can I do off-campus study?

Yes! Museum studies students are encouraged to study off-campus if they are able. Earlham offers several off-campus study programs where you can get hands-on experience working in museums, including the semester in London.

Learn more about available programs via our Center for Global and Career Education.

# Music

**Degree Type**
Major
Minor

The Earlham Department of Music models the belief that all musics are worthy of study. This is reflected not only in the impressive range of our ensembles, it is also woven into the entire music curriculum.

Around our core curriculum are many options that allow students to individualize their study of music within the department. Whereas the music studies program provides you with a solid liberal arts grounding in music, the music major—with its various tracks—gives more focused preparation for graduate schools or other pursuits.

The Music Department offers the following majors:

1. Music Studies **major:** for students looking for foundational training in music (often done in combination with another major).
2. **Music major:** for students expecting to go on to advanced study in the field of music. These include the following tracks:
    - Composition (must be declared by the sophomore year)
    - Computer music
    - Conducting
    - Ethnomusicology
    - Music Education Preparation
    - Music Performance (must be declared by the sophomore year)

### Program Details

Our music program is strong in many areas of performance and classroom study. Performing ensembles feature Percussion, Javanese Gamelan, Orchestra, Choirs, Jazz, and Chamber Music (MUSG courses). Students study Western music theory and composition, musicology (popular, non-Eurogenic, and Western classical), ethnomusicology, electronic and computer music, engage in interdisciplinary study, and have opportunities to prepare for a career in music education. Expert private instruction via applied lessons (MUSL courses) is offered on a wide array of instruments and voice.

# Major

## Bachelor of Arts

To earn a Bachelor of Arts in Music, you will complete 32 credits within the major core and an additional 17-20 credits within your desired concentration.

## Core requirements

**Take the following four Theory and Musicianship courses:**

| Course Code | Title | Credit Hours |
|---|---|---|
| MUS 171 | Music Theory I - Foundations | 3 |
| MUS 271 | Music Theory & Musicianship II | 4 |
| MUS 371 | Music Theory and Musicianship III: Composition, Analysis, and Ear Training | 4 |
| MUS 372 | Making Music with Computers | 3 |

**One of the following Writing Intensive courses**

| Course Code | Title | Credit Hours |
|---|---|---|

| | | |
|---|---|---|
| MUS 201 | Thinking and Writing about Music | 3 |
| MUS 243 | Queer Music History | 3 |

**The following four Musicology courses:**

| Course Code | Title | Credit Hours |
|---|---|---|
| MUS 460 | Ethnomusicology: Methods & Issues | 3 |
| | One additional Western Classical Musicology course | 3 |
| | One additional non-Eurogenic Musicology course | 3 |
| | One additional mass-mediated Musicology course | 3 |

**The following two courses:**

| Course Code | Title | Credit Hours |
|---|---|---|
| MUS 487 | Senior Seminar | 1 |
| MUS 488 | Senior Capstone | 2 |

## Concentrations

Select one of the six concentrations listed below to focus your studies.

### Choral conducting

| Course Code | Title | Credit Hours |
|---|---|---|
| MUS 376 | Choral Conducting | 3 |
| MUS 450 | Advanced Choral Conducting | 3 |
| MUS 483 | Teaching Assistant | 3 |

8 applied credits:

| Course Code | Title | Credit Hours |
|---|---|---|
| | Four semesters of MUSL applied voice lessons | 4 |
| | Two semesters of MUSL applied piano lessons | 2 |
| | Two additional MUSL or MUSG courses | 2 |

### Composition (Instrumental and Vocal)

This concentration is by audition. An initial portfolio of works should be submitted by the end of the sophomore year for admission into this concentration.

| Course Code | Title | Credit Hours |
|---|---|---|
| MUS 472 | Orchestration and Film Scoring | 3 |

14 applied credits:

| Course Code | Title | Credit Hours |
|---|---|---|
| | Four semesters of MUSL applied piano lessons | 4 |
| | Six additional credits in MUSL applied composition lessons | 6 |
| | Three different MUSG ensembles | 3 |
| | One additional MUSL applied lesson | 1 |

### Electronic and Computer Music

| Course Code | Title | Credit Hours |
|---|---|---|
| MUS 472 | Orchestration and Film Scoring | 3 |
| MUS 473 | Sound Design and Interactive Systems | 3 |
| CS 128 | Programming & Problem Solving | 4 |

8 credits of applied music:

| Course Code | Title | Credit Hours |
|---|---|---|
| | Four MUSG ensembles | 4 |
| | Two MUSL applied lessons | 2 |
| | Two additional MUSL or MUSG courses | 2 |

NOTE: completing a minor in computer science is highly recommended!

### Ethnomusicology

| Course Code | Title | Credit Hours |
|---|---|---|
| | Two additional courses in musicology or interdisciplinary studies for six credit hours | 6 |
| | One course in SOAN | 4 |

8 credits of applied music:

| Course Code | Title | Credit Hours |
|---|---|---|
| | Four MUSG ensembles | 4 |

| | | |
|---|---|---|
| | Two MUSL applied lessons | 2 |
| | Two additional MUSL or MUSG courses | 2 |

Note: A minor in SOAN is recommended.

### Music Education Prep

| Course Code | Title | Credit Hours |
|---|---|---|
| MUS 450 | Advanced Choral Conducting | 3 |

**One of the following courses:**

| Course Code | Title | Credit Hours |
|---|---|---|
| MUS 352 | Music Arranging | 3 |
| MUS 472 | Orchestration and Film Scoring | 3 |

**Choose 3 of the following Instrumental Methods courses:**

| Course Code | Title | Credit Hours |
|---|---|---|
| MUSL 334 | String Methods | 1 |
| MUSL 336 | Brass Methods | 1 |
| MUSL 337 | Percussion Methods | 1 |
| MUSL 339 | Woodwind Methods | 1 |

**The following Applied Lessons:**

| Course Code | Title | Credit Hours |
|---|---|---|
| MUSL 331 | Vocal Pedagogy | 1 |
| MUSL 332 | Piano Accompaniment | 1 |
| | One additional MUSL applied lesson in piano or voice | 1 |
| | 8 credits of MUSL applied lessons on primary instrument | 8 |

### Music Performance

Admission to the performance track is by audition. The student must demonstrate an advanced level of competency on their instrument or voice through an audition to be held in the spring semester of the sophomore year.

| Course Code | Title | Credit Hours |
|---|---|---|
| | Ten credits of MUSL applied lessons on primary instrument | 10 |
| | Four MUSG ensembles | 4 |
| | One additional MUS course in area of musicology closely related to primary instrument | 3 |

A juried performance will be given at the end of the junior year. Assuming good progress, the student will give a public senior recital, which will fulfill the Capstone requirement.

## Minor

### To earn a minor in music, you must complete:

**One of the following Research courses:**

| Course Code | Title | Credit Hours |
|---|---|---|
| MUS 201 | Thinking and Writing about Music | 3 |
| MUS 243 | Queer Music History | 3 |

**And all of the followiing:**

| Course Code | Title | Credit Hours |
|---|---|---|
| MUS 171 | Music Theory I - Foundations | 3 |
| MUS 201 | Thinking and Writing about Music | 3 |
| MUS 271 | Music Theory & Musicianship II | 4 |
| | Two more 3-credit classes, one of which must be in musicology | 6 |
| | Four credits of MUSL applied lessons, of which at least one credit must be a MUSG ensemble | 4 |
| | Three additional credits of either MUSL applied lessons or a 3-credit MUS courses | 3 |

## Opportunities and Outcomes

Highly selective students, with departmental approval, may complete a music education major and the Master of Arts in Teaching (MAT) degree as part of the 3+1 MAT program, which will be eligible for licensure provided they meet the requirements.

93% of recent music graduates were working or in graduate school within six months of graduation.

92% of work seekers who majored in the visual and performing arts between 2018-2022 were employed, pursuing graduate school or volunteering within six months of graduation.

### Careers

Recent graduates have been admitted to graduate programs in music education, music composition and other areas.

### Outcomes

The top job industry for music majors is education/ teaching.

## Additional Information

### Can I receive individual instruction on my instrument?

Yes! Find the current list of instructors for applied studio instruction here.

### Can I do off-campus study?

Yes! Earlham offers a variety of off-campus study options.

Learn more about available programs via our Center for Career Education.

### What are the facilities like?

The Center for Visual and Performing Arts, which was completed in 2014, provides state-of-the-art facilities, featuring separate rooms for rehearsing jazz, percussion and Javanese gamelan.

There's also an acoustically superb recital hall, which doubles as rehearsal space for orchestra and choir, as well as sonically isolated practice rooms and teaching studios equipped with Steinway pianos.

### Are there scholarships available?

Yes! The Rariden Scholarship is awarded annually to students entering Earlham who are interested in pursuing an area within the visual and performing arts — art, music or theatre. Preference is given to students from Wayne County, Indiana, although the selection committee will consider Indiana students from outside the county as well. The scholarship is $5,000 for each of a student's four years at Earlham, totaling $20,000.

Earlham's admissions counselors will screen applications from Wayne, Fayette, Randolph, Union and Franklin counties. The convener of the Visual and Performing Arts Division will send eligible applicants a letter and an information form in March. The form should be promptly returned to the Admissions Office.

Candidates will be contacted in March for interviews, and the winner will be notified by May 1.

In addition to this scholarship, there is financial assistance available through the **Len Holvig and Anna Morrisett awards** for all singers and instrumentalists for private lessons.

# Music Studies

**Degree Type**
Major

The Earlham Department of Music models the belief that all musics are worthy of study. This is reflected not only in the impressive range of our ensembles, it is also woven into the entire music curriculum.

Around our core curriculum are many options that allow students to individualize their study of music within the department. Whereas the music studies program provides you with a solid liberal arts grounding in music, the music major—with its various concentrations—gives more focused preparation for graduate schools or other pursuits.

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1. **Music Studies major:** for students looking for foundational training in music (often done in combination with another major).
2. Music **major:** for students expecting to go on to advanced study in the field of music. These include the following tracks:
    - Composition track (must be declared by the sophomore year)
    - Computer music track
    - Conducting track
    - Ethnomusicology track
    - Performance track (must be declared by the sophomore year)

The Music major may be combined with a Master of Teaching in a 3+1 program for students interested in music education.

# Program Details

Our music program is strong in many areas of performance and classroom study. Performing ensembles feature Percussion, Javanese Gamelan, Orchestra, Choirs, Jazz, and Chamber Music. Students study Western music theory and composition, musicology (popular, non-Eurogenic, and Western classical), ethnomusicology, electronic and computer music, engage in interdisciplinary study, and have opportunities to prepare for a career in music education.

# Major

## Music Studies

To earn a Bachelor of Arts in music studies, you must successfully complete the following:

### All of the following courses in Theory and Musicianship:

| Course Code | Title | Credit Hours |
|---|---|---|
| MUS 171 | Music Theory I - Foundations | 3 |
| MUS 271 | Music Theory & Musicianship II | 4 |
| MUS 371 | Music Theory and Musicianship III: Composition, Analysis, and Ear Training | 4 |
| MUS 372 | Making Music with Computers | 3 |

### The following Musicology courses:

| Course Code | Title | Credit Hours |
|---|---|---|
| MUS 201 | Thinking and Writing about Music | 3 |
| MUS 460 | Ethnomusicology: Methods & Issues | 3 |
| | One additional Western Classical Musicology course | 3 |
| | One additional non-Eurogenic Musicology course | 3 |
| | One additional mass-mediated Musicology course | 3 |

### Eight additional credits of Applied Music

| Course Code | Title | Credit Hours |
|---|---|---|
| | A minimum of four ensemble credits | |
| | A minimum of two lesson credits | |

### Senior Seminar and Senior Capstone Project

| Course Code | Title | Credit Hours |
|---|---|---|
| MUS 487 | Senior Seminar | 1 |
| MUS 488 | Senior Capstone | 2 |

# Additional Information

### Can I receive individual instruction on my instrument?

Yes! Find the current list of instructors for applied studio instruction here.

### Can I do off-campus study?

Yes! Earlham offers a variety of off-campus study options.

Learn more about available programs via our Center for Global and Career Education.

### What are the facilities like?

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### Are there scholarships available?

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and Franklin counties. The convener of the Visual and Performing Arts Division will send eligible applicants a letter and an information form in March. The form should be promptly returned to the Admissions Office.

Candidates will be contacted in April for interviews, and the winner will be notified by May 1.

In addition to this scholarship, there is financial assistance available through the **Len Holvig and Anna Morrisett awards** for singers and pianists, and numerous awards for private lessons.

# Neuroscience

**Degree Type**
Major

Earlham's neuroscience program provides the opportunity for students to explore the complexities of the brain and nervous system and how they affect human behavior, thought, emotion and psychiatric disease.

You will have the opportunity to work closely with biology and psychology faculty who are devoted to helping you develop your research interests, establish professional networks and find your career path.

## Program Details

Neuroscience majors can pursue graduate study in human or veterinary medicine, healthcare, as well as highly specialized neuroscience programs in biology and psychology.

Recent graduates are pursuing advanced degrees at University of Pennsylvania, Johns Hopkins, Cornell, UCLA, Carnegie Mellon, University of Michigan and University of Edinburgh, to name a few. Our alumni pursue a wide variety of careers, including medicine, healthcare, scientific research and physical/occupational therapy.

## Original research project

After thorough grounding in the fundamentals of biology and psychology followed by exploration of special topics in advanced courses, the capstone experience for the neuroscience major is the completion of an original research topic that integrates psychology and biology.

For example, student projects have investigated the impact of peppermint on attention and performance.

Another student examined the impact of stress, isolation, and decision making in mice.

A third project examined how exposure to humorous stimuli influenced physiological stress responses.

## Policy on animal research

As a Senior Research (PSYC 486) student, you can work with an animal if you:

1. have substantial previous experience with your study species, to the point where you can work independently or with minimal guidance;
2. and a faculty member with the species expertise has agreed on working together and on funding for the animals (even if a small cost is paid by you);
3. have your research project designed and approved by IACUC prior to the beginning of their Senior Research course term;
4. have completed all the training requirements for animal research at Earlham (Moodle Page: Animal User Guide), including medical evaluation, before the beginning of your Senior Research course term; and
5. have the approval of one of the Senior Research (PSYC486) professors for the term you will be doing the research.

# Major

To earn a Bachelor of Arts in Neuroscience, you must complete the following courses, in addition to general education requirements.

## Required Courses:

| Course Code | Title | Credit Hours |
|---|---|---|
| BIOL 112 | Cells, Genes & Inheritance | 4 |
| BIOL 225 | Cell Biology | 4 |
| BIOL 345 | A&P I: Nervous and Endocrine Systems | 4 |
| NEUR 242 | Topics in Neuroscience | 1 |
| CHEM 111 | Principles of Chemistry | 4 |
| CHEM 221 | Organic Chemistry I | 4 |
| PSYC 245 | Research Methods & Statistics | 4 |
| PSYC 250 | Introduction to Neuroscience | 4 |
| PSYC 353 | Behavioral Neuroscience | 3 |
| PSYC 486 | Comprehensive Research Project | 3 |
| NEUR 488 | Senior Capstone Experience | 0 |

## At least one of the following:

| Course Code | Title | Credit Hours |
|---|---|---|
| PSYC 355 | The Neuroscience of Stress Reduction | 4 |
| PSYC 366 | Cradle & Grave | 3 |
| PSYC 375 | Racism and Public Health | 4 |
| PSYC 376 | Health Psychology | 3 |
| PSYC 378 | Psychoactive Drugs & Behavior | 3 |

## At least two of the following courses, totaling at least seven credits:

| Course Code | Title | Credit Hours |
|---|---|---|
| BIOL 111 | Ecological Biology | 4 |
| BIOL 200 | Epidemiology | 3 |
| BIOL 226 | Biological Diversity | 4 |
| BIOL 251 | Intro to Nutrition Science | 3 |
| BIOL 343 | Immunology | 3 |
| BIOL 346 | Vertebrate Zoology | 4 |
| BIOL 347 | Anatomy and Physiology II: Cardiovascular, Respiratory, Renal and Digestive | 4 |
| BIOL 348 | Ornithology | 4 |
| BIOL 351 | Human Genetics & Genomics | 3 |
| BIOL 357 | Animal Behavior | 4 |
| BIOL 362 | Entomology | 4 |
| BIOL 383 | Bioinformatics: Code & Chromosomes | 3 |
| BIOL 451 | Evolutionary Biology | 4 |
| BIOL 456 | Applied Biostatistics | 4 |
| BIOL 461 | Microbiology | 4 |
| BIOL 464 | Advanced Cell Physiology | 4 |
| BIOL 465 | RNA Biology | 3-4 |
| BIOL 466 | Molecular Genetics | 4 |
| BIOL 467 | Neuropharmacology | 3 |
| BIOL 481 | Internship, Field Study and Other Field Experiences | 0-3 |
| CHEM 351 | Biochemistry | 4 |
| NEUR 481 | Internship, Field Study and Other Field Experiences | 0-3 |

## These courses are also recommended depending on your interest, but not required:

| Course Code | Title | Credit Hours |
|---|---|---|
| MATH 120 | Fundamentals of Statistics | 3 |
| MATH 300 | Mathematical Statistics | 3 |
| MATH 180 | Calculus A | 4 |
| MATH 280 | Calculus B | 4 |
| PHYS 120 | Matter in Motion (no calculus) | 4 |
| PHYS 125 | Matter in Motion (with Calculus) | 4 |
| PHYS 230 | Electromagnetism, Waves and Optics | 4 |
| PHYS 235 | Electromagnetism, Waves and Optics (With Calculus) | 4 |
| CS 128 | Programming & Problem Solving | 4 |

### Additional notes to keep in mind:

If you're interested in post-graduate study, including medical school, you should review entrance requirements of the programs in which you're interested, since many programs require physics, calculus and additional chemistry courses.

If you're interested in taking biochemistry, remember the prerequisites for this course are CHEM 111, 221, 321 and 331.

If you're interested in animal behavior, ornithology, biology of insects and/or vertebrate zoology, remember that BIOL 111 Ecological Biology is a prerequisite.

With approval from neuroscience faculty, specialty courses that are offered on an occasional basis may substitute for one or more of the elective courses.

# Opportunities and Outcomes

94% of recent neuroscience graduates were working or in graduate school within six months of graduation.

93% of work seekers who majored in a cross-divisional major between 2018-2022 were employed, pursuing graduate school or volunteering within six months of graduation.

## Careers

Recent graduates have been admitted to graduate programs in neuroscience, nursing, public health, biomedicine and integrative physiology.

## Outcomes

Top job industries for neuroscience majors include research, lab work and healthcare services.

## What kind of research experience and internships are available?

Many Earlhamites have interned at the Stark Neuroscience Research Institute of the Indiana University School of Medicine, and funding is available for these interns through the Earlham Center for Global and Career Education.

Other neuroscience majors have interned as research assistants at the Shanghai Mental Health Center, Schepens Eye Research Institute, the Regenstrief Institute, the University of Chicago and many other locations.

# Additional Information

## Information for first-year students

If you're planning to major in neuroscience you should speak with a faculty member in biology or psychology early in your undergraduate career.

Faculty will help lay out a four-year plan that includes required courses, elective courses that support the specific neuroscience area of interest, opportunities for off-campus study and possible internships.

Early consultation is important to the sequencing of several courses so study remains an option off-campus.

In general, your four-year plan should consist of the following:

- CHEM 111 in your first semester
- CHEM 221 and BIOL 112 in your second semester
- BIOL 341 in the fall of your sophomore year
- BIOL 242 in your sophomore or junior year
- Begin taking courses in psychology by the end of your sophomore year.
- A summer research experience is highly recommended. Faculty and staff from the Center for Global and Career Education will work with you to identify appropriate opportunities.

## Can I do off-campus study

Yes! We strongly encourage first-year students who are considering a major in neuroscience to speak with their faculty adviser as early as possible about their interest in off-campus study. This allows your adviser to help you create a four-year plan that incorporates an off-campus semester into your coursework.

Learn more about available programs via our Center for Global and Career Education.

# Outdoor Education Applied Minor

**Degree Type**
Applied Minor

The outdoor education applied minor is designed to prepare students for a leadership role in the outdoor education industry, and/or in programs with remote or extended fieldwork components. Through a combination of coursework and field-based experiential learning, the applied minor emphasizes educational and environmental theory, interpersonal and leadership skills, and an introduction to technical skills such as backpacking, canoeing and rock climbing.

# Program Details

Earlham has a national reputation for training outstanding outdoor educators. As a complement to the outdoor education applied minor, our Outdoor Education Program provides a unique combination of on-campus courses, field experiences and leadership practica leading to excellent opportunities for development of both technical and interpersonal skills. Graduates have gone on to careers in environmental education, park management, wilderness guiding, and youth social work.

# Minor

**Courses**

## The following courses are required:

| Course Code | Title | Credit Hours |
|---|---|---|
| EDUC 221 | Outdoor Trip Leadership | 2 |
| EDUC 311 | Wilderness First Responder | 2 |

EDUC 221: *(offered annually in spring semester)*
EDUC 311: *(offered annually as an early on-campus May term)*

## Two participation-based courses:

| Course Code | Title | Credit Hours |
|---|---|---|
| AWPE 202 | Intermediate Gym Climbing | |
| AWPE 300 | Canoe Skills Seminar | |
| AWPE 304 | Outdoor Rock Climbing Seminar | |
| | Other courses or related Epic Advantage Programs/May Terms will be considered by petition. | |
| AWPE 200 | Introduction to Canoeing | |
| AWPE 201 | Indoor Gym Climbing | |
| AWPE 210 | Trail Building/Invasive Species Control | |

## One of the following education- or leadership-focused academic courses:

| Course Code | Title | Credit Hours |
|---|---|---|
| EDUC 248 | Theory and Practice of Education | 4 |
| TESO 344 | Studies in Language Learning & Teaching | 4 |
| | Another course with an education/leadership focus in global management, social services, history, museum studies, peace and global studies, philosophy, psychology or teacher education | |

Other courses will be considered by petition.

## One of the following natural science academic courses:

| Course Code | Title | Credit Hours |
|---|---|---|
| BIOL 111 | Ecological Biology | 4 |
| BIOL 226 | Biological Diversity | 4 |
| ENSU 151 | Environment, Science and Sustainability | 4 |
| GEOL 201 | Earth and the Environment | 3-4 |
| PHYS 115 | Encounters with the Cosmos | 3 |
| | Other natural science courses or related Epic Advantage programs/May Terms will be considered by petition. | |

## Co-curricular activity

Students must complete a qualifying multi-day (seven days+) field practicum experience, including four days in a leader-of-the-day or instructor role. Experience to include planning, logistics, field time and debrief/evaluation (e.g., OTL TA, Multi-day AWPE Instructor, August Wilderness Instructor, Internship, NOLS/Outward Bound course, or another experience approved by the director of outdoor education).

## Culminating experience

All students must submit a capstone portfolio and complete a mock job interview with an EC Career Coach. The portfolio includes the following:

- A statement on personal educational philosophy.
- A critical reflection essay on qualifying practicum field experience.
- A sample written lesson plan from qualifying field experience.
- An outdoor-focused resume.

# Opportunities and Outcomes

# Related Programs

## What departments are related to the outdoor education applied minor?

**Academic**

- Athletics, wellness and physical education (AWPE)
- Education applied minor
- Earth and Environmental Science
- Environmental Sustainability
- History
- Museum Studies
- Peace and Global Studies (PAGS)
- Philosophy
- Physics and Astronomy
- Psychology
- Teaching English to Speakers of Other Languages (TESOL) minor

**Programs**

- Center for Environmental Leadership (CEL)
- Outdoor Education Program

# Peace and Global Studies

**Degree Type**
Major

Peace and global studies (PAGS) majors explore strategies for constructing a just and peaceful world. The goal of the program is to develop your competencies in fields contributing toward social transformation and peace.

PAGS is a great choice for students who are activists interested in the work of justice and peace: nonviolent strategies, anti-racist work, anti-poverty work, community organizing, addressing climate change and engendering more expansive human rights. The PAGS program draws from the disciplines of anthropology, economics, history, philosophy and politics to explore problems of systemic violence and how these can be addressed. The PAGS major offers students concrete grounding and enriched conceptual frameworks for strategizing for social change to address the most pressing challenges of our time.

PAGS is a rigorous major, but the challenge is invigorating! Our students are known for their serious work ethic combined with their unmatched senses of humor.

PAGS students are also known as passionate campus activists. They've been involved in organizations such as the REInvestment Campaign to urge Earlham to divest from coal and petroleum extraction; and the Boycott, Divestment, Sanctions movement, in support of Palestinian nonviolent resistance to occupation.

# Program Details

As a peace and global studies graduate, you can work around the globe. Like other PAGS alumni, you can be affiliated with non-governmental organizations, human rights groups, political campaigns, environmental organizations, alternative media, religious organizations and international agencies.

PAGS graduates work throughout the world, as rights advocates, journalists, researchers, organizers, lawyers, nurses, doctors, midwives, architects, designers, teachers, and university professors.

# Major

To earn a Bachelor of Arts in Peace and Global Studies, you must complete all general education requirements in addition to completing six core courses, as well as a minimum of three courses in one of four areas of concentration.

## Six required core courses

Two of the following five courses:

| Course Code | Title | Credit Hours |
|---|---|---|
| ECON 103 | Introduction to Microeconomics | 3 |
| POLS 111 | Intro to Comparative Politics & International Relations | 3 |
| PAGS 118 | Inequalities, Power & Society | 4 |
| PAGS 215 | Identities & Social Movement | 4 |
| PAGS 170 | Diplomacy: Theory and Practice | 3 |

The following four courses:

| Course Code | Title | Credit Hours |
|---|---|---|
| PAGS 240 | Global Dynamics and World Peace | 4 |
| PAGS 481 | Internship | 1-3 |
| PAGS 486 | Senior Research | 2 |
| PAGS 488 | Senior Seminar | 3 |

### A minimum of three courses in one of four areas of concentration is required:

#### Religious pacifism

| Course Code | Title | Credit Hours |
|---|---|---|
| REL 330 | Mass Incarceration & Moral Vision | 4 |
| PAGS 343 | Conflict Resolution | 3 |
| REL 304 | Judaism, the Other & State: Encounters in Modern Jewish Thought | 3 |
| REL 309 | Prophetic Black Women | 3 |

#### Law & justice

| Course Code | Title | Credit Hours |
|---|---|---|
| PAGS 343 | Conflict Resolution | 3 |
| POLS 367 | Non-Western Political Theory | 3 |
| POLS 369 | Politics of Authoritarianism | 3 |
| PAGS 377 | Politics of Global Inequality | 3 |

#### Praxis

| Course Code | Title | Credit Hours |
|---|---|---|
| ECON 310 | History of Economic Thought | 3 |
| PAGS 347 | Marxism | 4 |
| PAGS 343 | Conflict Resolution | 3 |
| PAGS 351 | Workplace Justice: Readings in U.S. Labor History | 3 |
| PAGS 353 | Latin America to 1825 | 3 |
| PAGS 354 | Latin America since 1825 | 3 |
| PAGS 374 | Methods of Peacemaking | 4 |

#### "Fourth generation" peace studies

| Course Code | Title | Credit Hours |
|---|---|---|
| ECON 310 | History of Economic Thought | 3 |
| PAGS 330 | Postcolonial Theory | 4 |
| PAGS 341 | Contemporary Social Thought | 4 |
| PAGS 347 | Marxism | 4 |
| PAGS 371 | Theories of International Relations | 3 |
| PAGS 374 | Methods of Peacemaking | 4 |
| HIST 410 | Philosophy of History | 4 |

*Note: Other courses not currently listed might also count as contributing to each concentration; consult directly with the director of PAGS*

## Opportunities and Outcomes

96% of recent peace and global studies graduates were working or in graduate school within six months of graduation.

93% of work seekers who majored in a cross-divisional major between 2018-2022 were employed, pursuing graduate school or volunteering within six months of graduation.

### Honors

The PAGS program graduated two Rhodes Scholars in three years (Hashem Abu Sham'a '17 and Summia Tora '19) and frequently graduates Watson fellows and Fulbright scholars.

### Outcomes

Top job industries for peace and global studies majors include community and social services, education, political organizing and lobbying.

### What kind of research experience and internships are available?

Peace and global studies majors have interned around the globe, many under the guidance of experienced organizers and activists. Recently, students have interned at organizations like UNITE HERE, Win Without War, the Dwight D. Eisenhower School for National Security and Resource Strategy, LesQueers and World Relief Chicago.

Professors in the PAGS program and the Earlham Center for Global and Career Education can help you identify potential internship sites that match your interests.

## Additional Information

### Can I do off-campus study

Yes! There are multiple off-campus study programs that are a great fit for peace and global studies majors, including the border studies program in Tucson, Arizona and Tibetan Studies in northern India, among others.

Some PAGS majors also complete their internship requirement while on an off-campus study program.

# Peace Corps Prep Applied Minor

**Degree Type**
Applied Minor

Peace Corps Prep is both an applied minor program at Earlham and a certificate program administered by the Peace Corps. By completing the requirements explained in this guide, you can earn an applied minor designation that will appear on your academic transcript, and earn a certificate of completion from the Peace Corps and additional credentials to include in any application you may submit for a volunteer position or other international development work.

To accomplish this, as you work through your Earlham graduation requirements, you'll build four core competencies through interrelated coursework, hands-on experience, and professional development support. These four competencies are the following:

- Training and experience in a work sector
- Foreign language skills
- Intercultural competence
- Professional and leadership development

# Philosophy

**Degree Type**
Major
Minor

Up until the 19th century philosophy was the main discipline in academia.

With the specialization of knowledge and the development of particular branches of sciences, the social sciences and the humanities, philosophy developed into its own as well. However, philosophy remains the only discipline that has conceptual ties to all the other disciplines in academia, such as philosophy of science, philosophy of social science, philosophy of history, aesthetics (art) and philosophy of language. Philosophy questions the fundamental conceptual foundations and assumptions of all the disciplines: For example, from the field of biology, What is life? Sociology: What is society? History: How do we understand, record and interpret the past?

Therefore, studying philosophy not only teaches you how to think, critically analyze knowledge and question fundamental assumptions but also makes you understand the conceptual presuppositions of all other disciplines better.

Our department always studies and evaluates philosophy within our concrete existence in the world. When we do not raise the foundational questions of life ourselves, we unconsciously live with the answers that are provided for us by those who exercise power over us. As an Earlham philosophy student, you will become aware of and question your own fundamental assumptions about life, work, value and relationships.

## Program Details

If our department has an orientation, it is toward the history of philosophy. Our program is respected by graduate schools for the mastery our graduates have shown in the history of philosophy.

As a philosophy student, you will be exposed to the history of Western philosophy as well as engaging in a critique of this potentially Eurocentric approach. You will study Ancient Philosophy, Modern Philosophy, 19th Century Philosophy and Contemporary Philosophy, which constitute the historical sequence. In addition, you will take a number of classes on Race and Racism, Feminist Philosophy, Postcolonial Theory, Film Theory and Aesthetics. While we teach the history of Western philosophy rigorously, we also provide the tools to critically engage with the Western tradition.

## Major

To earn a Bachelor of Arts in philosophy, you must complete the following courses, in addition to general education requirements.

As a philosophy student, you must take a minimum of 10 courses designed to acquaint you with the history of Western philosophy, the branches and methods of philosophy, and a good variety of topics and contemporary problems.

### The following courses are required:

| Course Code | Title | Credit Hours |
|---|---|---|
| PHIL 155 | Ancient Greek Philosophy | 4 |
| PHIL 250 | Modern Philosophy | 4 |
| PHIL 350 | 19th Century Philosophy | 4 |
| PHIL 480 | Seminar | 4 |
| PHIL 487 | Senior Capstone Experience I | 3 |
| PHIL 488 | Senior Capstone Experience II | 3 |

| | | |
|---|---|---|
| | Five additional elective Philosophy courses: At least three of which must be numbered 300 or above. | |

## Minor

### To earn a minor in philosophy, you must take at least six philosophy courses. The following courses are required:

| Course Code | Title | Credit Hours |
|---|---|---|
| PHIL 155 | Ancient Greek Philosophy | 4 |
| PHIL 250 | Modern Philosophy | 4 |
| PHIL 350 | 19th Century Philosophy | 4 |
| | Three additional elective Philosophy courses: At least two of which must be numbered 300 or above. | |

## Opportunities and Outcomes

### Careers

Many Earlham philosophy graduates go to law school or into seminary training, while others go into secondary school teaching.

### Top ranked

According to HEDS data, Earlham is ranked 29th (in the 98th percentile) among 1,533 institutions of higher learning in the U.S. for the percentage of graduates who go on to receive Ph.D.s in the humanities.

### Outcomes

90% of work seekers who majored in the humanities between 2018-2022 were employed, pursuing graduate school or volunteering within six months of graduation.

An Earlham philosophy degree prepares you for a greater understanding across all disciplines, opening the door to a breadth of potential career paths in natural and social sciences, to name a couple.

# Physics and Astronomy

**Degree Type**
3+1 Program
Major
Minor

The study of physics not only contributes to your understanding of the physical environment—it also develops your abilities to reason analytically and to test hypotheses. Physics and astronomy majors pursue careers in education, engineering or other technical disciplines, and other industries.

Earlham also offers a 3-2 pre-professional program in engineering, in which you'll take foundational science and distribution courses at Earlham for three years, then spend an additional two years earning an engineering degree at an accredited engineering school. This allows you to emphasize the liberal arts in your education while still obtaining the technical aspects of an engineering degree.

# Program Details

A physics major prepares students for careers in secondary education, engineering or other technical disciplines. Some of our students even go on to medical or law school, scientific consulting or other careers.

## 3-2 Pre-Professional Engineering Option

Earlham's 3-2 pre-professional engineering option provides a wonderful opportunity if you're considering a career in engineering but also want the experience of a broad, liberal arts education that is seldom available in engineering schools.

By combining three years at Earlham with two years at an engineering school, you can emphasize the liberal arts as well as the technical aspects of your education.

The Earlham pre-engineering program permits you to complete the B.A. degree requirements at Earlham and the engineering requirements at a professional engineering school with the aim of becoming a practicing engineer in industry, government or at a university.

Typically this type of program involves three years at Earlham studying fundamental science and the liberal arts, followed by two years of specialization at an affiliated engineering school. At the end of those five years, you will receive two degrees: a B.A. from Earlham in pre-engineering studies and a B.S. from the engineering program.

Pre-engineering requirements in the sciences depend on the engineering program to which you transfer, but most programs have requirements such as these:

- One year of physics (PHYS 125, 235)
- One year of chemistry (usually CHEM 111, 331)
- Mathematics through Differential Equations and Multivariate Calculus (MATH 180, 280, 320 and 350)
- One semester of computer programming (CS 128)

Some programs include additional courses such as economics (required by Columbia) or additional courses in biology, chemistry or electronics (if you have a particular interest such as biomedical or electrical engineering).

## 3+1 Education Program

Through our 3+1 Education Program, you can earn a Bachelor of Arts (B.A.), Master of Arts in Teaching (M.A.T.) and teaching license—all in just nine semesters.

You'll leave Earlham with two degrees, licensed to teach grades 5-12 in Indiana. (And it's easy to transfer your license to other states—many of our graduates do!)

Learn more about our 3+1 program.

# Major

### To earn a Bachelor of Arts in Physics, you must complete the following courses, in addition to general education requirements:

| Course Code | Title | Credit Hours |
|---|---|---|
| PHYS 125 | Matter in Motion (with Calculus) | 4 |
| PHYS 235 | Electromagnetism, Waves and Optics (With Calculus) | 4 |
| PHYS 345 | Modern Physics | 4 |
| PHYS 355 | Advanced Physics Laboratory | 3 |
| PHYS 360 | Mathematical Methods and Physics | 3 |
| PHYS 480 | Senior Seminar | 3 |
| PHYS 488 | Senior Capstone | 0 |

### Three additional courses (or more if necessary for a total at least 9 credits) from other Physics courses numbered 300 – 480.

Course 1:

Course 2:

Course 3:

Courses between 481 and 487 may be counted toward the major with permission from the Department.

### And these Mathematics courses:

| Course Code | Title | Credit Hours |
|---|---|---|
| MATH 180 | Calculus A | 4 |
| MATH 280 | Calculus B | 4 |

| | | |
|---|---|---|
| MATH 320 | Differential Equations | 4 |
| MATH 350 | Multivariate Calculus | 4 |

# Minor

To earn a minor in physics, you must complete the following courses:

| Course Code | Title | Credit Hours |
|---|---|---|
| PHYS 125 | Matter in Motion (with Calculus) | 4 |
| PHYS 235 | Electromagnetism, Waves and Optics (With Calculus) | 4 |
| PHYS 345 | Modern Physics | 4 |
| | One other Physics course numbered 300 or above | |
| MATH 180 | Calculus A | 4 |
| MATH 280 | Calculus B | 4 |

# Opportunities and Outcomes

## Top ranked

Earlham ranks 64th nationally (in the 95th percentile) in the percentage of graduates receiving Ph.D.s in physics.

## Careers

According to the American Institute of Physics, top fields of employment for graduates with bachelor's degrees include engineering, computer or information systems, STEM-related jobs, and physics and astronomy, to name a few.

## Outcomes

91% of work seekers who majored in the natural sciences between 2018-2022 were employed, pursuing graduate school or volunteering within six months of graduation.

Recent graduates have been admitted to graduate programs in plasma and particle physics, engineering and planetary science. Others have gone on to become teachers, programmers or to work in the investment industry.

## What kind of research experience and internships are available?

Recent physics majors have interned at places like the Max Planck Biophysical Chemistry Institute in Germany and at companies working on technology like artificial intelligence.

In addition, there are many opportunities for you to engage in research experiences both on and off-campus, and many students do summer Research Experiences for Undergraduates (REUs) around the world.

# Additional Information

## Information for first-year students

To major in physics and maintain flexibility in your schedule, you should consider beginning the introductory sequence in your first year.

If you have not previously taken calculus, you may be required to take MATH 180 during the fall semester of your first year. (It is possible to major in physics beginning in your sophomore year, but scheduling can get rather crowded.)

It is important that you plan your programs early, after careful consultation with your academic adviser about career aims, to maximize your opportunities for off-campus study or for completing a minor in addition to your physics major.

Earlham's Department of Physics provides information about career opportunities and currently active fields of specialization. Our graduates go on to teach, to work on wall street, to work in industry, to graduate school and to a variety of other careers.

Physicists or astronomers with a doctoral degree can do research in a field of their own choice — working in industrial, academic or government laboratories. Some industrial or government laboratories employ physicists or astronomers with a B.S. or M.S. degree in assisting capacities, and some of these help their employees in working toward higher degrees. If you are preparing for doctoral graduate work in physics, you should plan to take PHYS 350, 355, 360, 375, 425, 435, 445, 485 and 488, in addition to MATH 180, 280, 310, 320, 350 and CS 128.

If you're planning a career as a high school physics teacher, you should plan your programs carefully in consultation with both the education and physics faculty. In your course of study, you should include

the introductory sequence and courses selected from PHYS 350, 355, 360, 375, 415, 425 and 445, and the necessary courses in education.

View a full list of courses and their descriptions.

### Can I do off-campus study

Yes! We strongly encourage you to speak with your faculty adviser as early as possible about your interest in off-campus study. This allows your adviser to help you create a four-year plan that incorporates an off-campus semester into your coursework.

# Politics

**Degree Type**
Major
Minor

Our faculty are focused on preparing you to take on the political challenges of the future, which we pursue by maintaining a strong commitment to continued excellence in teaching.

The core of the politics major includes two streams. The first stream ensures that you are well-grounded in the key subfields of the discipline: American politics, international relations, comparative politics and political theory. The second stream provides you with practical skills via the A.R.T. inventory, which requires you to develop the ability to make political Arguments, conduct political Research, and leverage political Theory.

# Program Details

Our graduates seek out lives of consequence, choosing career paths in public policy, diplomacy, government, law and teaching.

You will receive a solid grounding in the discipline as a result of completing our core curriculum and your required electives. One thing that makes our program unique is the emphasis on real-world skills, which are introduced via our A.R.T. curriculum:

- "A" for Argument: courses where you learn disciplinary definitions and practice constructing political arguments;
- "R" for Research: courses where you must demonstrate an ability to conduct case-study research and propose practical solutions to real-world problems;
- "T" for Theory: courses where you practice effectively summarizing and properly citing theoretical material, and;

This curriculum was designed to help ensure that you will succeed after you leave Earlham.

# Major

To earn a Bachelor of Arts in Politics, you must complete a required minimum of 33 credits in Politics, comprising four core courses and seven elective courses, which must include the following:

### Two introductory courses:

| Course Code | Title | Credit Hours |
|---|---|---|
| POLS 111 | Intro to Comparative Politics & International Relations | 3 |
| POLS 121 | Introduction to American Politics and Policy | 3 |

### One of the following quantitative courses:

| Course Code | Title | Credit Hours |
|---|---|---|
| ECON 101 | Introduction to Macroeconomics | 3 |
| ECON 103 | Introduction to Microeconomics | 3 |
| MATH 120 | Fundamentals of Statistics | 3 |
| POLS 329 | Social Science Research Method | 3 |
| POLS 339 | Approaching Political Puzzles | 3 |

### The capstone course:

| Course Code | Title | Credit Hours |
|---|---|---|
| POLS 488 | Senior Seminar | 3 |

### One course in each of the three major subfields:

| Course Code | Title | Credit Hours |
|---|---|---|
| | One course in the American (US) subfield | 3 |
| | One course in the Theory (T) subfield | 3 |
| | One course in the Comparative (CP) or International Relations (IR) subfields | 3 |

### Three courses that meet the three designations of the A.R.T. Skill Themes

| Course Code | Title | Credit Hours |
|---|---|---|
| | One POLS "A"rgument course | 3 |
| | One POLS "R"esearch course | 3 |
| | One POLS "T"heory course | 3 |

### A significant co- or extra-curricular activity

You are expected to achieve both depth and breadth of knowledge in the field and are strongly encouraged to have a public service internship and/or international study experience.

We also encourage you to take courses in related social sciences, including history, economics, sociology/anthropology and psychology

## Minor

To earn a minor in politics, you must complete a minimum of five courses, which include:

### Two introductory courses:

| Course Code | Title | Credit Hours |
|---|---|---|
| POLS 111 | Intro to Comparative Politics & International Relations | 3 |
| POLS 121 | Introduction to American Politics and Policy | 3 |

### Three courses that meet the three designations of the A.R.T. Skill Themes

| Course Code | Title | Credit Hours |
|---|---|---|
| | One POLS "A"rgument course | 3 |
| | One POLS "R"esearch course | 3 |
| | One POLS "T"heory course | 3 |

## Opportunities and Outcomes

91% of work seekers who majored in the social sciences between 2018-2022 were employed, pursuing graduate school or volunteering within six months of graduation.

90% of 2017-2019 graduates from the politics program reported a career outcome within six months of graduation.

### Careers

Government is the second-largest economic sector in America, representing approximately 9% of all jobs. Many of our students pursue careers in-and-around-government, while others become lawyers or educators.

### Outcomes

Almost 50 percent of Earlham alumni enter graduate or professional school within 10 years. Recent graduates have pursued advanced study at such institutions as Oxford, McGill, Georgetown, Michigan and Indiana.

### What types of jobs and graduate school programs do graduates pursue?

You will be equipped to work in a range of fields, including government, education, community and social services, law, research and administration.

You can continue on to pursue graduate degrees in public policy, international affairs, urban planning, public administration, law and more.

Earlham has a close relationship with the School of Public and Environmental Affairs at Indiana University-Bloomington, which is the top public affairs graduate school in the nation. We also have a new and growing relationship with Heinz College at Carnegie Mellon University, another top-ranked public affairs program.

Our graduates have been successful in pursuing Fulbright fellowships and recent graduates have landed jobs as legislative aides and in political campaigns.

# Psychology

**Degree Type**
Major
Minor

Psychology at Earlham enables you to study human behavior through conducting research, engaging in collaborative inquiry with peers and faculty, and practicing counseling skills. This approach allows you to experience the full scope of what it means to be a psychologist in today's world.

We offer several unique and innovative courses not often seen at other small liberal arts colleges, including Psychology of Happiness, Psychology of Sport, Psychology of Sustainability, Psychoactive Drugs and Behavior, and Human Sexuality.

## Program Details

The psychology program begins with core courses that cover the many different theoretical and methodological approaches to the field. In these courses, you will survey a wide range of psychological subfields and explore their relevance to current social issues and everyday life.

Additionally, you will acquire a basic understanding of the principles of research and critical thinking that serve as the foundation of science.

## Major

To earn a Bachelor of Arts in Psychology, you must complete a total of 38-40 credits, made up of the following courses:

| Course Code | Title | Credit Hours |
|---|---|---|
| | PSYC 115 Introduction to Psychological Perspectives OR PSYC 116 Behavior, Health Care and Society | 3-4 |
| PSYC 210 | Social Psychology | 3 |
| PSYC 220 | Adult Psychopathology | 3 |
| PSYC 230 | Human Development | 3 |
| PSYC 245 | Research Methods & Statistics | 4 |
| PSYC 250 | Introduction to Neuroscience | 4 |
| PSYC 486 | Comprehensive Research Project | 3 |
| PSYC 488 | Senior Capstone Experience | 0 |
| | One psychology course from those numbered 351-359 | 3 |
| | Three additional psychology courses from those numbered 340-379, 481 | 9 |

Psychology courses with a primary focus on basic research in psychology are numbered 351-359. Other courses offer depth in a specialized area, integrate psychological research and theories with other disciplines, focus on applications of psychology, or some combination.

Courses 300-339 are cross-listed from other departments, which may be of interest to psychology majors. Courses cross-listed from other departments do not count toward the major. These courses help to engage in scientific psychological research; utilize psychological theory, methods and data in addressing applied questions; and think richly, systematically and critically about the personal experiences, interpersonal interactions, social issues and problems they will encounter throughout their lives.

## Minor

To earn a minor in psychology, you must complete:

| Course Code | Title | Credit Hours |
|---|---|---|
| | PSYC 115 Introduction to Psychological Perspectives OR PSYC 116 Behavior, Health Care and Society | 3-4 |
| PSYC 245 | Research Methods & Statistics | 4 |
| | One psychology course from those numbered 340-379 | |

### Three of the following courses

| Course Code | Title | Credit Hours |
|---|---|---|
| PSYC 210 | Social Psychology | 3 |
| PSYC 220 | Adult Psychopathology | 3 |
| PSYC 230 | Human Development | 3 |
| PSYC 250 | Introduction to Neuroscience | 4 |

## Opportunities and Outcomes

- Students majoring in psychology enter a number of careers in mental health, business, marketing and user experience (UX), among many others. Many students also pursue advanced degrees in clinical or counseling

psychology, social work, sports psychology, forensic psychology, experimental psychology, law and medicine.

- Students who wish to become licensed mental health providers will need to earn an advanced degree in the appropriate field. Speak with an advisor to discuss options.

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91% of work seekers who majored in the social sciences between 2018-2022 were employed, pursuing graduate school or volunteering within six months of graduation.

94% of 2017-2019 graduates from the psychology program reported a career outcome within six months of graduation.

### Careers

Top job industries for psychology majors include mental health treatment, healthcare, social work, human resources, research and nonprofits.

### Outcomes

Within six months of graduation, one-third of grads from 2017-2019 were attending graduate programs in fields like counseling, organizational psychology, education and early childhood development.

### What types of jobs and graduate school programs do graduates pursue?

Earlham psychology students have pursued graduate studies in clinical mental health counseling, organizational psychology, applied animal behavior and welfare, education, and healthcare, among other fields.

Recent graduates have landed jobs as behavioral clinicians, research assistants, and teachers, to name a few.

# Public Health

**Degree Type**
Minor

The public health minor at Earlham offers robust programming and coursework to those who plan to pursue a career related to public health. Supported by the Earlham Center for Global Health, the public health minor includes opportunities for you to shadow health professionals and conduct health-related research and projects around the globe.

## Program Details

Drawing on courses from across the curriculum, the public health minor will help you gain a broad perspective of public health challenges and potential solutions. You'll take courses in economics, psychology and biology, among other disciplines.

## Minor

To earn a minor in public health, you must complete a total of 22-24 credit hours.

### Core courses (12 credit hours)

| Course Code | Title | Credit Hours |
|---|---|---|
| BIOL 200 | Epidemiology | 3 |
| PBH 101 | Introduction to Population Health | 3 |
| SOAN 333 | Medical Anthropology & Global Health | 3 |

One of the following:

| Course Code | Title | Credit Hours |
|---|---|---|
| MATH 120 | Fundamentals of Statistics | 3 |
| MATH 300 | Mathematical Statistics | 3 |
| PSYC 245 | Research Methods & Statistics | 4 |

### Electives (10-12 credit hours; at least one from each category)

#### Natural science

| Course Code | Title | Credit Hours |
|---|---|---|
| BIOL 111 | Ecological Biology | 4 |
| BIOL 112 | Cells, Genes & Inheritance | 4 |
| CHEM 111 | Principles of Chemistry | 4 |

#### Social and cultural studies

| Course Code | Title | Credit Hours |
|---|---|---|
| SOAN 118 | Inequalities, Power & Society | 4 |
| SOAN 335 | Health, Medicine & Society | 4 |
| SOAN 339 | Topics | 4 |
| PSYC 116 | Behavior, Health Care & Society | 4 |
| PSYC 347 | Psycholinguistics | 3 |
| PSYC 368 | Human Sexuality | 3 |

# Opportunities and Outcomes

- Students who earn a minor in public health may enter careers as community educators, non-profit administrators and more. Students who wish to enter into research or medical practice in the healthcare industry will need to pursue advanced degrees in their desired field. Speak with an advisor to discuss options.

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100% of our 2021 minor graduates had at least one community-based internship or research experience focused in public health during their Earlham undergraduate career.

## Growth

According to the U.S. Bureau of Labor Statistics, the overall employment of health educators and community health workers is expected to grow 13% by 2029. This represents one of the most accelerated rates of all career outcomes.

## Outcomes

In the past three years, Earlham students have been accepted into public health graduate programs at Yale University, Johns Hopkins University, Brown University, Rollins School of Public Health at Emory University, the UCLA Fielding School, Drexel University, Colombia University, University of Washington, Boston University and the University of Pennsylvania.

## What kind of research experience and internships are available?

Students who minor in public health are interested in pursuing a health-related career and/or applying their knowledge to improve health access to all people. Healthcare administration, policy and research are common career interests of public health minors. The Center for Global Health provides numerous public health experiential and research opportunities through our virtual and on-site externship program.

You can learn more about the available internships and off-campus study opportunities through the Center for Global and Career Education.

## What types of jobs and graduate school programs do graduates pursue?

Those who minor in public health are typically interested in pursuing a health-related career or advanced degree in public health. Healthcare administration, policy and research are common career interests of public health minors.

In the past three years, Earlham students have been accepted into Public Health graduate programs at Yale University, Johns Hopkins University, Brown University, Rollins School of Public Health at Emory University, the UCLA Fielding School, Drexel University, Colombia University, University of Washington, Boston University and the University of Pennsylvania.

Additionally, any Earlham student who completes the public health minor and maintains a 3.2 GPA is granted automatic acceptance into the Richard M. Fairbanks School of Public Health (IUPUI) graduate program.

# Public Policy

**Degree Type**
Major
Minor

Public policy is the study of what government does, why and what difference it makes. Stated another way, it refers to all of the laws, regulations and programs developed by governments to solve problems.

Majoring in public policy provides students with the critical knowledge and skills needed to make problem solving their specialty. Public policy majors learn to grapple with society's most urgent issues, ranging from economic policy to environmental protection to national security. Addressing these problems requires in-depth knowledge, analytical skills and a sophisticated understanding of how governments and markets work.

Earlham's major in public policy meets those objectives with a collection of multidisciplinary courses, primarily from the politics and economics departments—but also including elective courses in history, management, psychology, philosophy and sociology.

# Program Details

As a student in the public policy program, you're expected to achieve both depth and breadth of knowledge in several fields, with politics acting as an anchor for additional work in economics, statistics and theory. You'll gain competence at:

- Thinking analytically and critically
- Understanding policy contexts and processes
- Conducting and using research
- Applying statistical, economic and other quantitative and qualitative tools of analysis
- Developing written, verbal and interpersonal communication skills
- Understanding their civic responsibilities and how to make ethical judgments.

These are critical skills for not only gaining meaningful employment post-Earlham, but also to have the largest possible impact on changing the world for the better once you have landed a job.

You'll have the opportunity to build a foundation by completing several core requirements and the flexibility to find your own path as you choose electives that will help define your undergraduate experience.

You'll work closely with faculty in and out of the classroom—these collaborative learning opportunities are invaluable in helping you find and meet your potential. Finally, you'll have a dedicated adviser who is committed to providing the guidance needed to not only succeed as an undergraduate, but to prepare you for life beyond Earlham.

# Major

To earn a Bachelor of Arts in public policy, you must complete the following courses, in addition to general education requirements:

| Course Code | Title | Credit Hours |
|---|---|---|
| ECON 101 | Introduction to Macroeconomics | 3 |
| ECON 103 | Introduction to Microeconomics | 3 |
| ECON 305 | Econometrics | 3 |
| POLS 121 | Introduction to American Politics and Policy | 3 |
| POLS 242 | Intermediate American Public Policy: Race, Social Insurance, and Security | 4 |
| POLS 488 | Senior Seminar | 3 |
| MATH 120 | Fundamentals of Statistics | 3 |

## Additional Requirements

- Completion of a significant (100 hours) public service internship or similar experience, including an on-campus Presentation of Learning
- Completion of the politics department A.R.T. skill themes:
  - "A" for Argument: courses where students learn disciplinary definitions and practice constructing a scholarly argument;
  - "R" for Research: courses where students must demonstrate an ability to conduct case-study research and propose reasonable solutions to real-world problems; and
  - "T" for Theory: courses where students practice effectively summarizing and properly citing theoretical material [the Theory requirement fulfills this theme].

## Three of the following approved elective courses (no more than two from one department):

| Course Code | Title | Credit Hours |
|---|---|---|
| BUS 203 | Organizational Behavior | 3 |
| BUS 211 | Leadership: Theory & Practice | 3 |
| BUS 313 | Social Entrepreneurship | 3 |
| BUS 335 | Intrapreneurship | 3 |
| BUS 342 | Leadership and Dealing with Differences | 3 |
| ECON 301 | Intermediate Macroeconomics | 3 |
| ECON 303 | Intermediate Microeconomics | 3 |
| ECON 310 | History of Economic Thought | 3 |
| ECON 311 | Banking & Monetary Policy | 3 |
| ECON 330 | Investments | 3 |
| ECON 344 | Public Finance & Economics of the State | 3 |
| ECON 348 | International Trade | 3 |
| MATH 180 | Calculus A | 4 |
| HIST 124 | Strike: Labor and Capitalism in U.S. History | 3 |
| HIST 225 | Consuming the U.S. City | 3 |
| HIST 351 | Workplace Justice: Readings in U.S. Labor History | 3 |
| MATH 300 | Mathematical Statistics | 3 |
| MGMT 203 | Introduction to Human Behavior in Organizations | 3 |
| POLS 322 | Climate Policy & Energy Policy | 3 |
| POLS 341 | Political Parties & Elections | 3 |
| POLS 346 | Constitutional Law I | 3 |
| POLS 362 | Modern Political Theory | 3 |
| POLS 378 | International Political Economy | 3 |

# Minor

To earn a minor in public policy, you must complete the following course requirements (no more than two courses can overlap with a major in politics):

| Course Code | Title | Credit Hours |
|---|---|---|
| POLS 121 | Introduction to American Politics and Policy | 3 |
| POLS 242 | Intermediate American Public Policy: Race, Social Insurance, and Security | 4 |
| ECON 103 | Introduction to Microeconomics | 3 |
| ECON 305 | Econometrics | 3 |

## One of the following Theory courses

| Course Code | Title | Credit Hours |
|---|---|---|
| POLS 362 | Modern Political Theory | 3 |

# Opportunities and Outcomes

1 in 7 Government positions account for 1 in 7 jobs nationally. A public policy major provides students with multi-disciplinary skills ideally suited for starting a career in public service.

## Careers

Public policy majors have the credentials to pursue jobs with government agencies (local, state, national, and international), consulting firms, think tanks, and non-profit organizations.

## Outcomes

91% of work seekers who majored in the social sciences between 2018-2022 were employed, pursuing graduate school or volunteering within six months of graduation.

Earlham has strong relationships with and a regular pipeline of students attending the top fifteen Masters of Public Policy programs, most notably including Indiana University-Bloomington (#1), University of Michigan (#8), Carnegie Mellon University (#13) and George Washington University (#13).

## What types of jobs and graduate school programs do graduates pursue?

An Earlham education is already terrific training for either a career in public affairs or graduate policy studies, but the public policy major adds more rigor to this preparation. Given that the field has several well-defined career paths, our majors have the credentials to pursue jobs with government agencies (local, state, national, and international), consulting firms, think tanks, and non-profit organizations.

In addition, our graduates regularly pursue graduate studies in public policy analysis, public administration, urban affairs, and law. In recent years Earlham students have successfully gained admission to top ten schools in each of these fields – most recently this includes Syracuse, Carnegie Mellon, Oxford, the University of North Carolina, Bard, the University of Michigan and Indiana University. Earlham has a growing relationship with Indiana University, which has the second-ranked public affairs program in the nation.

# Quality Science

**Degree Type**
Minor

*Quality science* is a term used in the life science industries, particularly in the pharmaceutical and biomedical sciences sectors. Quality, as a term used in these industries, means a measure of excellence or a state of being free from defects, deficiencies and significant variations. Quality scientists ensure that a product is suitable for its intended purpose. They increase the reliability, integrity and trustworthiness of the products we use every day.

In a world of rapid technological innovation, these industries seek students who are armed with the critical thinking skills needed to make scientifically sound, quality-based decisions. Through this program, you will be grounded in an understanding of *why*, so you have the knowledge to tackle questions regarding quality with agility, awareness and competence. Since every decision could impact patient health and safety, your ability to address challenges through a disciplined, clear, rational and open-minded approach that is informed by evidence will be highly desired by your future employer.

# Program Details

As a quality science minor, you'll take seven courses, three of which are facilitated by industry experts at PPH. You'll also create an online portfolio website that will connect you to employers in the life science industries for paid internships and employment.

The minor in quality science pairs well with majors like biochemistry, chemistry, biology or neuroscience, for those who want to pursue employment in the industry. It is housed in the Center for Global Health.

# Minor

To earn a minor in quality science, you must complete seven courses totaling 23 to 24 credits.

## Required Courses

| Course Code | Title | Credit Hours |
|---|---|---|
| QSC 250 | Global Regulatory & Legal Requirements of Quality | 3 |
| QSC 350 | Product Development and Validation | 3 |
| QSC 351 | Risk & Failure Analysis | 3 |
| ACCT 200 | Financial Accounting | 3 |

## AND one of the following options:

### Option A

| Course Code | Title | Credit Hours |
|---|---|---|
| CHEM 111 | Principles of Chemistry | 4 |
| CHEM 331 | Equilibrium & Analysis | 5 |
| CHEM 431 | Advanced Analytical Chemistry | 4 |

**OR**

### Option B

| Course Code | Title | Credit Hours |
|---|---|---|
| BIOL 112 | Cells, Genes & Inheritance | 4 |
| BIOL 225 | Cell Biology | 4 |
| BIOL 461 | Microbiology | 4 |

# Opportunities and Outcomes

## What types of jobs and graduate school programs do graduates pursue?

The quality science minor directly prepares you for a job in quality science. Typical job titles for this career include the following:

- research scientist
- product development
- analytical and microbiological methods development
- clinical scientist
- technology operations scientist
- supply chain operations
- quality operations laboratory
- quality assurance and regulatory affairs

# Religion

**Degree Type**
Major
Minor

The study of religion is the study of beliefs, practices and texts that have sustained people over time. Our majors encounter the diversity of global and historical religious traditions, and they investigate the ways religion has been used to both bolster inequality and also fight injustice.

# Program Details

The study of religion at Earlham offers you a strong foundation in critical thinking and communication skills. Among the many careers our alumni pursue are social work, law, conflict resolution, counseling psychology, food production and policy, and entrepreneurship in the arts.

# Major

To earn a Bachelor of Arts in religion, you must complete the following courses, in addition to general education requirements.

Students majoring in religion will complete a minimum of 32 credits.

## The following two courses are required:

| Course Code | Title | Credit Hours |
|---|---|---|
| REL 310 | Is Religion "T(t)rue" | 4 |

| | | |
|---|---|---|
| REL 488 | Senior Capstone & Research Seminar | 3 |

### One course from each of the three subject areas — Texts, Histories, Moral Vision — is required:

#### Texts

| Course Code | Title | Credit Hours |
|---|---|---|
| REL 144 | Bible in Politics | 3 |
| REL 171 | Hindu Traditions of India | 4 |
| REL 209 | Religion & Popular Literature in US | 4 |
| REL 309 | Prophetic Black Women | 3 |
| | Another Religion course approved by the Department Convener | |

#### Histories

| Course Code | Title | Credit Hours |
|---|---|---|
| REL 172 | Buddhist Traditions: Contemporary Masters | 4 |
| REL 205 | Introduction to Quaker History | 3 |
| REL 230 | History of African American Religious Experiences | 4 |
| | Another Religion course approved by the Department Convener | |

#### Moral Vision

| Course Code | Title | Credit Hours |
|---|---|---|
| REL 204 | The New Promised Land | 3 |
| REL 299 | Religion & Culture of Hip Hop | 4 |
| REL 304 | Judaism, the Other & State: Encounters in Modern Jewish Thought | 3 |
| REL 308 | Buddhist Ethics | 4 |
| REL 330 | Mass Incarceration & Moral Vision | 4 |
| | Another Religion course approved by the Department Convener | |

### Additional Requirements

| Course Code | Title | Credit Hours |
|---|---|---|
| | Four upper-level (300+) elective courses in Religion are required | |

Religion as a major field of study provides a center around which to integrate liberal arts studies as well as a background for vocations such as ministry, teaching, counseling and social work.

## Minor

Students minoring in religion will complete a minimum of 20 credits.

### The following course is required:

| Course Code | Title | Credit Hours |
|---|---|---|
| REL 310 | Is Religion "T(t)rue" | 4 |

### One course from each of the three subject areas — Texts, Histories, Moral Vision — is required:

#### Texts

| Course Code | Title | Credit Hours |
|---|---|---|
| REL 144 | Bible in Politics | 3 |
| REL 171 | Hindu Traditions of India | 4 |
| REL 209 | Religion & Popular Literature in US | 4 |
| REL 309 | Prophetic Black Women | 3 |
| | Another Religion course approved by the Department Convener | |

#### Histories

| Course Code | Title | Credit Hours |
|---|---|---|
| REL 172 | Buddhist Traditions: Contemporary Masters | 4 |
| REL 205 | Introduction to Quaker History | 3 |
| REL 230 | History of African American Religious Experiences | 4 |
| | Another Religion course approved by the Department Convener | |

#### Moral Vision

| Course Code | Title | Credit Hours |
|---|---|---|
| REL 204 | The New Promised Land | 3 |
| REL 299 | Religion & Culture of Hip Hop | 4 |
| REL 304 | Judaism, the Other & State: Encounters in Modern Jewish Thought | 3 |

| | | |
|---|---|---|
| REL 308 | Buddhist Ethics | 4 |
| REL 330 | Mass Incarceration & Moral Vision | 4 |
| | Another Religion course approved by the Department Convener | |

### Additional Requirements

| Course Code | Title | Credit Hours |
|---|---|---|
| | Two upper-level (300+) elective courses in Religion are required | |

## Opportunities and Outcomes

90% of work seekers who majored in the humanities between 2018-2022 were employed, pursuing graduate school or volunteering within six months of graduation.

100% of religion majors from the classes of 2017-2019 were working or in grad school within six months of graduation.

66% Nearly two-thirds of our students go on to graduate school within six years of graduation.

### Outcomes

Top job industries for 2017-2019 graduates included nonprofits and government.

## Additional Information

### Can I do off-campus study

Yes! Religion majors are encouraged to consider off-campus study. Learn more about available programs through the Center for Global and Career Education.

# Shakespeare Studies Applied Minor

**Degree Type**
Applied Minor

Through courses, an immersive experience with a Shakespeare-producing theatre and a capstone presentation, the Shakespeare studies applied minor will give you an overview of the skills needed to mount a successful production of a Shakespeare play.

## Program Details

The applied minor in Shakespeare studies comprises a set of Shakespeare-related courses from English, history and theatre arts as well as other experiences.

## Minor

**Courses**

### The following course is required:

| Course Code | Title | Credit Hours |
|---|---|---|
| ENG 359 | Shakespeare | 4 |

### Additionally, you must take any three of following courses:

| Course Code | Title | Credit Hours |
|---|---|---|
| THEA 260 | Foundations of Acting | 4 |
| THEA 370 | Directing | 4 |
| THEA 386 | Devised Theatre | 4 |

### Co-curricular activity

You must act in, direct, dramaturg (research for) or manage a college, community or professional Shakespeare production.

In most cases this will be a minimum four-week commitment, and could be fulfilled through an Earlham College or Richmond Shakespeare Festival production, or through productions at any of more than 70 theatres in the Shakespeare Theater Association.

### Culminating experience

You could fulfill your culminating experience with:

- A portfolio of Shakespeare-related work, backed with a 1,000-word reflection and explanation.
- A 10-minute presentation of a Shakespeare-related project (perhaps at the Annual Research Conference).
- Any other project, such as the creation of a Shakespeare-related game, adaptation or creative piece (with consent of the faculty and through a formal proposal process).

# Related Programs

### What departments are related to the Shakespeare studies applied minor?

- English
- History
- Theatre Arts

# Social Services

**Degree Type**
Major

The social services major at Earlham prepares ethical, culturally sensitive individuals who are prepared to thrive in a variety of careers in counseling, social work, human resources and other fields. Throughout the major, you will gain a deep understanding of how people and social systems affect one another. You will gain policy skills and knowledge and graduate equipped to make meaningful change in the world.

# Program Details

Social services majors take a variety of courses in social services, psychology and sociology/anthropology, as well as other disciplines, providing you with a breadth of knowledge and a grounding in ethical practices.

# Major

To earn a Bachelor of Arts in social services, you must complete the following courses, in addition to general education requirements:

### Complete nine required courses (29-30 credits):

*If you intend to pursue an MSW, you should take BIOL 112 Cells, Genes and Inheritance as one of your natural science courses.*

| Course Code | Title | Credit Hours |
|---|---|---|
| SOSV 101 | Introduction to Social Work | 4 |
| MATH 120 | Fundamentals of Statistics | 3 |
| SOAN 118 | Inequalities, Power & Society | 4 |
| PSYC 220 | Adult Psychopathology | 3 |
| PSYC 230 | Human Development | 3 |
| PSYC 374 | Introduction to Counseling | 3 |
| SOAN 345 | Social Research Methods | 4 |
| SOSV 463 | Field Study Internship | 4 |
| SOSV 488 | Senior Capstone | 2 |

### Complete four competency courses:

*Complete at least 2 of the competency courses at the 300-level. Competency courses must be taken across at least two departments.*

#### Engage diversity and difference in practice (one of the following courses):

| Course Code | Title | Credit Hours |
|---|---|---|
| AAAS 230 | History of African American Religious Experiences | 4 |
| AAAS 299 | Religion & Culture of Hip Hop | 4 |
| AAAS 309 | Prophetic Black Women | 3 |
| EDUC 302 | Disabilities Studies | 3 |
| HIST 141 | History of California | 3 |
| HIST 204 | The New Promised Land | 3 |
| PSYC 362 | Cross-Cultural Psychology | 3 |
| PSYC 364 | Psychology of Women | 3 |
| PSYC 367 | Psychology of Immigration | 3 |
| PSYC 368 | Human Sexuality | 3 |
| SOAN 365 | Women, Gender & Sexuality | 4 |
| SPAN 346 | Texts & Cultures | 3 |

#### Advance human rights & social, economic, & environmental justice (one of the following courses):

| Course Code | Title | Credit Hours |
|---|---|---|
| AAAS 330 | Mass Incarceration & Moral Vision | 4 |
| BIOL 395 | Climate Change Ecology | 3-4 |
| BUS 370 | Business Ethics | 3 |
| ENSU 141 | Environment, Society and Sustainability | 4 |
| ENSU 323 | Environmental Ethics | 3 |
| HIST 351 | Workplace Justice: Readings in U.S. Labor History | 3 |
| POLS 364 | Power, Politics, Theory | 3 |
| PSYC 356 | Psychology of Prejudice | 3 |
| SPAN 202 | Spanish for Social Justice: Intermediate Spanish II | 3 |

#### Engage in policy practice (one of the following courses):

| Course Code | Title | Credit Hours |
|---|---|---|

| | | |
|---|---|---|
| AAAS 340 | Advanced Topics in African and African American Studies | 4 |
| PBH 101 | Introduction to Population Health | 3 |
| ENSU 322 | Climate Policy & Energy Policy | 3 |
| HIST 306 | History of Union Organizing | 4 |
| HIST 351 | Workplace Justice: Readings in U.S. Labor History | 3 |
| HIST 352 | US Urban History | 4 |
| PHIL 363 | Bioethics | 4 |
| POLS 121 | Introduction to American Politics and Policy | 3 |
| POLS 146 | The American Legal System | 3 |
| SOAN 333 | Medical Anthropology & Global Health | 3 |
| SOAN 335 | Health, Medicine & Society | 4 |

### Engage with individuals, families, groups, organizations, & communities (one of the following courses):

| Course Code | Title | Credit Hours |
|---|---|---|
| MGMT 342 | Leadership and Dealing with Differences | 3 |
| PAGS 343 | Conflict Resolution | 3 |
| PSYC 210 | Social Psychology | 3 |
| PSYC 366 | Cradle & Grave | 3 |
| PSYC 378 | Psychoactive Drugs & Behavior | 3 |
| SOAN 140 | Urban Sociology | 4 |

**Total requirement: 13 courses (41-46 credits)**

## Opportunities and Outcomes

- Students majoring in Social Services are prepared to earn jobs as behavioral technicians, at non-profit organizations, in human resources, as coaches and more.
- Students interested in careers in social work will be well prepared to pursue a Master of Social Work degree or other counseling or therapy degree. Licensure in these fields requires an advanced degree.

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13% growth in overall employment of social workers is projected from 2019 to 2029, much faster than the average for all occupations, according to the U.S. Bureau of Labor Statistics.

### Growth

According to the U.S. Bureau of Labor Statistics, specialized areas of social services such as mental health and substance abuse, healthcare, and child, family and school social services are projected to grow 17 percent, 14 percent and 13 percent, respectively, between 2019 to 2029.

### Outcomes

91% of work seekers who majored in the social sciences between 2018-2022 were employed, pursuing graduate school or volunteering within six months of graduation.

A degree in social services will prepare you for a variety of potential career paths, including social work, school and career counseling, marriage and family therapy, and human resources.

### What types of jobs and graduate school programs do graduates pursue?

The social services major will prepare you for jobs and graduate/professional programs in social services, public health, counseling, human resources and many other professions. You will be equipped to understand societal and organizational structures and work in ethical ways to support the people living and working within these structures.

# Sociology/Anthropology

**Degree Type**
Major
Minor

Earlham's sociology/anthropology (SoAn) program provides you with a broad and deep understanding of how humans interact with and are shaped by society and culture. You also have the option to pursue a concentration in applied social sciences, which emphasizes ways sociology and anthropology can be applied to improve well-being in societies. This concentration prepares you for careers in public policy, urban planning and public health.

As a sociology/anthropology major, you will engage in your own independent projects. Earlham students have studied a broad range of topics including the campus response to a pandemic, life histories of immigrant women and the history of race in Argentina.

# Program Details

The study of sociology/anthropology at Earlham provides you with a strong framework for understanding humans and society. Alumni have found successful and rewarding careers in schools, social service and community development organizations, public health initiatives, business and nonprofit settings, government agencies and human rights organizations.

# Major

To earn a Bachelor of Arts in Sociology/Anthropology, you must complete the following courses, in addition to general education requirements.

Sociology/anthropology majors must complete at least 37 credits in the department, of which up to four credits may be at the 100 level.

The following classes are normally* required of all majors:

## Core Requirement

| Course Code | Title | Credit Hours |
|---|---|---|
| SOAN 217 | Foundations in Social Thought | 4 |

## Methods

Take one of the following courses:

| Course Code | Title | Credit Hours |
|---|---|---|
| SOAN 345 | Social Research Methods | 4 |
| SOAN 347 | Fieldwork & Ethnographic Methods | 4 |

## Theory

| Course Code | Title | Credit Hours |
|---|---|---|
| SOAN 341 | Contemporary Social Thought | 4 |

## Capstone Experience

| Course Code | Title | Credit Hours |
|---|---|---|
| SOAN 488 | Senior Capstone Experience: Thesis | 4 |

**AND**

## 21 credits of SOAN courses

- Including no more than three courses below the 300-level
- May not include more than four credits at the 100 level
- May include the optional course SOAN 487 – Senior Thesis

**Note:** SOAN 487 Senior Thesis is an optional course that may **not** be counted towards the major.

**Note:** In cases where a different configuration would strengthen your course of study in the major, the department will work with you to develop an appropriate alternative.

We strongly encouraged you to include an internship and/or foreign study as part of your studies. If majoring in sociology/anthropology, you may take up to four credits in other departments or on off-campus programs at the discretion of your departmental adviser (and according to departmental criteria established for off-campus programs).

Normally, we expect you to complete a research methods course by the end of your junior year. In addition, in the spring semester of junior year, students meet with departmental faculty to discuss the Senior Capstone Experience requirement.

# Concentration in applied social sciences

The concentration in applied social sciences is an option for sociology/anthropology majors who wish to develop hands-on experience that will allow them to pursue careers in public policy, urban planning and public health. The concentration emphasizes the ways sociology and anthropology can be applied to improve wellbeing in societies.

To pursue the concentration in applied social sciences, you must complete the following:

## Applied Experience

| Course Code | Title | Credit Hours |
|---|---|---|
| SOAN 481 | Internships, Field Studies and other Field Experiences | |

**AND**

### Two Designated Applied Courses:

| Course Code | Title | Credit Hours |
|---|---|---|
| SOAN 333 | Medical Anthropology & Global Health | 3 |
| SOAN 335 | Health, Medicine & Society | 4 |
| SOAN 356 | Deviance, Transgression & Social Control | 4 |
| SOSV 101 | Introduction to Social Work | 4 |
| SOAN 215 | Identities & Social Movements | 4 |
| SOAN 140 | Urban Sociology | 4 |

### Capstone Requirement:

In the senior capstone course, you will reflect on your practical internship or field study experience in your senior thesis.

## Minor

To earn a minor in sociology/anthropology, you must complete the following courses:

### A minimum of 20 credits, which must include:

| Course Code | Title | Credit Hours |
|---|---|---|
| | An introductory course | |
| | A course in Social Thought | |
| | 12 credits of upper-level SOAN courses | |

**Note:** No more than one course that counts toward your major or another minor may count toward the minor in sociology/anthropology. Also, at the discretion of the department, one sociology or anthropology course from an off-campus study program may be applied toward the minor. You may file a written petition with the department if requesting a reasonable exception.

## Opportunities and Outcomes

91% of work seekers who majored in the social sciences between 2018-2022 were employed, pursuing graduate school or volunteering within six months of graduation.

83% of sociology/anthropology majors from the classes of 2017-2019 were working within six months of graduation.

### Careers

Top jobs for 2017-2019 graduates were in community and social services, political organizing and administration.

### Outcomes

Many sociology/anthropology alumni pursue volunteer opportunities with the Peace Corps, Teach for America, City Year, Americorps and Quaker Voluntary Service.

## Additional Information

### Can I do off-campus study

Yes! We encourage you to consider off-campus study. Learn more about available programs via our Center for Global and Career Education.

## Spanish and Hispanic Studies

**Degree Type**
3+1 Program
Major
Minor

The Spanish and Hispanic studies program at Earlham teaches you to analyze the cultural production of the Spanish-speaking world and navigate the diverse perspectives of Spanish speakers in the US and abroad. While most programs teach you to communicate in Spanish, we will teach you to *think* in Spanish!

Regardless of your initial level of Spanish, we will help you develop cultural and linguistic competence in the language through semester-long immersion programs, research experiences, and interactions with the Spanish-speaking community here in Richmond.

# Program Details

Earlham's Department of Spanish and Hispanic Studies believes that education should be experiential, socially responsive and responsible. Through collaborative student-faculty research, internships, off-campus study and other extracurricular opportunities, you will gain abroad and deep understanding of Hispanic culture and society.

## 3+1 Education Program

Through our 3+1 Education Program, you can earn a Bachelor of Arts (B.A.), Master of Arts in Teaching (M.A.T.) and teaching license—all in just nine semesters.

You'll leave Earlham with two degrees, licensed to teach grades 5-12 in Indiana. (And it's easy to transfer your license to other states—many of our graduates do!)

Learn more about our 3+1 program.

## Teaching Assistant

In the Department of Spanish and Hispanic Studies, you may have the opportunity to share your knowledge and experience with the language through the exciting adventure of being a teaching assistant.

**What are the requirements to be a TA?**

- Possess an advanced knowledge of Spanish as either a senior Spanish major or native speaker of Spanish
- Participate in an oral interview with a member of the Spanish department faculty
- Be enthusiastic about guiding other students in their study of Spanish language and Spanish-speaking cultures
- Submit an application via Handshake

**What are the responsibilities of a TA?**

- Supporting professors in their classes:
  - Making presentations.
  - Helping students with exercises.
- Grading papers and homework assignments.
- Holding TA conversation hours, serving to help students with grammar as well as pronunciation.
- Sharing your experience with the language and the challenge it represents to learn a second language.

**What are some benefits of being a TA?**

Besides having the chance to enhance and deepen your understanding of the language, you will be able to develop fundamental soft skills that would serve you in any setting at any time. As a TA you'll:

- Manage your time more efficiently.
- Polish your public speaking skills.
- Develop empathy.
- Work and perceive nonverbal communication cues.
- Receive and listen to constructive feedback for the bettering of your skills.

**How do I get started?**

Learn more about getting started.

For additional information or/and questions regarding TA employment, contact Cynthia Grinspan.

# Major

To earn a Bachelor of Arts in Spanish and Hispanic Studies, you must complete the following courses, in addition to general education requirements:

You will design your courses according to personal interests and goals and in consultation with Spanish and Hispanic studies faculty and your individual major adviser.

Spanish and Hispanic studies majors are required to complete a minimum of 32 hours at the 300-level or above including:

| Course Code | Title | Credit Hours |
|---|---|---|
| SPAN 301 | Advanced Spanish:Conver & Comp | 3 |

### Three courses at the 400-level, two of these courses must be taken on campus and one must be from the following list:

| Course Code | Title | Credit Hours |
|---|---|---|
| SPAN 416 | Topics in Cultural Studies | 4 |
| SPAN 418 | Film, History & Fiction | 4 |
| SPAN 425 | Blackness in the Americas | 4 |
| SPAN 426 | Topics in Literature & Text Anal | 4 |

- A language proficiency examination (generally taken for the first time during the Spring semester of your junior year).
- Complete a semester-long off-campus program in a Spanish-speaking region of the world. (Up to 10 credit hours from an approved off-campus program may be applied to the major).

| Course Code | Title | Credit Hours |
|---|---|---|
| SPAN 488 | Senior Seminar | 4 |

The design of the major may include two courses taken outside of the Department of Spanish and Hispanic Studies that complement your course of study.

# Minor

To earn a minor in Spanish and Hispanic studies, you must complete the following courses:

## 20 hours of coursework at the 300-level or above including:

| Course Code | Title | Credit Hours |
|---|---|---|
| SPAN 301 | Advanced Spanish:Conver & Comp | 3 |
| | Two courses at the 400-level | |
| | A language proficiency examination (generally taken for the first time during the Spring semester of your junior year) | |

With few exceptions, minors also participate on a semester-long off-campus program in a Spanish-speaking country for which up to six credit hours are awarded toward the minor.

# Opportunities and Outcomes

100% of Spanish and Hispanic studies majors from the classes of 2017-2019 were working or in grad school within six months of graduation.

## Top ranked

Earlham ranks in the 96th percentile among U.S. colleges and universities for the percentage of our graduates who go on to earn doctorates in Spanish.

## Outcomes

Many of our graduates have gone on to become lawyers, some specializing in immigration; work in human service positions such as community organizing, psychology, child care or medicine; or attend graduate school.

# Additional Information

## Can I do off-campus study

Yes! In fact, we strongly encourage you to plan for off-campus study in order to make the most of the major. We offer both semester-long programs and shorter, intensive classes in a variety of Spanish-speaking parts of the world.

After one year of Spanish, you have the option to study a semester abroad. During that semester you will continue language training, while also taking part in volunteer work, extracurricular activities, living with a host family, going to events with your host family and taking a basic history class with an Earlham faculty member.

**Semester programs:** During semester programs, students take a full range of classes, from history to art to language to politics, live with families, and engage in some type of internship or field study research. Our semester programs include:

- Ecuador — every fall
- Spain — spring in odd-numbered years
- U.S./Mexico Border — fall and spring programs

**Summer experiences:** Some of these courses are offered on-campus, but many require travel to on-site locations. A sample of recent off-campus summer courses includes:

- Walking the Camino de Santiago in Spain
- Archival research in Bogotá

Learn more about available programs via our Center for Global and Career Education.

# Sustainability and Management Applied Minor

**Degree Type**
Applied Minor

As society tackles increasingly complex environmental, economic, and social problems, we

will need leaders with an understanding of both the principles of sustainability and the management of organizations.

# Program Details

The sustainability and management applied minor will provide you with:

- An understanding of environmental issues that will face future organizational leaders.
- An understanding of how business and governmental organizations function.
- Knowledge about the use of systems-thinking and triple bottom line decision-making.
- Skills from both management and sustainability that can be combined to create more sustainable business and government organizations

# Minor

## Courses

### One of the following environmental natural sciences courses:

| Course Code | Title | Credit Hours |
|---|---|---|
| ENSU 151 | Environment, Science and Sustainability | 4 |
| GEOL 201 | Earth and the Environment | 3-4 |

### One of the following environmental social sciences courses:

| Course Code | Title | Credit Hours |
|---|---|---|
| ENSU 141 | Environment, Society and Sustainability | 4 |
| ENSU 310 | Application of GIS | 4 |
| ENSU 322 | Climate Policy & Energy Policy | 3 |
| ENSU 326 | US Environmental & Natural Resource Policy | 3 |
| ENSU 327 | Urban Politics, Policy & Sustainability | 3 |

| Course Code | Title | Credit Hours |
|---|---|---|
| | One additional course from either environmental natural sciences or environmental social sciences | |

### One of the following Management Courses:

| Course Code | Title | Credit Hours |
|---|---|---|
| BUS 203 | Organizational Behavior | 3 |

### One of the following additional management courses:

| Course Code | Title | Credit Hours |
|---|---|---|
| BUS 211 | Leadership: Theory & Practice | 3 |
| BUS 306 | Ennovation Lab | 3 |
| BUS 313 | Social Entrepreneurship | 3 |
| BUS 370 | Business Ethics | 3 |

Additional courses will be considered by petition.

## Co-curricular activity

You will complete one of the following co-curricular activities:

- Student Sustainability Corps staff
- Serve on Sustainability Progress Committee
- Participate in business plan competitions (Earlham Prize or Hult Prize)
- Epic Advantage or summer research focused on sustainability and/or management as approved by applied minor faculty
- Other opportunities considered by petition as approved by applied minor faculty

## Culminating experience

You will also submit a 1,500-word intellectual autobiography that reviews your development in the applied minor. The purpose of this intellectual autobiography is to sharpen your self-knowledge and self-awareness so you can describe your accomplishments accurately and with self-confidence as you enter into the world beyond Earlham.

# Related Programs

## What departments are related to the sustainability and management applied minor?

- Environmental Sustainability
- Global Management
- Center for Environmental Leadership
- Center for Entrepreneurship, Innovation and Creativity

# Sustainable Agriculture Applied Minor

**Degree Type**
Applied Minor

Through the applied minor in sustainable agriculture, you will engage in different elements of food and agricultural systems, ranging from the soil to plants to production processes and the global economy.

## Program Details

The flexibility of the sustainable agriculture applied minor means that you can pursue the facets of food and agricultural systems that are of most interest to you.

## Minor

### Courses

To complete this applied minor, students must take the following course:

| Course Code | Title | Credit Hours |
|---|---|---|
| ENSU 120 | Miller Farm Sustainable Agriculture | 1 |

Additionally, students must complete five courses, at least two each from natural sciences and social sciences.

### Natural Science

| Course Code | Title | Credit Hours |
|---|---|---|
| BIOL 111 | Ecological Biology | 4 |
| BIOL 364 | Restoration Ecology | 4 |
| BIOL 350 | Field Botany | 4 |
| BIOL 360 | Conservation Biology | 3-4 |
| BIOL 362 | Entomology | 4 |
| BIOL 410 | Applications of Geographical Information Systems (GIS) in Ecology, Environmental and Health Sciences | 4 |
| ENSU 151 | Environment, Science and Sustainability | 4 |
| GEOL 201 | Earth and the Environment | 3-4 |
| GEOL 316 | Earth Cycles | 4 |
| GEOL 431 | Soil & Sustainable Agriculture | 4 |

### Social Science

| Course Code | Title | Credit Hours |
|---|---|---|
| BUS 306 | Ennovation Lab | 3 |
| ENSU 141 | Environment, Society and Sustainability | 4 |
| ENSU 310 | Application of GIS | 4 |
| ENSU 322 | Climate Policy & Energy Policy | 3 |
| POLS 322 | Climate Policy & Energy Policy | 3 |
| ENSU 326 | US Environmental & Natural Resource Policy | 3 |

## Co-curricular activity

You will also complete a set of experiences totaling 30 hours or more, approved by applied minor faculty. These experiences could include:

- Volunteering or working at a farm or garden.
- Leading a project at Miller Farm.
- Volunteering or working with a Farmer's Market or other organization focused on agriculture and/or food systems.
- Leading the Miller Farm sustainable agriculture course.
- Conducting Epic Advantage or summer research focused on agriculture or food systems as approved by applied minor faculty.
- Participating in a farm/agricultural-focused conference for instance, the Indiana Small Farms Conference.

## Culminating experience

A poster or oral presentation at Epic Expo or another conference (for example, Indiana Small Farms Conference, Ohio Small Farms Conference, professional conferences, etc.) that demonstrates connections between curricular and co-curricular components of the applied minor.

## Related Programs

### What departments are related to the sustainable agriculture applied minor?

- Biology
- Environmental sustainability
- Earth and environmental science
- Global management
- Center for Environmental Leadership

# Teaching English to Speakers of Other Languages

**Degree Type**
Minor

The teaching English to speakers of other languages (TESOL) program provides a foundation for studying languages and how they are learned, as well as practical experience with teaching English. Being an interdisciplinary minor, you will be introduced to the fields of linguistics, sociolinguistics and applied linguistics, where you'll explore how languages have developed, how they are structured and how they are used in real-life situations. You will also investigate how learners learn first and second languages and study principles and methods of language teaching in different cultural and societal contexts, both from a historical perspective and in terms of current practices.

Through this program, you will combine your experiences in studying abroad and in speaking a second language with your interests in linguistics and the study of language learning and teaching.

# Program Details

As a TESOL minor, you will have opportunities to learn about language teaching principles and methods, and gain practical experience with teaching English through a required field study. Some of the opportunities to gain practical experience will be through community-based programs such as English as a Second Language (ESL) and/or programs abroad such as English as a Foreign Language (EFL).

You may also have on-campus opportunities to serve as a teaching assistant to language instructors in the classroom or tutor language learners through Earlham's Academic Enrichment Center.

# Minor

## To earn a minor in TESOL, you must complete the following courses:

| Course Code | Title | Credit Hours |
|---|---|---|
| | One language course at the 300-level or above in the language of your choice OR demonstrated proficiency in a second language | |
| | Participation in an international study program (International students may be exempt.) | |

## Three core courses and the Field Study course:

| Course Code | Title | Credit Hours |
|---|---|---|
| TESO 344 | Studies in Language Learning & Teaching | 4 |
| | TESO 345 Linguistics OR another language's Linguistics course offering | 3 |
| TESO 348 | Sociolinguistics | 3 |
| TESO 383 | TESOL Field Experience | 3 |

## One of the following elective courses:

| Course Code | Title | Credit Hours |
|---|---|---|
| CLL 407 | Translation:Theory & Practices | 3 |
| JAPN 422 | Japanese Linguistics | 3 |
| JAPN 430 | Japanese Language in Social Context | 3 |
| JAPN 431 | Literacy in Japanese | 3 |
| PSYC 230 | Human Development | 3 |
| PSYC 366 | Cradle & Grave | 3 |
| SPAN 406 | Topics Advanced Spanish Linguistics II | 3 |

# Opportunities and Outcomes

90% of work seekers who majored in the humanities between 2018-2022 were employed, pursuing graduate school or volunteering within six months of graduation.

- Students who earn a minor in TESOL will be prepared to pursue a certificate or a master's degree in TESOL or a related field after graduation. Having a TESOL, TESL (Teaching English as a Second Language) or TEFL (Teaching English as a Foreign Language) certification is often a minimum requirement for English teaching jobs online and abroad.
- Students interested in careers in language-related fields may need to complete advanced degrees. Speak with an advisor to discuss options.

## Additional Information

### Can I do off-campus study

Yes! In fact, with the exception of students who already have international experience, one of the TESOL minor requirements is to study off campus. Many students who have studied in Japan, Spain, or France, for example, returned to those countries to teach English.

Learn more about available programs via our Center for Global and Career Education.

# Theatre Arts

**Degree Type**
Major
Minor

The Earlham College Department of Theatre Arts sees theatre as an essential part of the human experience; stories brought to life through imagination and shared in community can transport and transform us. The Department of Theatre Arts teaches you to create theatre that elicits empathy, challenges the intellect, and encourages intentional decision-making. The faculty strive to develop interdisciplinary anti-racist theatre artists with a personal sense of responsibility to the communities in which they will live and work.

We also provide individualized training with a focus on the collaborative, analytical and expressive skills essential to a wide range of working environments - including theater, film &television, advertising, events, attractions, and beyond. Play selection and workshop programming is customized to your needs and interests. Guest artists interact with you in production, workshop, coaching and mentoring situations.

## Program Details

Between our flexible 125-seat black box theatre and 350-seat proscenium theatre, we guarantee a total of five to nine annual departmental, senior project and student theatre company productions. These provide opportunities to perform, design, stage-manage, devise, direct, produce and take on other leadership roles throughout the year. As you gain practical experience in the wide range of theatre arts disciplines, you will also gain confidence in how to create new work and interpret existing scripts in service of the communities in which you live and work.

Follow our recent and upcoming events and learn more about our policies and practices on our theatre productions webpage and on Facebook and Instagram.

## Major

### To earn a Bachelor of Arts in Theatre Arts, you must complete the following courses, in addition to general education requirements:

| Course Code | Title | Credit Hours |
|---|---|---|
| THEA 122 | Theatre Production Practicum | 1-3 |
| THEA 240 | Theatre History | 3 |
| THEA 250 | Script Analysis | 3 |
| THEA 260 | Foundations of Acting | 4 |
| THEA 271 | Intro to Theatrical Design | 3 |
| THEA 388 | Junior Seminar | 1 |
| THEA 422 | Theatre Production Practicum: Leadership | 4 |
| THEA 481 | Internship or Immersive Experience | 0-3 |
| THEA 488 | Senior Capstone | 4 |

### In addition, you must complete:

- One of the following Genre Studies courses:

| Course Code | Title | Credit Hours |
|---|---|---|
| THEA 359 | Shakespeare | 4 |
| THEA 358 | Greek & Roman Drama | 3 |
| THEA 387 | Theatre For Social Change | 3 |

- One of the following courses:

| Course Code | Title | Credit Hours |
|---|---|---|
| THEA 370 | Directing | 4 |
| THEA 386 | Devised Theatre | 4 |

### Finally, you must also complete one of the following tracks:

### Performance Track

| Course Code | Title | Credit Hours |
|---|---|---|
| THEA 360 | Acting Styles | 4 |
| THEA 362 | Audition Portfolio | 2 |
| THEA 386 | Devised Theatre | 4 |
| | Music Ensemble or Music Lesson | |

One of the following courses:

| Course Code | Title | Credit Hours |
|---|---|---|
| THEA 239 | Intro to Theatrical Makeup | 3 |
| THEA 261 | Movement for the Stage | 3 |
| THEA 365 | Speaking Your Truth | 3 |
| THEA 371 | Playwriting | 3 |
| THEA 470 | Directing II | 3 |

### Design & Technology Track

| Course Code | Title | Credit Hours |
|---|---|---|
| THEA 372 | Intermediate Costume Design | 3 |
| THEA 473 | Design Portfolio | 3 |

One from the following courses:

| Course Code | Title | Credit Hours |
|---|---|---|
| ART 202 | Fiber Arts I | 4 |
| ART 205 | Drawing I | 4 |
| ART 220 | Introduction to Metal & 3D Fabrication | 4 |
| ART 225 | Painting 1 | 4 |
| ART 235 | Introduction to Photography | 4 |
| MUS 372 | Making Music with Computers | 3 |
| MUS 171 | Music Theory I - Foundations | 3 |

### Management Track

| Course Code | Title | Credit Hours |
|---|---|---|
| THEA 345 | Intro to Stage Management | 3 |
| THEA 422 | Theatre Production Practicum: Leadership | 4 |
| BUS 211 | Leadership: Theory & Practice | 3 |
| BUS 312 | Leadership and Change | 3 |

## Minor

### To earn a minor in theatre arts, you must complete the following courses:

| Course Code | Title | Credit Hours |
|---|---|---|
| THEA 250 | Script Analysis | 3 |
| THEA 240 | Theatre History | 3 |

- One of the following:

| Course Code | Title | Credit Hours |
|---|---|---|
| THEA 260 | Foundations of Acting | 4 |
| THEA 271 | Intro to Theatrical Design | 3 |

- One three-credit, upper-level Theatre Arts course and at least three credits from the following:

| Course Code | Title | Credit Hours |
|---|---|---|
| THEA 122 | Theatre Production Practicum | 1-3 |
| THEA 422 | Theatre Production Practicum: Leadership | 4 |

**– OR –**

- Two three-credit, upper-level theatre arts courses and one credit from the following:

| Course Code | Title | Credit Hours |
|---|---|---|
| THEA 122 | Theatre Production Practicum | 1-3 |
| THEA 422 | Theatre Production Practicum: Leadership | 4 |

## Opportunities and Outcomes

92% of work seekers who majored in the visual and performing arts between 2018-2022 were employed, pursuing graduate school or volunteering within six months of graduation.

100% of theatre arts majors from the classes of 2017-2019 were working or in grad school within six months of graduation.

### Careers

Theatre grads have moved into paid internships and graduate programs in the theatre arts and related fields.

### Outcomes

Top job industries for theatre arts graduates include performing and fine arts and education.

## Additional Information

### Can I do off-campus study

Yes! We strongly encourage our majors to consider off-campus study. Great options for theatre arts majors include London, Philadelphia and Washington, D.C., among others.

Learn more about available programs via our Center for Global and Career Education.

# Women's, Gender and Sexuality Studies

**Degree Type**
Major
Minor

The women's, gender and sexuality studies (WGSS) program examines how ideas about women, gender and sexuality are organizing principles of society that intersect with racialization, urbanization, immigration, (dis)ability, religion and a number of other historical phenomena. Our interdisciplinary program's curriculum spans the four divisions of Earlham College and encourages you to take artistic, literary, social scientific, historical, psychological and medical approaches to gender and sexuality.

## Program Details

As a WGSS major, you'll dedicate your first three years to deep engagement with your individual study concentration, spending your time reading, writing, on the stage, in the laboratory, in the archive or at work in the community.

During your senior year, you'll do a collaborative demonstrative project, where you present your work to the wider Earlham community. You will also take a capstone seminar, where you produce an original research project on an individualized topic that you workshop with your peers. You will end up with a coherent area of expertise that directly translates to your life and work after Earlham.

## Major

To earn a Bachelor of Arts in women's, gender, sexuality studies, you must complete the following courses, in addition to general education requirements.

Choose a concentration within the major to focus your studies: history, social science, humanities, psychology and health studies.

### You will complete:

| Course Code | Title | Credit Hours |
|---|---|---|
| WGSS 481 | Internship | 1-3 |
| WGSS 487 | Senior Demonstrative Project | 2 |
| WGSS 488 | Senior Capstone | 4 |

Four courses in your primary track

Two courses in each of two secondary tracks

One Writing Intensive course

One Research Intensive course

### Historical Track

This track focuses on how the concepts of women, gender and sexuality have changed over time. Courses that count toward the historical track include but are not limited to:

| Course Code | Title | Credit Hours |
|---|---|---|
| HIST 246 | European Women's & Gender History | 4 |
| HIST 367 | Subjects of Desire | 3 |

| | | |
|---|---|---|
| HIST 372 | Asian American History through the Media | 3 |
| ANCS 357 | Gender and Sexuality in the Ancient World | 3 |

HIST TBD Women, Gender and Sexuality In Modern Africa

### Social Science

This track focuses on how the concepts of women, gender and sexuality are socially, culturally, politically, and economically constructed. Courses that count toward the social science track include but are not limited to:

| Course Code | Title | Credit Hours |
|---|---|---|
| PAGS 351 | Workplace Justice: Readings in U.S. Labor History | 3 |
| SOAN 118 | Inequalities, Power & Society | 4 |
| SOAN 215 | Identities & Social Movements | 4 |

POLS TBD Women and Politics in the United States

### Humanities

This track focuses on how the concepts of women, gender and sexuality grow out of representation practices in media, performance, film, literature and visual art Courses that count toward the humanities track include but are not limited to:

| Course Code | Title | Credit Hours |
|---|---|---|
| WGSS 382 | Feminist Art & Theory | 3 |
| ENG 103 | Women & Literature | 4 |
| ENG 106 | Literature and identity | 4 |
| ENG 309 | Prophetic Black Women | 3 |
| ENG 358 | Gender & Sexuality in Literature | 4 |
| ENG 364 | Post-Colonial Literature | 4 |

### Psychology and Health Studies

This track focuses on how ideas about the mind, consciousness, neurobiology, health, genetics, and disease produce the concepts of women, gender and sexuality. Courses that count toward the psychology and public health track include but are not limited to:

| Course Code | Title | Credit Hours |
|---|---|---|
| PSYC 230 | Human Development | 3 |
| PSYC 353 | Behavioral Neuroscience | 3 |
| PSYC 356 | Psychology of Prejudice | 3 |
| PSYC 364 | Psychology of Women | 3 |
| PSYC 368 | Human Sexuality | 3 |
| BIOL 112 | Cells, Genes & Inheritance | 4 |
| BIOL 200 | Epidemiology | 3 |
| BIOL 351 | Human Genetics & Genomics | 3 |
| SOAN 335 | Health, Medicine & Society | 4 |

## Minor

### To earn a minor in women's, gender, sexuality studies, you must complete a total of five courses:

| Course Code | Title | Credit Hours |
|---|---|---|
| | Three or more courses in a primary track | |
| | One course in two other tracks | |

## Opportunities and Outcomes

93% of work seekers who majored in a cross-divisional major between 2018-2022 were employed, pursuing graduate school or volunteering within six months of graduation.

100% of WGSS graduates from 2017-2019 were working or in graduate school within six months of graduation.

### Careers

Top sectors for WGSS grads include community and social services, education and nonprofits.

### Outcomes

Approximately 70% of WGSS majors pursue graduate and professional programs. The most popular areas of graduate work are law, mental health, education, library science, non-profit management and creative writing.

### What types of jobs and graduate school programs do graduates pursue?

Earlham's women's, gender, sexuality studies graduates are everywhere doing everything. They are attorneys and social workers, advocates, acupuncturists, schoolteachers, midwives, carpenters and college professors.

Approximately 70% of WGSS majors pursue graduate and professional programs. Majors have completed graduate degrees at the University of Virginia, the University of Michigan, Iowa University, Smith

College School of Social Work, Tuffs, Northeastern University, Indiana University, the City University of New York, Brown University and others.

WGSS graduates are using the skills and knowledge they gained in the program as:

- A fellow in the Office of the Chief Operating Officer at Planned Parenthood of America in Washington, D.C.
- A senior trial attorney at EEOC
- The executive director of JustFaith Ministries
- A principal at MC Lane Consulting, a consulting firm specializing in diversity education and organizational structures
- The dean of the library services at Bergen Community College
- A teacher at Youth Build Charter School of California and a member of their Youth Justice Coalition

## What kind of research experience and internships are available?

It is a requirement of all WGSS majors to complete an internship before graduation. Internships can be done on an off-campus program, during the summer or in Richmond during the academic year.

Recent internships have included research at the Wisconsin Coalition Against Domestic Violence, editing and publishing at the feminist publication Off Our Backs and working at the National Women's History Alliance.

Learn more about available programs via our Center for Global and Career Education.

# Courses

## Academic Enrichment

### ACEN 100: First Year Writing Tutorial

Develop essential writing knowledge and skills including planning, writing thesis statements, researching, citing, revising, and editing. Gain confidence through practicing writing in-class and workshopping writing from other classes. This course is appropriate for students with first year status at Earlham.
**Credits** 1
**Attributes**
Appropriate for First-year Students
Not Attached to any Division

### ACEN 110: Fundamentals of Math

This course is an overview of the major areas of foundational mathematics. Topics will be drawn from number theory and arithmetic, algebra, geometry, trigonometry, probability and probability distributions. Geared for students who desire knowledge of a variety of mathematical areas or want to broaden their mathematical experiences. Common motivations for students have been preparation for later coursework, review for the GRE, teacher preparation, or academic advisor's recommendation.
**Credits** 3
**Attributes**
Appropriate for First-year Students
Not Attached to any Division

### ACEN 115: Essentials of Mathematics

This course is an overview of foundations in mathematics for the Earlham curriculum. The topics include overviews of number theory, geometry, modular arithmetic, probability, statistics and personal finance. The topics will strengthen the students' knowledge of the quantitative components of most Natural Science and Social Science entry level courses. Common student motivations have been preparation for later coursework with quantitative components or academic adviser's recommendation.
**Credits** 3
**Attributes**
Not Attached to any Division

### ACEN 130: Peer Educator Training

This class covers pedagogy and technique appropriate for working as a peer tutor or peer writing consultant. The course or concurrent registration is required for students who wish to apply to work at the Writing Center or as a Peer Tutor.
**Credits** 1
**Attributes**
Not Attached to any Division

### ACEN 135: Autumn Writing Intensive

Autumn Writing is a course in academic writing that introduces first-year students to critical reading, thinking, and writing about specific phenomena and issues. The course, which topic is Luso-Brazilian Cinema, will develop your ability to assess a variety of cultural and political contents, both written and visual, closely and critically. It will also help you analyze such texts and visual contents in ways that engage and challenge your experience, the perspectives of other scholars, and the larger world. Throughout the course you will learn and practice the analytical writing that many college courses and professions require.
**Credits** 2
**Attributes**
Appropriate for First-year Students
Not Attached to any Division

### ACEN 140: Training for Academic Success

The goal of this course is to promote student success at Earlham College and beyond. Students will be introduced to various campus resources, learn time management skills, understand academic success strategies and gain skills as a resident of the Earlham community.This course will help students recognize their capacities and strengths. It will also help students overcome any mental blocks that may stand in their way of success. In addition, it will help students identify the specific steps to understanding their individual learning style to assist students achieve their academic success.
**Credits** 1
**Attributes**
Appropriate for First-year Students
Hybrid
Not Attached to any Division

## ACEN 151: Functions

This course is an overview of the foundational functions in mathematics. The topics include linear, polynomial, rational, exponential, trigonometric and periodic functions as well as an introduction to probability and statistics. The topics will strengthen the students' quantitative literacy for most Natural Science and Social Science entry courses. Common motivations for students have been preparation for later coursework with quantitative components or academic advisor's recommendation.
**Credits** 3
**Attributes**
Appropriate for First-year Students
Not Attached to any Division

## ACEN 241: Life Skills & Leadership

The life skills and leadership development course will develop, challenge and support students in their continual journey to be leaders in academics, social relationships and life. This course will have a particular focus on financial literacy, mindfulness, stress management, career preparation and strategies for prevention for various types of risky social behaviors.
**Credits** 1
**Attributes**
Not Attached to any Division
Wellness

## ACEN 300: Advance Writing Tutorial

This course will help students navigate the difficulties of extended writing, explore career-based writing, and discuss genres of writing essential for graduate school and job applications. This course is suitable for students with junior or senior status who are looking toward future writing situations and long-term writing projects.
**Credits** 1
**Attributes**
Upper-Level

# Accounting

## ACCT 200: Financial Accounting

An introduction to the construction and interpretation of financial statements, valuation of assets, financial ratios analysis, and the construction and use of budgets for decision making.
**Credits** 3
**Attributes**
Appropriate for First-year Students
Required for the major
Social Sciences

## ACCT 230: Managerial Accounting

An introduction to the use of accounting for making decisions in organizations, including the history of managerial accounting, concepts and techniques related to internal decision-making, the relations between financial and managerial accounting, and current ethical issues in the field.
**Credits** 3
**Prerequisites**
ACCT 200: Financial Accounting
**Corequisites**
ACCT 200: Financial Accounting
**Attributes**
Co-Req
Appropriate for First-year Students

## ACCT 300: Accounting and Society I

This course prepares students to understand & evaluate the effect of business on society by analyzing corporate financial & sustainability reports. The course will focus on select areas of these reports as well as the frameworks & standards governing corporate reporting. First of 2-course sequence.
**Credits** 3
**Prerequisites**
ACCT 200: Financial Accounting
**Attributes**
Upper-Level

## ACCT 300: Accounting and Society I

This course prepares students to understand & evaluate the effect of business on society by analyzing corporate
financial & sustainability reports. The course will focus on select areas of these reports as well as the frameworks &
standards governing corporate reporting. First of 2-course sequence.
**Credits** 3
**Prerequisites**
ACCT 200 or BUS 200
**Attributes**
Required for the major
Upper-Level

## ACCT 310: Accounting and Society II

Students will engage with financial reporting topics of societal relevance not covered in ACCT 300, while also exploring the historical and contemporary relations among accounting, capitalism, and the state. Second of 2-course sequence.
**Credits** 3
**Prerequisites**
ACCT 300: Accounting and Society I
**Attributes**
Writing Intensive
Upper-Level

## ACCT 310: Accounting and Society II

Students will engage with financial reporting topics of societal relevance not covered in ACCT 300, while also exploring
the historical and contemporary relations among accounting, capitalism, and the state. Second of 2-course sequence.
**Credits** 3
**Prerequisites**
ACCT 300: Accounting and Society I
**Attributes**
Required for the major
Writing Intensive
Upper-Level

## ACCT 341: Accounting Information & Control Systems

This course introduces students to accounting information systems, internal controls, and organizational control systems. Students will investigate these topics from both a technical and an ethical perspective, with a focus on how these systems affect stakeholders.
**Credits** 3
**Prerequisites**
ACCT 200: Financial Accounting
(ACCT 200 may also be taken concurrently with ACCT 340)
**Attributes**
Upper-Level

## ACCT 350: Taxation and Business Law

This course introduces students to the fundamentals of business law and income taxation. Students will gain experience reading case law and statutory law as it applies to common issues encountered by businesses and will learn how to complete a Federal income tax return for a small business owner.
**Credits** 3
**Prerequisites**
ACCT 200: Financial Accounting
**Corequisites**
ACCT 200: Financial Accounting
**Attributes**
Co-Req
Research Component

## ACCT 360: Auditing and Assurance

This course introduces students to concepts and procedures related to assurance services, including the auditing of
financial statements, sustainability reports, and internal controls. Additional topics covered include fraud, professional
ethics, and audit data analytics.
**Credits** 3
**Prerequisites**
ACCT 310: Accounting and Society II
ACCT 341: Accounting Information & Control Systems
ACCT 350: Taxation and Business Law
(ACCT 350 may be taken as a concurrent enrollment)
**Attributes**
Upper-Level

## ACCT 481: Internships, Field Studies and Other Field Experiences

**Credits** 3

## ACCT 488: Senior Capstone

This course involves an exploration of advanced accounting topics and contemporary issues in the accounting profession, and this requires knowledge of the material covered in all other courses in the accounting major. There is also a service-learning component to this course.
**Credits** 3
**Prerequisites**
ACCT 230: Managerial Accounting
ACCT 310: Accounting and Society II
ACCT 341: Accounting Information & Control Systems
ACCT 350: Taxation and Business Law
ACCT 360: Auditing and Assurance
**Attributes**
Upper-Level

# African and African American Studies

## AAAS 114: Introduction to AAAS

Entry-level course designed to introduce students to the field of African American Studies. Through a multi-disciplinary approach, identifies and examines major issues, topics, and questions addressed in scholarly literature.
**Credits** 3
**Attributes**
Diversity Domestic
Appropriate for First-year Students
Required for the major
Social Sciences

## AAAS 115: Introduction to Anthropology: Culture & Diversity

Introduces and critically examines selected approaches to understanding human diversity. Drawing on ethnographic studies, develops perspectives on how people cohere as groups, construct meaning, assert and resist influence and power, and orient themselves to a shifting terrain of images and relationships both global and local. Weekly film session required.
**Credits** 4
**Attributes**
Diversity International
Appropriate for First-year Students
**Cross Listed**
SOAN 115

## AAAS 118: Inequalities, Power & Society

Introduces students to the sociological perspective and focuses on the connections between major social institutions and social inequality.
**Credits** 4
**Attributes**
Diversity Domestic
Appropriate for First-year Students
Social Sciences
WGSS Social Science

## AAAS 180: Islam

Topics include the early community and the life of Muhammad, portions of the Qur'an, the historical development of Islamic civilization, Sufism and issues in the contemporary Islamic world (such as the role of women, the nature of jihad and Islam's relationship to other religions).
**Credits** 4
**Attributes**
Diversity International
Hybrid

## AAAS 204: African American Literature

An introduction to the study of literature focusing on the works of Americans of Black African ancestry, with possible attention to works of African Caribbean and African Hispanic Americans. Special attention to major developments in form and themes, major writers and the evolution of an African American literary tradition. Introduction to issues of Black literary theory and criticism.
**Credits** 4
**Prerequisites**
Sophomore Standing or above
**Attributes**
Alternate Year
Diversity Domestic
Required for the major
Writing Intensive
**Cross Listed**
ENG 204

## AAAS 211: Religion & Spirit in African American Literature

This course looks at religious and spiritual elements in African American literature. How do literary texts embrace or push back against religious beliefs and communities? And, how have black American writers used religion and spirituality to think through race and inequality in the United States?
**Credits** 3
**Attributes**
Diversity Domestic
Humanities Division
**Cross Listed**
ENG 211 and REL 211

## AAAS 230: History of African American Religious Experiences

Survey of central historical events, people, and faith perspectives that have shaped African American (or "Black") religious experiences in the United States. This course will pay particular attention to 1) the prominent roles that African American women and men of faith have played in the communal survival and wellbeing of Black folk and 2) the role of Black faith as a catalyst for the social, political and cultural transformation of American society. General historical terrain covered in the course includes the Middle Passage and "New World" Slavery; The Great Awakening and later revivals; Emancipation; Reconstruction; migration and urbanization; Jim/Jane Crow; Civil Rights; and Black Nationalism/Black Power. In addition to surveying the religious experiences of African Americans within major Protestant denominations, some attention will be paid to African American Catholicism, Pentecostalism, "sects" and "cults," Judaism, Caribbean religion(s) in the U.S., Islam, and Black humanism.
**Credits** 4
**Attributes**
Alternate Year
Diversity Domestic
Appropriate for First-year Students
Required for the major
Social Sciences
**Cross Listed**
REL 230

## AAAS 231: African History to 1880

Introduces students to Africa's long and varied past. Surveys the development of the continent from the Nile Valley civilization to the loss of independence in the 1880s. Topics include Africa as the site of the earliest human development, ancient Egypt's relationship to the rest of Africa, the influence of Islam, African states and empires, the Atlantic slave trade, the impact of European traders and missionaries, and the scramble for Africa in the 1880s.
**Credits** 3
**Attributes**
Alternate Year
Colonialism& Imperialism=Theme
Diversity International
Required for the major
Social Sciences
Writing Intensive
**Cross Listed**
HIST 231

## AAAS 232: African History since 1880

Surveys the African loss of sovereignty and the establishment of European colonial dominance in Africa. Focuses on economic, political and social distortions resulting from foreign domination. Considers the impact of African reactions to these developments. Special attention to the struggle for independence and the re-emergence of independent African states.
**Credits** 3
**Prerequisites**
Sophomore Standing or above
**Attributes**
Alternate Year
Colonialism& Imperialism=Theme
Diversity International
Required for the major
Social Sciences
Writing Intensive
**Cross Listed**
HIST 232

## AAAS 240: Topics in African and African American Studies

Studies in African and African American experiences through the analysis of selected topics. Emphasizes the development of information, interpretation and bibliography along with reading, writing and research skills.
**Credits** 3
**Attributes**
Diversity Domestic
Appropriate for First-year Students
Social Sciences

## AAAS 299: Religion & Culture of Hip Hop

Bringing to bear written texts, music, film and other media sources, this course explores the definition and moral significance of Hip Hop as a religious and cultural phenomenon within popular culture. Specific issues explored in this course include the syncretism of religious symbols and sensibilities in Hip Hop; the racial, ethnic, sex-gendered, and class dynamics of Hip Hop; as well as the language and aesthetics of Hip Hop.
**Credits** 4
**Attributes**
Diversity Domestic
Appropriate for First-year Students
**Cross Listed**
REL 299 and FILM 299

## AAAS 307: Housing, Affordability, Wages and Crime

This course will ponder the relation of crime to housing affordability and wage stagnation. Karl Marx described how in nineteenth century England large scale farming huddled laborers into miserable dwellings where dear rents and minimal wages fostered crime. Dubbed “improvements”, these evictions also furnished lavish new places of business and residence for the wealthy. This course will consider actual and historical examples of “improvements” and crime, and their "intersectional" outcomes.

**Credits** 4
**Attributes**
Diversity Domestic
Writing Intensive
Upper-Level
Social Sciences
Cross-listed
**Cross Listed**
SOAN 307
PAGS 307

## AAAS 309: Prophetic Black Women

This course is a study of Black religious women in the U.S., and how they wrote about their religious beliefs and experiences. Students will encounter leaders who changed or led established movements such as Zilpha Elaw and Jarena Lee, women who had religious visions such as Shaker Rebecca Cox Jackson, and literary writers who interrogated religious groups and practices such as Nella Larsen. Students will be asked to consider how religious belief and practice might shape the way people conceptualize what it means to be a Black woman in the U.S.
**Credits** 3
**Attributes**
Humanities Division
Upper-Level
WGSS Humanities
**Cross Listed**
ENG 309 and REL 309

## AAAS 330: Mass Incarceration & Moral Vision

A critical examination of the social functions and theories of contemporary criminal justice in the United States. Special attention to the collateral social consequences of the "prison industrial complex," paramilitary policing and the death penalty. Fosters moral interpretations that contribute to popular movements for positive change. Prerequisites: An Earlham Seminar and an Interpretive Practices course.
**Credits** 4
**Attributes**
Alternate Year
Diversity Domestic
Upper-Level
**Cross Listed**
REL 330 and PAGS 331

## AAAS 332: Pan Africanism

In the context of the philosophical paradigm of Afrocentricity, this course traces and interrogates the trans-National solidarity activism of Africans and their descendants in the diaspora (North America, the Caribbean, Latin America, Europe and Asia) towards their political, economic, social and psychological freedom and/or unity from the 19th century to present. Some of its major themes include: Black Nationalism, Black Power, Ethiopianism, Negritude, Rastafarianism and Black Consciousness. The primary instructional methodology is the interpretation and critical analysis of Pan-African literature and films.
**Credits** 4
**Attributes**
Diversity International
Appropriate for First-year Students
Social Sciences
Upper-Level
Writing Intensive
**Cross Listed**
HIST 332 abd PAGS 332

## AAAS 340: Advanced Topics in African and African American Studies

Studies in African and African American experiences through the analysis of selected topics. Emphasizes the development of information, interpretation and bibliography along with reading, writing and research skills.
**Credits** 4
**Attributes**
Diversity Domestic
Upper-Level
Writing Intensive

## AAAS 349: Du Bois and Sociology

W.E.B. du Bois pioneered a liberatory sociology of emancipation grounded in rigorous empirical investigation of social problems. In this course, we will examine the Du Boisian roots of American sociology, studying some of his most influential texts for insights into how sociology can address important current public conversations about dismantling racist and exploitative structures of oppression.
**Credits** 4
**Attributes**
Diversity Domestic
Social Sciences
Upper-Level
**Cross Listed**
SOAN 349

## AAAS 352: Politics of Africa

Investigates the unique situation of African countries in terms of economics and international relations, with a focus on development (economic and human development) and conflict and cooperation both on the continent and between the region and the rest of the world. Taking a thematic approach, the course offers an overview of the central debates on these crucial questions and invites students to focus on how all these issues play out in one country of their choice. (Politics Subfield Designation: IR) (A.R.T.S Designation: S)
**Credits** 3
**Prerequisites**
POLS 111: Intro to Comparative Politics & International Relations
**Attributes**
Diversity International
Alternate Year
**Cross Listed**
AAAS 352

## AAAS 357: Reading in African American Women History

Explores select topics in the history of African American women from the era of antebellum slavery to the present, using such primary sources as slave narratives, autobiographies, documents and historical monographs. Topics include gender relations in the slave community, the gendered nature of slave resistance and rebellion, the politics of economic emancipation, women's activism and the role of women in the Civil Rights and Black Power movements.
**Credits** 4
**Attributes**
Alternate Year
Diversity Domestic
Gender=Thematic
Social Sciences
Upper-Level
US=Geographic
WGSS History
**Cross Listed**
HIST 357

## AAAS 359: African Democracy & Dictatorship

Explores the evolution of African dictatorship and asks whether democracy in sub-Saharan Africa is substantially different than democracy elsewhere in the world. Considers whether African countries' experimentation with different forms of governance — from civilian to military rule, from one-party states to multiparty democracies — has resulted in better governance.
**Credits** 3
**Prerequisites**
POLS 105
**Attributes**
Alternate Year
Upper-Level
**Cross Listed**
POLS 259

## AAAS 363: Afrofuturism in Black Literature

This course investigates the spirit of emergent traditions within speculative African and African American literature ranging from science fiction to fantasy and other predominantly surrealist expressions. Occasionally, discussions will also foray into relevant connections in art, music and film as we interrogate the ever evolving trajectory of events and historical motivations behind the afro-speculative drive. Since this course seeks to extend ongoing discussions on black realities and cultures both in America and transnational settings, critical essays examining global constructs of black identity will serve as significant foundational content to class discussions and assignments.
**Credits** 4
**Prerequisites**
200-level ENG course
**Attributes**
Diversity Domestic
Alternate Year
Upper-Level
**Cross Listed**
ENG 363

## AAAS 366: African American Political Thought

Introducing various dimensions of African American political thought, this course surveys texts in African American intellectual history to examine how they redefine important political concepts such as identity, power, institution, state, citizenship, freedom and community.
**Credits** 4
**Attributes**
Social Sciences
Upper-Level
**Cross Listed**
POLS 366

## AAAS 368: African American History to Emancipation

A survey of African Americans from the era of the Atlantic slave trade to the passage of the 13th Amendment. Topics include the paradox of the co-existence of slavery and freedom, the nature of the slave community, the issue of slave resistance and the role of free African Americans in the abolition movement. Relies on first-hand accounts and secondary materials.
**Credits** 4
**Attributes**
Alternate Year
Diversity Domestic
Required for the major
Research Component
Rev. & Social Justice=Thematic
Social Sciences
Upper-Level
US=Geographic
**Cross Listed**
HIST 368

## AAAS 369: African American History since Emancipation

Surveys the history of African Americans from the era of Emancipation through the migrations that transformed blacks into a national, urban minority to the political, cultural and economic challenges in the era of conservatism. Topics include the struggle to define race and citizenship after the Civil War, the impact of migrations on black society and national politics, the consequences of the rise of a black industrial working class, campaigns for civil and human rights, and the emergence of the black power movement.
**Credits** 4
**Attributes**
Alternate Year
Diversity Domestic
Required for the major
Upper-Level
US=Geographic

## AAAS 378: History of South Africa

Surveys the history of southern African society from the earliest times to the post apartheid era. Topics include the nature of early indigenous African societies, the entrenchment of European domination, the subjugation of African chiefdoms, the role of international capital in transforming the economy, African resistance to segregation and apartheid, and dismantling apartheid.
**Credits** 4
**Attributes**
Alternate Year
Colonialism& Imperialism=Theme
Diversity International
Required for the major
Upper-Level
**Cross Listed**
HIST 378

## AAAS 379: The Civil War and Reconstruction: 1845-1877

Focuses on 19th century issues leading to the Civil War and the multilayered legacy of the war, with particular attention to race and reunification. Examines the war's transformation of politics and the economy and the efforts of various groups to resist, control or reform a society in the throes of rapid change. Prerequisite: An Earlham Seminar, an Interpretive Practices course or consent of the instructor.
**Credits** 4
**Attributes**
Alternate Year
Research Component
Social Sciences
Upper-Level
Writing Intensive
**Cross Listed**
HIST 379

## AAAS 482: Special Topics

Selected topics determined by the instructor for upper-level study.
**Credits** 4
**Attributes**
Upper-Level

## AAAS 484: Faculty/Student Collaborative Research

Collaborative research funded by Faculty/Student Research Fund.
**Credits** 1-3
**Attributes**
Not Attached to any Division
Research Component
Social Sciences
Upper-Level

## AAAS 488: Senior Capstone Experience

Senior AAAS majors write a research thesis of high quality during the fall semester, then sit for an oral exam based on the completed research thesis during the spring semester. The thesis will focus on a selected topic in African, African American, Caribbean, or other Africa Diaspora life, history and/or culture. The thesis should reflect mastery of the selected subject of inquiry as well as critical thinking, writing and argumentation skills.
**Credits** 2
**Attributes**
Upper-Level

## ENG 204: African American Literature

An introduction to the study of literature focusing on the works of African Americans in the United States. Special attention to major developments in form and themes, major writers and the evolution of an African American literary tradition. Introduction to issues of black literary theory and criticism. Each course will focus on a particular literary period such as: Harlem Renaissance, the Black Arts Movement and the Literature of Bondage and Freedom. Appropriate for first year students. Prerequisite of an Earlham Seminar or consent of the instructor. An additional one hour will be added. Also listed as AAAS 204.

**Credits** 4

# Ancient and Classical Studies

## ANCS 112: Classical Latin I

Introduction to Classical Latin focuses on basic reading comprehension, vocabulary and Latin grammar. The course covers the first fourteen chapters of Lingua Latina Per Se Illustrata.
**Credits** 5
**Attributes**
Diversity Language
Appropriate for First-year Students
Required for the major
Not Attached to any Division

## ANCS 113: Classical Latin II

A continuation of Classical Latin I, covering the second portion of Lingua Latina Per Se Illustrata.
**Credits** 4
**Attributes**
Diversity Language
Appropriate for First-year Students
Required for the major

## ANCS 130: Damn the Gods

In spite of the terrible behavior demonstrated by the Greek and Roman gods, they remained the focus of religious attention for millennia. By closely analyzing these mythological narratives, students will consider what these myths have to say about Greek and Roman religion, and about Greco-Roman conceptualizations of the world around them.
**Credits** 3
**Attributes**
Diversity International
Appropriate for First-year Students
Humanities Division
**Cross Listed**
REL 130

## ANCS 155: Ancient Greek Philosophy

An examination of Greek philosophy beginning with the pre-Socratic period and emphasizing the works of Plato and Aristotle. Reading is mainly in the primary sources.
**Credits** 4
**Attributes**
Diversity International
Appropriate for First-year Students
Humanities Division
Writing Intensive
**Cross Listed**
PHIL 155

## ANCS 199: Medical Terminology

This course is designed to familiarize students with the Greek and Latin terms used in a variety of medical fields as well as to introduce them to the foundations of Ancient Greek and Roman medical practices and theory. Part of the course focuses on learning common classical roots, suffixes and prefixes so that students will have a functional understanding the terminology underpinning several anatomical systems, skeletal structures and muscular nomenclature. In the other part of the course, students will explore seminal Greek and Roman medical texts as a means to better contextualize the development of modern medical science.
**Credits** 3
**Attributes**
Humanities Division

## ANCS 221: Erotic Roman Poetry

What is Roman erotic poetry? Who wrote it? Why? In answer to these questions, students will read English translations of some of the most famous Roman erotic poets — Catullus, Tibullus, Propertius, Ovid — and in doing so, will engage with many important social issues from ancient Rome. Using erotic poetry as a springboard, the course will address conceptualizations and constructions of gender and sexuality in Rome, and the fallout from the civil wars that wracked the city of Rome in the 1st century BCE. The course will explore precisely what it meant (and still means) to write literature in the first person.
**Credits** 4
**Attributes**
Diversity International
Appropriate for First-year Students

## ANCS 222: Greece and Rome in Film

Did you know that Disney's Beauty & the Beast is based on Latin novel written almost 2,000 years ago? Or that Chuck Palahniuk's Fight Club bears a striking resemblance to Sophocles' Oedipus Rex? Each week, students will read a selection of ancient literature and pair it with a screening of modern film to assess the continued influence that ancient narratives still exert across multiple genres. .
**Credits** 4
**Attributes**
Diversity International
Research Component
**Cross Listed**
FILM 222

## ANCS 241: Ancient Mediterranean History

In antiquity, the Mediterranean Sea united rather than divided cultures. This course surveys ancient civilizations around the Mediterranean basin, paying particular attention to the cultural interactions that shaped and transformed the earliest history of this region. The course focuses upon four key centers of civilization: the kingdoms of the Near East, Egypt, Greece and Rome. Among the topics we will consider: Hittite and Mycenaean relationships during the Bronze Age, Greek colonization and interaction with Egyptians, Phoenicians, Italians, and Near Eastern cultures during the 7th and 6th centuries B.C., the Persian empire and its clash with the Greeks in the 5th century, and Roman expansionism during the Roman Republic. Reading includes primary texts in English.
**Credits** 3
**Attributes**
Alternate Year
Diversity International
Europe=Geographic
Appropriate for First-year Students
Humanities Division
**Cross Listed**
HIST 241

## ANCS 243: Life, Death, & Healing in the Ancient World

How did people in antiquity define illness or health? How did they think about and manage the key transitional periods of a person's life such as birth, maturation and death? This course explores the ideas and practices of the healing arts and the handling of life transitions. The focus is primarily on ancient Greece, though the class will draw upon other ancient cultures for comparison, including Roman, Egyptian and Near Eastern sources. Readings consist of primary and secondary sources in English.
**Credits** 3
**Attributes**
Appropriate for First-year Students
Humanities Division

## ANCS 315: Pompeii: Life & Death in a Roman Town

On August 24, AD 79, Mt. Vesuvius erupted, burying several Roman towns in the region of Campania, Italy, with a thick layer of volcanic ash and pumice. This event was a great tragedy for the people who lived in the area, causing vast destruction and considerable loss of life. For modern scholars, though, the event has proved an unusual blessing. Encapsulated within the volcanic debris is an unparalleled glimpse into the lives of the ancient inhabitants. This course explores the archaeological remains of Pompeii in order to learn about Roman life and culture in the early part of the Roman Empire.
**Credits** 4
**Prerequisites**
Sophomore Standing or above
**Attributes**
Diversity International
Humanities Division
Research Component
Upper-Level
**Cross Listed**
HIST 315

## ANCS 342: Reading Latin

Students who have completed Latin I and II or the equivalent may take this course to continue their study of Latin. Texts are chosen to accommodate student interests and aptitudes, and have included works from Caesar, Catullus, Cicero, HoPetronius, Virgil and Ovid. Since texts change from year to year, students may take this course multiple times.
**Credits** 4
**Prerequisites**
ANCS 113: Classical Latin II
**Attributes**
Required for the major
Upper-Level

## ANCS 346: Ovid's Metamorphoses

Ovid's fifteen book epic, Metamorphoses, has been described as many things: a mythological handbook, pointed political commentary, an extended experiment with literary genre, and simply a self-involved display of Ovid's overinflated sense of genius. Students in this course will read the translated work in its entirety, along with relevant scholarship, in an effort to better understand this enigmatic epic. The course will culminate in a final research project.
**Credits** 3
**Prerequisites**
Sophomore Standing or above
**Attributes**
Humanities Division
Research Component
Upper-Level

## ANCS 350: Words & Works of Ancient Rome

This course focuses on the literary and artistic works from successive periods in the history of ancient Rome to provide students with a broad overview of Rome's development and culture. Our sources include a wide range of texts (poetry, drama, history) and artifacts (architecture, sculpture, painting, daily objects). As we examine these "words" and "works" we seek to uncover the attitudes, values, and ways of seeing and thinking about the world that make each period of Roman history unique. Knowledge of Latin is not required.
**Credits** 4
**Prerequisites**
Sophomore Standing or above
**Attributes**
Diversity International
Thought & Culture=Thematic
Upper-Level
Writing Intensive
**Cross Listed**
HIST 350

## ANCS 351: Words & Works of Ancient Greece

This course focuses on the literary and artistic works from successive periods in the history of ancient Greece to provide students with a broad overview of the cultural and intellectual trends of ancient Greece. Our sources include a wide range of texts (poetry, drama, history) and artifacts (architecture, sculpture, painting, daily objects). As we examine these "words" and "works" we seek to uncover the attitudes, values, and ways of seeing and thinking about the world that make each period of Greek history unique. Knowledge of Greek is not required.
**Credits** 3
**Prerequisites**
Sophomore Standing or above
**Attributes**
Diversity International
Upper-Level
Writing Intensive

## ANCS 357: Gender and Sexuality in the Ancient World

This course explores ways in which the ancient Greeks constructed notions of gender and sexuality. Students examine a wide range of primary evidence (such as drama, poetry, philosophy, scientific or medical treatises, court documents, art, architecture, and daily artifacts) in order to uncover Greek attitudes and practices. By confronting the assumptions of a culture that was in many ways radically different from our own, we address some of the fundamental ways that ideas about gender and sexuality inform and shape societal expectations and institutions, from personal identity and forms of self-expression to the legal, medical, and political mechanisms that govern society. Knowledge of a classical language is not required.
**Credits** 3
**Attributes**
Research Component
Upper-Level
WGSS History
**Cross Listed**
WGSS 357

## ANCS 358: Greek & Roman Drama

Here you will read some of the most famous dramatic texts from the ancient Greek and Roman world (e.g. Euripides' Medea), as well as some of the more obscure ones (e.g. Seneca's Oedipus). Since this is cross-listed between Theatre and ANCS, class discussions will approach the material from literary as well as theatrical angles, and you will be able to design research projects to fit your own individual interests. All texts are taught in English.
**Credits** 3
**Prerequisites**
An Earlham Seminar
**Attributes**
Research Component
Upper-Level
**Cross Listed**
THEA 358

## ANCS 370: That Belongs in a Museum!

In an iconic scene in Indiana Jones: Last Crusade, Indiana Jones mutters the famous phrase, "That belongs in a museum!" when a relic is forcibly taken from him. Though the scene is Hollywood fiction, it does serve to highlight real tensions surrounding antiquities. Simultaneously viewed as objects of material, cultural, and aesthetic value, ancient objects occupy a nebulous space in the modern world. Using both archaeological and museological perspectives, this course is designed to introduce students to the types of artifacts that survive from antiquity and to explore some of the special challenges associated with antiquities collections.
**Credits** 3
**Attributes**
Humanities Division
**Cross Listed**
MUSE 370

## ANCS 371: Herodotus & the Persian War

The defiant bravery of king Leonidas as he and his famous band of 300 Spartan soldiers held the pass at Thermopylae against the might of the Persian Empire is a familiar one, celebrated in popular memory as an act that transcends history to become legend. Did it really happen that way? Or is this image largely a product of the imagination of Greece's first historian, Herodotus, considered by many to be "the father of history"? This course explores the way that Herodotus immortalized the conflict between the Greeks and Persians during the 5th century B.C. Students trace the forces that shaped this famous clash of cultures, and look at Herodotus' account in conjunction with other archaeological and historical evidence in order to talk about how history is created.
**Credits** 3
**Prerequisites**
Sophomore Standing or above
**Attributes**
Colonialism& Imperialism=Theme
Diversity International
Humanities Division
Thought & Culture=Thematic
Upper-Level
Peace and Conflict
Writing Intensive
**Cross Listed**
HIST 371

## ANCS 486: Student Research

ANCS 486 SENIOR RESEARCH (1 credit)Ancient and Classical Studies majors are required to enroll in this course in the fall of their Senior year. Students identify a topic and conduct extensive research in preparation for writing their senior thesis.
**Credits** 1
**Attributes**
Required for the major
Upper-Level

## ANCS 488: Senior Capstone Experience

ANCS 488 SENIOR CAPSTONE EXPERIENCE (3 credits)Senior thesis writing and revision.
**Credits** 3
**Attributes**
Required for the major
Upper-Level

# Art

## AAAS 215: Mashup: Black Creativity in Music and Art

Mashup: Black Creativity in Music & Art is a music and art course about creative practices, experiences, and contributions of African American artists. Students will create interactive projects investigating imaginative strategies creatives used to navigate self-expression and societal structure.
**Credits** 3
**Attributes**
Diversity Domestic
Cross-listed
**Cross Listed**
ART 215
MUS 215

## ART 115: Art Context & Meaning

Presents a thematic introduction of world architecture and art from prehistoric times to the Gothic period. Draws from a variety of academic disciplines and is designed to increase appreciation and understanding of art as related to its cultural context. Develops critical thinking and analytical skills in response to visual experience.
**Credits** 4
**Attributes**
Diversity International
Appropriate for First-year Students
Required for the major
Visual & Performing Arts Division

## ART 116: Art: Context and Meaning II

Presents an introduction of world architecture and art from the Renaissance to the present. Draws from a variety of academic disciplines and is designed to increase appreciation and understanding of art as it relates to its cultural context. Develops critical thinking and analytical skills in response to visual experience.
**Credits** 4
**Attributes**
Diversity International
Appropriate for First-year Students
**Cross Listed**
MUSE 116

## ART 200: Ceramics I

An introduction to idea development and the forming of clay objects using ceramic processes and techniques that include hand building and wheel work along with surface treatment development and kiln firing methods. The course explores contemporary approaches to ceramics taught through a series of projects that incorporate research along with technical problems, readings, discussions, demonstrations and group critiques.
**Credits** 4
**Attributes**
Appropriate for First-year Students
Visual & Performing Arts Division

## ART 202: Fiber Arts I

An introduction to dyeing techniques such as batik and shibori, along with fabric piecing and embellishment. Studio work will include extensive experimentation with techniques as well as individual projects to develop both technical and aesthetic skills. Students also participate in lectures and discussions, and the course will be enriched by explorations into multicultural history and traditions of fabric art.
**Credits** 4
**Attributes**
Appropriate for First-year Students

## ART 204: American Cultures of Memory: Monuments, Memorials, Souvenirs

This course explores the role of memory, monuments, and commemoration in American civic life throughout the 19th, 20th, and 21st centuries. Examining a number of key sites, events, and individuals that have been the subject of commemoration, we consider the role of visual culture in the establishment of historical narrative and the construction of national identity. Objects of study will include statues, battlefields, gathering places, national parks, photos, paintings, and souvenirs.
**Credits** 4
**Attributes**
Diversity Domestic
**Cross Listed**
MUSE 204

## ART 205: Drawing I

Introduces students to the drawing process. Students work from observation and from imagination in creating works in a variety of media and methods that express an understanding of light, form and space. An excellent point of departure for those interested in painting. Students without any prior experience should take Drawing I before Painting I.
**Credits** 4
**Attributes**
Visual & Performing Arts Division

## ART 207: From the Avant-Garde to the Aesthetics of the Familiar

Discusses the meaning of the avant-garde. De-canonizes the avant-garde through the perspective of everyday aesthetics. Artworks and texts range from a broad spectrum, e.g., Continental, Eastern, Black-American and Latino.
**Credits** 3
**Attributes**
Humanities Division
Cross-listed
**Cross Listed**
PHIL 207

## ART 210: History of Craft

An examination of the history of craft from ancient times to the present. Explores indigenous craft and contemporary craft theory as related to the fine arts. (Offered alternative years.)
**Credits** 4
**Attributes**
Art-Theoretical
Alternate Year
Diversity International
Research Component

## ART 211: 20th Century Art

A broad survey that begins by setting the groundwork for art of the 20th century with a discussion of the late 19th century artistic movements of Impressionism and Post-Impressionism, and the forces that lured artists away from the confines of academic painting. Explores the social and political forces, as well as the theoretical discourses that frame the major modern and post-modern art movements of the 20th century. Includes Fauvism, Cubism, Dada, Surrealism, Abstract Expressionism and Pop Art.
**Credits** 4
**Attributes**
Alternate Year
Research Component

## ART 213: Nineteenth-Century Art

This global survey of nineteenth-century visual culture will examine canonical European movements (Impressionism, Aestheticism, etc.) and alternative modernisms from the Americas, Asia and Africa. Students will learn how to analyze visual media and situate artworks within a wider social field, considering how industrialization, colonization, science and politics shaped artistic practice.
**Credits** 4
**Attributes**
Alternate Year
Diversity International
Appropriate for First-year Students
Research Component

## ART 214: Contemporary Art

This course explores global art-making of the past forty years, examining the questions, materials, and approaches of artists in our contemporary era. .We will consider the development of digital and participatory art, the role of the global art market, and the impact of globalization and climate change on art.
**Credits** 4
**Attributes**
Alternate Year
Diversity International
Appropriate for First-year Students
Research Component

## ART 215: Mashup: Black Creativity in Music and Art

Mashup: Black Creativity in Music & Art is a music and art course about creative practices, experiences, and contributions of African American artists. Students will create interactive projects investigating imaginative strategies creatives used to navigate self-expression and societal structure.
**Credits** 3
**Attributes**
Diversity Domestic
Cross-listed
**Cross Listed**
AAAS 215
MUS 215

## ART 219: Art & Digital Technology I

Introductory level course for students to learn the basics of digital technology, deand 3D Fabrication through using laser cutting, laser engraving, 3D printing, and hand fabrication skills in a creative and conceptual manner. Students will develop their craftsmanship and problem-solving skills through projects, critiques, and collaborative opportunities. This level is appropriate for students who have no experience working with these techniques.
**Credits** 4
**Attributes**
Visual & Performing Arts Division

## ART 220: Introduction to Metal & 3D Fabrication

Introduction to major aspects of metalworking, jewelry, and analog 3D Fabrication. Develop design skills and technical competency, while learning about craftsmanship and hand fabrication to explore aspects of metalsmithing to create functional and conceptual objects.
**Credits** 4
**Attributes**
Appropriate for First-year Students
Required for the major

## ART 224: Art Meets Engineering

This course invites students to investigate how form influences function and vice versa in both art and engineering.
Learn techniques such as hand-forging metal, 3D printing, and laser-cutting to develop innovative solutions to design
challenges. Course culminates in a public project.

**Credits** 4
**Attributes**
Visual & Performing Arts Division
Cross-listed
**Cross Listed**
ENGR 224

## ART 225: Painting 1

Introduction to oil painting covering all elements of the process from preparing a canvas to mixing paint. Includes contemporary and traditional genres with an emphasis placed personal research. Familiarity with drawing recommended.
**Credits** 4
**Attributes**
Appropriate for First-year Students
Required for the major
Visual & Performing Arts Division

## ART 235: Introduction to Photography

Students learn camera operation, experimenting with the ways different shutter speeds and apertures change a photograph; and how to develop film and print their own photographs in a chemical darkroom, while exploring the aesthetic results of their choices. Introduces the history of photography and fundamentals of art criticism. Explores the creative use of photography as a means of personal expression through a variety of projects. This is not a digital photography class, but everything in the course will make you a better digital photographer. Many opportunities to address the class about students' own photographs and to participate in lively group discussions on the work of others.
**Credits** 4
**Attributes**
Appropriate for First-year Students
Visual & Performing Arts Division

## ART 236: Digital Photography I

This introductory course explores technical aspects of digital photography. Utilizing Photoshop, digital SLR cameras and apps, technical topics cover digital capture, image editing, and digital output. Students become familiar with historic and contemporary photography. Critiques are the central forum for students to develop their ability to speak about their own work and that of their peers. DSLR and (not zoom) lens- limited numbers are available- or manual camera apps are required.
**Credits** 4
**Attributes**
Appropriate for First-year Students
Visual & Performing Arts Division

## ART 240: Special Topics

**Credits** 4

## ART 245: Weaving 1

An introduction to the structure and design of weaves, fiber dyeing, the production of woven items in a variety of fibers, and the history and traditions of weaving in both western and non-western cultures. Students design and weave a series of required and individual projects to develop both technical and aesthetic textile skills. Students also participate in lectures, discussions and research.
**Credits** 4
**Attributes**
Appropriate for First-year Students
Visual & Performing Arts Division

## ART 250: Making Art: ConForm and Expression

Introduction to the context and content of contemporary art making, formal elements of visual arts, including composition, color and design. Emphasis is placed on articulating ideas and critiquing works of art. Intended for Art majors who should take this class during the Sophomore year.
**Credits** 4
**Attributes**
Required for the major

## ART 280: Gallery Practicum

This hands-on course involves students in every aspect of maintaining an art gallery (Leeds Gallery): evaluating exhibition proposals, planning the schedule, contacting artists, negotiating contracts, marketing and publicity, installing and deinstalling work, and arranging gallery talks and receptions.
**Credits** 1
**Attributes**
Visual & Performing Arts Division

## ART 282: Modern Art and the Environment

Special topics.

## ART 300: Ceramics II

An intermediate level experience in ceramics that builds upon information and skills acquired in Ceramics I that requires students to continue to research contemporary approaches to ceramic processes while defining a personal vocabulary. Wheel work and/or hand forming techniques will be employed. Class activities include: readings, lectures, demonstrations, and discussions covering technical issues, loading and firing kilns, slip and glaze testing, researching contemporary craft, history and aesthetics of ceramics with frequent group critiques.
**Credits** 4
**Prerequisites**
ART 200: Ceramics I
**Attributes**
Upper-Level
Visual & Performing Arts Division

## ART 305: Drawing II

Life Drawing. Builds upon an understanding of light, form and space as students work to develop facility, through the study and expression of the human form. While the primary medium is charcoal, students are introduced to a variety of materials from which a portfolio is produced.
**Credits** 4
**Prerequisites**
ART 205: Drawing I
**Attributes**
Appropriate for First-year Students
Upper-Level
Visual & Performing Arts Division

## ART 307: Materiality & Empire 1500-1900

Examines specific materials used to make art, such as feathers, gold, beads and paper, to consider how art relates to empire-building in the modern period, 1500-1900. Tracks how materials were used by artists in different contexts and how the value and meaning of materials change through contact and trade. Prereq: One prior Art History course
**Credits** 4
**Attributes**
Diversity International
Upper-Level
Visual & Performing Arts Division

## ART 319: Art & Digital Technology II

Students interested in learning the nuances and history of digital design and 3D fabrication. This class requires students split class time between the computer lab and in the metals studio utilizing both digital language and analog methods. Course work will focus on teaching the basics of digital design and 3D Fabrication through using laser cutting, laser etching, engraving, 3D printing and hand fabrication skills.
**Credits** 4
**Attributes**
Appropriate for First-year Students
Upper-Level
Visual & Performing Arts Division

## ART 320: Intermediate 3D Fabrication/Metals Art

This course will provide advanced metalsmithing techniques as well as exploration of 3D computer fabrication. This course will help students continue exploring metal and jewelry as a media for their personal aesthetic expression. Students will learn continued development of craftsmanship, tool skill, conceptualization and design quality.
**Credits** 4
**Prerequisites**
ART 220: Introduction to Metal & 3D Fabrication
**Attributes**
Upper-Level
Visual & Performing Arts Division

## ART 325: Painting II

Continues the exploration of the personal and historical nature of painting while investigating other media (e.g., encaustic), skills (e.g., hand-made stretchers and frames), community engagement, and preparing a cohesive body of work for a final critique.
**Credits** 4
**Prerequisites**
ART 225: Painting 1
**Attributes**
Upper-Level
Visual & Performing Arts Division

## ART 333: History of Photography

Presents the history and interpretation of photography — as a scientific discovery and as an art form — from its beginnings in Western Europe in 1839 to present-day practice around the world. The course is designed to increase appreciation and understanding of photographic art as it relates to its cultural context and to develop critical thinking and analytical skills in response to visual experience. Attention will be given to geographic areas traditionally ignored in photography survey courses, such as the development of photography on the African and Asian continents.
**Credits** 4
**Prerequisites**
ART 115: Art Context & Meaning
ART 116: Art: Context and Meaning II
ART 211: 20th Century Art
ART 235: Introduction to Photography
**Attributes**
Upper-Level
Visual & Performing Arts Division
Writing Intensive

## ART 335: Photography II: Color Photography

Advances skills gained in Photography I. This is a hybrid film/digital course dedicated to color film photography. Students will take pictures with and process color film. Scanners, Adobe Creative Cloud, and inkjet printers will be used to digitize, edit and print pictures. The course has an increased emphasis on generating ideas, aesthetic content, presentations and group discussions. An excellent intermediate combination of analogue and digital image making. May be taught in conjunction with Photography III and IV. The class meet in CVPA 208. You do NOT need your own camera.
**Credits** 4
**Prerequisites**
ART 235: Introduction to Photography
**Attributes**
Appropriate for First-year Students
Upper-Level
Visual & Performing Arts Division

## ART 345: Weaving II

Further experience in weaving, dyeing and textile design. Students pursue individual directions in their work. Includes readings, discussions, research on contemporary weaving, the role of the handmade in the 21st century, and frequent group critiques of student work.
**Credits** 4
**Prerequisites**
ART 245: Weaving 1
**Attributes**
Upper-Level
Visual & Performing Arts Division

## ART 347: The Body in Modern & Contemporary Art

This course examines the use of human bodies as subject matter, canvas, artistic material, and creative agent across the modern and contemporary eras. Using theoretical approaches from critical race studies, disability studies, queer theory, and feminist theory, we will consider how concepts of the body influence ideas of artistic agency and museum display. Objects of study will include painting, sculpture, photography, performance, installation, video, and participatory art.
**Credits** 4
**Attributes**
Upper-Level
Visual & Performing Arts Division
Writing Intensive
**Cross Listed**
MUSE 347 and WGSS 347

## ART 382: Special Topics

Selected topics determined by the instructor for upper-level study. Recent topics include: Art Since 1967; Matisse, Picasso and Early Modernism, and Renaissance & Baroque seminar. Prerequisite: At least one other Art History course or consent of the instructor.
**Credits** 4
**Attributes**
Diversity Domestic
Upper-Level
Visual & Performing Arts Division
WGSS Humanities
Writing Intensive

## ART 400: Ceramics III

An advanced level studio experience intended for students who have completed at least two semesters of work in ceramics. It parallels Ceramics II, with students investigating pursuits at a more advanced level by researching and defining individualized studio projects.
**Credits** 4
**Prerequisites**
ART 300: Ceramics II
**Attributes**
Upper-Level
Visual & Performing Arts Division

## ART 401: Ceramics IV

Students advance skills gained in ART 400.
**Credits** 4
**Prerequisites**
ART 400: Ceramics III
**Attributes**
Upper-Level
Visual & Performing Arts Division

## ART 402: Curatorial Practicum

The student will gain experience in many facets of museum practice including art handling, documentation, research, writing and presentation Working one-on-one with the Curator of the Earlham Art Collection, each student will select a group of works from the Collection to study. The course will culminate in an exhibit in Ronald Gallery or the Landrum Bolling Center. Prerequisite: Permission of the instructor.
**Credits** 3
**Attributes**
Upper-Level
Visual & Performing Arts Division
**Cross Listed**
MUSE 402

## ART 405: Drawing III

Life Drawing. Builds upon an understanding of light, form and space as students work to develop facility through the study and expression of the human form. While the primary medium is charcoal, students are introduced to a variety of materials from which a portfolio is produced. Prerequisite: ART 305.
**Credits** 4
**Prerequisites**
ART 305: Drawing II
**Attributes**
Upper-Level

## ART 406: Drawing IV

Students advance skills gained in ART 405.
**Credits** 4
**Prerequisites**
ART 405: Drawing III
**Attributes**
Upper-Level

## ART 420: Advanced 3D Fabrication/ Art

This course will provide advanced metalsmithing techniques as well as exploration of 3D computer fabrication. This course will help students continue exploring metal and jewelry as a media for their personal aesthetic expression. Students will learn continued development of craftsmanship, tool skill, conceptualization and design quality.
**Credits** 4
**Prerequisites**
ART 320: Intermediate 3D Fabrication/Metals Art
**Attributes**
Upper-Level
Visual & Performing Arts Division

## ART 421: Metals IV

Students advance skills gained in ART 420.
**Credits** 4
**Prerequisites**
ART 420: Advanced 3D Fabrication/Art
**Attributes**
Upper-Level

## ART 425: Painting III

Continues the exploration of the personal and historical nature of painting while investigating other media (e.g., tempera), skills (e.g., presenting and writing about the work), and preparing a cohesive body of work for a final critique.
**Credits** 4
**Prerequisites**
ART 325: Painting II
**Attributes**
Upper-Level

## ART 426: Painting IV

Students advance skills gained in ART 425.
**Credits** 4
**Prerequisites**
ART 425: Painting III
**Attributes**
Upper-Level

## ART 435: Photography III: Lens-Based Art

This course explores multimedia approaches to photography combining other media, such as sculpture, performance, video art, archives, and digital platforms. A hybrid film and digital course. May be taught in conjunction with Photography II and IV. You do NOT need your own camera.
**Credits** 4
**Prerequisites**
ART 335: Photography II: Color Photography
**Attributes**
Upper-Level
Visual & Performing Arts Division

## ART 445: Weaving III

Advanced work in weaving, dyeing and textile design. Parallels the Weaving II class, with students pursuing similar work on a more advanced level and defining individualized studio projects and subjects for research.
**Credits** 4
**Prerequisites**
ART 345: Weaving II
**Attributes**
Upper-Level

## ART 446: Weaving IV

Students advance skills gained in ART 445.
**Credits** 4
**Prerequisites**
ART 445: Weaving III
**Attributes**
Upper-Level

## ART 447: Photography IV: Installation

Emphasizes further development of students' self-expression through the creation of a cohesive portfolio of exhibition-quality art work. May be taught in conjunction with Photography II and III. You do not need your own camera.
**Credits** 4
**Prerequisites**
ART 435: Photography III: Lens-Based Art
**Attributes**
Upper-Level
Appropriate for First-year Students
Visual & Performing Arts Division

## ART 475: Individual Studio Experience

Advanced, intensive studio work, proposed to and planned with a member of the art faculty.
**Credits** 1-3
**Attributes**
Upper-Level

## ART 482: Special Topics

Selected topics determined by the instructor for upper-level study. Recent topics include: Art Since 1967; Matisse, Picasso and Early Modernism, and Renaissance & Baroque seminar.
**Credits** 4
**Prerequisites**
At least one other Art History course
**Attributes**
Upper-Level

## ART 487: Senior Project

Art majors are strongly encouraged to register for this course during the Fall Semester of their senior year in preparation for their Senior Capstone Experience. Departmental approval required.
**Credits** 1
**Attributes**
Upper-Level

## ART 488: Senior Capstone

Students should register for Senior Capstone Experience during the Spring Semester of their final year. Departmental approval required.
**Credits** 3
**Attributes**
Upper-Level

## MUS 215: Mashup: Black Creativity in Music and Art

Mashup: Black Creativity in Music & Art is a music and art course about creative practices, experiences, and contributions of African American artists. Students will create interactive projects investigating imaginative strategies creatives used to navigate self-expression and societal structure.
**Credits** 3
**Attributes**
Diversity Domestic
Cross-listed
**Cross Listed**
ART 215
AAAS 215

# Athlet,Wellness & Phys Educ

## AWPE 109: Introduction to Equine Studies

Students who wish to become Barn co-op members must register for this course. This course introduces this unique student-run program and covers horse care, safety, barn skills, and the program's values. No horse experience is needed. This course is student-taught. If the fee is prohibitive, contact ecstables@earlham.edu for solutions.
**Credits** 2

## AWPE 143: Strength Training Fundamentals

This course examines the basic methods and techniques associated with the design of strength and conditioning programs to enhance general fitness. The course will demonstrate and provide knowledge and practical experience in the proper execution of various traditional and functional strength training techniques.
**Credits** 1
**Attributes**
Appropriate for First-year Students
Wellness Activity

## AWPE 182: Outdoor Activities

Complete 18 hours of activity from a program of local excursions and regional day trips designed to introduce you to outdoor activities that you can do within easy reach of Earlham. Trips are available on a first-come first-served sign up basis throughout the semester and you must have your hours signed off by an instructor for this to satisfy the AWPE requirements. Activities may include bike rides in and around Richmond, mountain-biking, canoe and kayak trips, day hikes, caving excursions, and overnight camping trips.
**Credits** 1
**Attributes**
Wellness Activity

## AWPE 199: Fundamentals of Exercise Science

An introduction to the study of Exercise Science. The student will study the body's physiological systems and their response to exercise. The principles and proper techniques of physical fitness, weight management, and wellness will be discussed.
**Credits** 3
**Attributes**
Appropriate for First-year Students
Required for the major
Wellness
**Cross Listed**
EXSC 199

## AWPE 200: Introduction to Canoeing

This is in an introductory level canoe course taking place in the first (Fall course) or second (Spring course) 7 weeks of the semester. There will be weekly on-campus skills sessions and weekend/day field trips to local state park lakes and/or rivers. No previous canoeing experience is required. Course fee applies.

## AWPE 201: Indoor Gym Climbing

An introduction to indoor climbing. Classes take place in the first 7 weeks of the semester. This course will involve 6 introductory classes and an additional 8 documented hours of open climbing throughout the semester. Course fee applies.
**Attributes**
Appropriate for First-year Students
Wellness Activity

## AWPE 202: Intermediate Gym Climbing

Gain strength and endurance, enhance your climbing technique, and try climbing at a commercial gym! Classes take place in the first 7 weeks of the semester. This course will involve 6 weekly classes at Earlham's Wall, an off campus trip to a regional climbing gym, and completion of a self-designed project by the end of the semester. Pre-requisite: Intro to Gym Climbing or permission of instructor(s). Course fee applies.
**Prerequisites**
Intro to Gym Climbing or permission of instructor(s). Course fee applies.
**Attributes**
Wellness Activity

## AWPE 207: Backpacking

This is in an introductory level backpacking course taking place over Early Semester Break. There will be several preparatory sessions during the first 7 weeks of the semester. No previous backpacking experience is required.

**Attributes**
Wellness Activity

## AWPE 209: Leadership & Barn Management

Students who wish to become second-semester Barn co-op members must register for this course. This course teaches advanced horse care, leadership in the barn, and handling barn emergencies. It prepares student to become riding instructors. This course is student-taught. If the course fee is prohibitive, contact ecstables@earlham.edu for solutions.
**Credits** 2

## AWPE 210: Trail Building/Invasive Species Control

Help conserve nature! This course combines physical activity with the purpose of conserving Earlham's natural forest preserves in the Richmond area. Some trails need to be built to control trampling and to facilitate teaching and research. In addition, all areas are being invaded by exotic plant species that compete with native species. Activities include hauling materials, building trail structures, digging contours, planting trees and pulling and digging up invasive shrubs.
**Attributes**
Appropriate for First-year Students
Wellness Activity

## AWPE 221: Outdoor Trip Leadership

This is a 7-week course that includes a weeklong, student-led field trip over Spring Break. OTL is required for students wishing to pursue the Outdoor Education Applied Minor or lead outdoor education trips such as August Wilderness or AWPE courses. Topics covered include trip planning and preparation, risk management, lesson facilitation, and outdoor skill acquisition.
**Credits** 2

## AWPE 241: Life Skills & Leadership

The life skills and leadership development course will develop, challenge and support students in their continual journey to be leaders in academics, social relationships and life. This course will have a particular focus on financial literacy, mindfulness, stress management, career preparation and strategies for prevention for various types of risky social behaviors.
**Credits** 1
**Attributes**
Not Attached to any Division
Wellness

## AWPE 242: Aid and Care of Injuries

**Credits** 2

## AWPE 262: Intro to Mindfulness

Every human being has the capacity to actively learn how to live consciously in the present moment. Learning to be mindful is a skill like any other. This seven-week course will present some of the fundamental practices of mindfulness, which will include sitting meditation, walking meditation and mindful movement. The philosophical background that forms the basis of mindfulness will also be discussed.
**Credits** 0
**Attributes**
Wellness Activity

## AWPE 300: Canoe Skills Seminar

Learn canoe skills and instructional techniques for leading safe canoe trips. The course is intended for students with previous canoe experience and will comprise 1 main field trip over Early Semester Break, supplemented by self-guided research and practice sessions during the semester. Students will receive training in group management, advanced paddle strokes, and coaching/teaching tips. Pre-requisite: Intro to Canoeing/AW Water/Outdoor Trip Leadership, or permission of instructor(s). Course fee applies.
**Prerequisites**
Intro to Canoeing/AW Water/Outdoor Trip Leadership, or permission of instructor(s). Course fee applies.
**Attributes**
Wellness Activity

## AWPE 304: Outdoor Rock Climbing Seminar

Learn climbing and instructional techniques for leading safe climbing trips. The course is intended for students with previous outdoor rock climbing experience and will comprise 1 main field trip over Early Semester Break, supplemented by day trips and self-guided gym practice during the semester. Students will receive training in outdoor top-rope site management, anchor setting, sport climbing/ leading fundamentals, and coaching/teaching techniques. Pre-requisite: Intermediate Climbing/ Outdoor Rock/Wall Staff and Outdoor Trip Leadership, or permission of instructor(s). Course fee applies.
**Prerequisites**
Intermediate Climbing/Outdoor Rock/Wall Staff and Outdoor Trip Leadership, or permission of instructor(s). Course fee applies.
**Attributes**
Wellness Activity

## AWPE 308: Stables Instructor Program

Open only to non-senior EC Stables Cooperative members who are work shift leaders and/or riding lesson instructors.
**Credits** 1
**Prerequisites**
AWPE 109 and AWPE 209
**Attributes**
Wellness Activity

## AWPE 309: Riding Assistants Course II

Open only to EC Stables Cooperative members who are work shift leaders and riding lesson instructors. Instruction on how to become an instructor of horse riding lessons.
**Credits** 1
**Prerequisites**
AWPE 209
**Attributes**
Wellness Activity

## AWPE 329: Lifetime Wellness

Fulfills two activity requirements of Wellness Requirement. Designed for all Earlham students. Guided by the Earlham Wellness model of Body/Mind/Spirit/Community, fosters an understanding of wellness and the tools necessary to incorporate healthy behaviors into daily lives.
**Credits** 3
**Attributes**
Upper-Level
Wellness

## AWPE 341: Exercise Physiology

This course is intended for the student who is interested in the science behind exercise and sports, and wants a better understanding of the physiological principles of human motion. Many individuals know how to exercise but do not know the why or how to achieve the most out of their efforts. The human body is an incredible machine and exercise science is the study of this machine at its peaks performance.
**Credits** 2
**Attributes**
Upper-Level
Wellness

## AWPE 362: Mindfulness Practices

This course is a continuation of AWPE 262, Intro to Mindfulness. Giving the student and opportunity to further deepen into formal practices of sitting and walking meditations, the body scan, yoga and loving kindness. The class will continue to have discussions about the challenges and discoveries of practice, as well as continuing to explore strategies of how to weave informal Mindfulness practices into our everyday life and interactions.
**Credits** 1
**Attributes**
Wellness Activity

## ESHS 342: Kinesiology

Kinesiology is the study of human movement focusing on both the physiological and mechanical properties. This course will begin with an examination of the musculoskeletal system. Students will lean the bones, joints, and muscles of the body, along with their primary and secondary functions. The second part of the course will focus on the principles of physics and motion and how we apply those to the human body.
**Credits** 3
**Attributes**
Upper-Level
Wellness

# Biology

## BIOL 111: Ecological Biology

An introduction to the study of the interrelationships among organisms and their physical and biotic environments. Topics include natural selection and adaptation, population growth and regulation, competition, predation, mutualism, productivity, energy flow and nutrient cycling. Emphasizes doing hands-on scientific research and problem solving using the primary ecological literature. Lab.
**Credits** 4
**Attributes**
Appropriate for First-year Students
Required for the major
Natural Sciences Division
Research Component

## BIOL 112: Cells, Genes & Inheritance

An overview of cell structure and function and the principles of inheritance, including such topics as transmission genetics, DNA structure, central dogma of molecular biology, regulation of gene expression, meiosis and mitosis, protein function, cell cycle and recombinant DNA techniques. Lab emphasizes inquiry-based experiments and contemporary techniques.
**Credits** 4
**Attributes**
Appropriate for First-year Students
Laboratory component
Required for the major
Natural Sciences Division

## BIOL 200: Epidemiology

A study of patterns and determinants surrounding infectious and chronic disease in human populations. This course will introduce the principles, concepts and methods of population-based epidemiology, and will cover topics including the dynamic behavior of disease, measures of disease frequency and effect, uses of rates and proportions and other statistics to describe the health of populations, epidemiologic study designs, and bias in investigating the extent of disease problems and the associations between risk factors and disease outcomes.
**Credits** 3
**Attributes**
Appropriate for First-year Students
Hybrid
WGSS Psychology

## BIOL 205: Descent with Modification: An Introduction to the Science of Evolution

Read and discuss the book that still shakes up the world. In this seminar course, we read Darwin's Origin of Species alongside historical and contemporary scholarly and popular literature on evolution. Along the way, we explore scientific and social aspects of the reception of evolution in the past and present.
**Credits** 3
**Attributes**
Writing Intensive
Natural Sciences Division

## BIOL 225: Cell Biology

Students will explore major concepts in cell biology, including eukaryotic cell structure and function, the cellular use of biomolecules, membranes, signal transduction, metabolism, motility, and the extracellular matrix. Students will engage in techniques appropriate to the study of cells and cellular processes and gain experience in experimental design, data analysis and interpretation, and the communication of results.
**Credits** 4
**Prerequisites**
BIOL 112: Cells, Genes & Inheritance
CHEM 111: Principles of Chemistry
**Attributes**
Writing Intensive
Natural Sciences Division
Pre-req

## BIOL 226: Biological Diversity

A survey of plants, animals, fungi, protists and bacteria emphasizing basic principles in organismal biology. Topics include origin of life, evolution, structure and function, homeostatic mechanisms, reproduction and life history phenomena, and systematics. Lab.
**Credits** 4
**Attributes**
Appropriate for First-year Students
Required for the major
Natural Sciences Division

## BIOL 251: Intro to Nutrition Science

This course will serve as an introduction to the science of human nutrition and the relationship of food and nutrients to health and disease. Topics covered will include the macro- and micronutrients, digestion of food, and current recommendations for nutrient intake. Also discussed will be current scientific literature on the role of nutrition in selected disease processes and the use of foods as medicines.
**Credits** 3
**Prerequisites**
CHEM 111 or BIOL 112 or consent of the instructor
**Attributes**
Natural Sciences Division
**Cross Listed**
CHEM 251

## BIOL 325: Biophysics

What sorts of patterns do we expect to find in biology? When molecules are diffusing randomly through a cell, and when are they being moved around actively? What are the main forces governing protein folding? We'll apply a small number of fundamental physical models to a broad range of biological problems. You'll explore your own interests through a significant independent project.
**Credits** 3
**Prerequisites**
PHYS 235: Electromagnetism, Waves and Optics (With Calculus)
**Attributes**
Writing Intensive
Upper-Level
Natural Sciences Division
**Cross Listed**
PHYS 325

## BIOL 341: Cell Physiology

An examination of basic principles of cell physiology. Topics include thermodynamics, enzyme mechanisms, photosynthesis, cellular respiration, coupling of ATP hydrolysis to cellular reactions, regulation of protein function, membrane structure, cell signaling, and neural and muscular activity. Lab emphasizes inquiry-based experiments and contemporary techniques.
**Credits** 4
**Prerequisites**
BIOL 112 and CHEM 111
**Attributes**
Required for the major
Upper-Level
Writing Intensive

## BIOL 342: Medical School Prep course

Junior level. Topics selected by the instructor.
**Credits** 2
**Attributes**
Upper-Level

## BIOL 343: Immunology

An introduction to the biology of the immune system, including cells and tissues, activation, differentiation and specificity, effector mechanisms, immunity to microbes, autoimmunity, immunodeficiency and AIDS, evolution, hypersensitivity and transplantation. A non-lab course.
**Credits** 3
**Prerequisites**
BIOL 112, BIOL 341, and CHEM 221
**Attributes**
Upper-Level

## BIOL 345: A&P I: Nervous and Endocrine Systems

An in-depth study of the structures and functions of human nervous, sensory, muscular and endocrine systems. Each system is covered at the molecular, cellular, organ, and organism levels. Labs include extensive hands-on studies of human anatomy. Offered Spring Semester.
**Credits** 4
**Prerequisites**
BIOL 225: Cell Biology
**Attributes**
Natural Sciences Division
Upper-Level

## BIOL 346: Vertebrate Zoology

This course will involve a survey of the vertebrate groups with special emphasis on lower vertebrates (fishes, amphibians, reptiles) and mammals with lesser emphasis on birds. The evolution of vertebrates will be the central theme of the course and will be approached through the study of adaptive radiation in form and function. Lab periods will include laboratory exercises and field trips.
**Credits** 4
**Prerequisites**
BIOL 111 and BIOL 226
**Attributes**
Natural Sciences Division
Upper-Level

## BIOL 347: Anatomy and Physiology II: Cardiovascular, Respiratory, Renal and Digestive

An in-depth study of the structures and functions of human cardiovascular, respiratory, renal and digestive systems. Each system is covered at the molecular, cellular, organ and organism levels. Labs include physiology experiments, research projects and hands-on studies of human anatomy. Offered Fall Semester.
**Credits** 4
**Prerequisites**
BIOL 225: Cell Biology
**Attributes**
Natural Sciences Division
Upper-Level

## BIOL 348: Ornithology

A look into the behavior, ecology and evolution of birds. Provides students with theoretical and hands-on experiences with birds. The first half of the semester integrates lectures and laboratory exercises to expose you to topics such as the origin and evolution of birds, avian anatomy, avian behavior, reproductive strategies, among other things. Second half of semester constitutes an intensive field experience, with early morning field trips, stressing bird identification and natural history of birds.
**Credits** 4
**Prerequisites**
BIOL 111: Ecological Biology
**Attributes**
Research Component
Upper-Level

## BIOL 350: Field Botany

Systematics, morphology, physiology, geography, cytogenetics and life history phenomena are used to clarify the ecology and evolution of plants. In addition, concepts of plant community and conservation ecology are investigated using a comparative biome approach. Emphasizes field-based ecological research projects and plant identification via keying in the lab and by sight in the field. Lab. Offered twice every three years.
**Credits** 4
**Prerequisites**
BIOL 111 and BIOL 226
**Attributes**
Alternate Year
Natural Sciences Division
Research Component
Upper-Level

## BIOL 351: Human Genetics & Genomics

This course explores the complex and intriguing relationship between our genes and our physical characteristics. This course will cover subjects including mutation, genetic disease, cancer and genetic counseling. Students also will focus on epigenetics, personal genomics and human genome manipulation. Current ethical challenges facing the field, particularly in medicine, will be discussed.
**Credits** 3
**Prerequisites**
BIOL 112: Cells, Genes & Inheritance
**Attributes**
Diversity Domestic
Upper-Level
WGSS Psychology

## BIOL 353: Behavioral Neuroscience

This course covers the physiological bases of neural communication, addiction, psychiatric disorders, sex and eating. During this course, students work in groups to try to replicate the findings of a published research article. Offered every fall.
**Credits** 3
**Prerequisites**
PSYC 245: Research Methods & Statistics
**Attributes**
Research Component
Upper-Level
WGSS Psychology
**Cross Listed**
PSYC 353

## BIOL 357: Animal Behavior

An introduction to the evolutionary and ecological processes that promote the diversity of animal behaviors found in nature. Topics include development of behavior, biological rhythms, the evolution of foraging behavior, reproductive behavior, mating systems, parental care and social behavior. Students design and conduct their own behavioral study.
**Credits** 4
**Prerequisites**
BIOL 111: Ecological Biology
**Attributes**
Alternate Year
Upper-Level
Laboratory component

## BIOL 359: Great Discoveries in Natural History Collections

Biological collections have underlaid major discoveries in public health, materials science, global and local biodiversity change and more. It was analysis of a hundred years of museum egg collections that provided the evidence that DDT, DDE and dieldrin were destroying bird populations by weakening egg shells, as described in Rachel Carson's landmark book, Silent Spring. The source of pathogen outbreaks from hantavirus to West Nile virus to coronavirus have been tracked using museum collections, informing public health initiatives critical to human safety. Learn about the scientific treasure trove in natural history museums where a specimen contains signatures of nutrients, heavy metals, pollinator interactions, predation, mimicry, mutualism, disease, migration, physiological processes and more. In this course, students will read primary scientific research using museum collections, design and conduct research using data from museum specimens and write a grant proposal detailing the design of your own collections-based research project. This course is designed to benefit from students' pre-class preparation via readings and videos, with classroom sessions devoted to hands-on activities and team-based learning. Because students will read scientific articles, they should feel comfortable with reading scientific papers and with ecological and evolutionary content covered in BIOL 111.
**Credits** 4
**Prerequisites**
BIOL 111: Ecological Biology
**Attributes**
Upper-Level
**Cross Listed**
MUSE 359

## BIOL 360: Conservation Biology

A discussion-based course investigating the impacts humans have on biodiversity and measures used to mitigate them. Conservation biology is an interdisciplinary, value-laden, crisis-driven discipline. Topics include conservation law, ethics, and ecological economics; species extinction, rarity and their causes; population viability analyses and practices; designing, establishing, managing and restoring protected areas; and sustainable human development. A non-lab course.

Note: *Conservation Biology* may also be taught as a 4-credit course, which includes a project focused on using public community science data to support biodiversity conservation.
**Credits** 3-4
**Prerequisites**
BIOL 111: Ecological Biology
**Attributes**
Alternate Year
Upper-Level

## BIOL 362: Entomology

The classification, life histories, behavior and ecology of insects. Includes field research projects.
**Credits** 4
**Prerequisites**
BIOL 111 and BIOL 226
**Attributes**
Upper-Level
Laboratory component

## BIOL 364: Restoration Ecology

Restoration ecology is a practical, optimistic science working to reverse biodiversity loss. Students will examine how ecological theory supports restoration practice and explore intersections with social justice, including ethical use of traditional ecological knowledge. Students will gain hands-on experience in restoration through field trips, invasive species control, and biodiversity monitoring.
**Credits** 4
**Attributes**
Diversity Domestic
Natural Sciences Division
Pre-req
**Cross Listed**
ENSU 364

## BIOL 382: Special Topics

Topics Course
**Credits** 3
**Attributes**
Natural Sciences Division
Upper-Level

## BIOL 383: Bioinformatics: Code & Chromosomes

BIOL/CS 383 introduces students to key concepts in the field of bioinformatics. Students work in cross-discipline pairs to process real genomic data sets. Students learn about types of DNA sequencing, analysis and visualization software (Qiime2 and R), building and running complex scientific workflows.
**Credits** 3
**Prerequisites**
BIOL 111, BIOL 112, CS 128, or ENSU 151
**Attributes**
Natural Sciences Division
Upper-Level
**Cross Listed**
CS 383

## BIOL 395: Climate Change Ecology

Climate change has profound ecological consequences for life on earth. This course explores the implications of climate change across levels of biological organization from organisms through populations, communities, and ecosystems. Students will apply ecological theory to understand climate change responses, and will consider intersections with biodiversity conservation and environmental justice.

Note: *Climate Change Ecology* may also be taught as a 4-credit course, which includes a laboratory.
**Credits** 3-4
**Prerequisites**
BIOL 111: Ecological Biology
**Attributes**
Upper-Level
Pre-req
Natural Sciences Division
**Cross Listed**
ENSU 395

## BIOL 410: Applications of Geographical Information Systems (GIS) in Ecology, Environmental and Health Sciences

The use of GIS for data visualization and spatial analyses is a key technology that future professionals and scientists in the fields of Environmental, Ecological and Conservation Sciences should have. This course provides foundational and integrative knowledge on Geographic Information Systems (GIS), while exposing students to key applications of GIS in the real world. Students in this course will use ESRI ArcGIS Platform (ArcGIS Pro, ArcGIS 10.6.x ) and be exposed to R-spatial tools, Drone technology and Q-GIS. The course will be taught using a combination of hands-on labs, workshops, demonstration, projects, invited speakers, short lectures and interactive tutorials in the classroom.
**Credits** 4
**Prerequisites**
Junior Standing or above
**Attributes**
Research Component
Upper-Level

## BIOL 438: Circadian Biology

The biological clock is vital to help organisms to function at optimum performance at particular times of day. The circadian system is important for development and behavior. It has a role in sleep/wake cycles, hormone release, and other physiological responses. This system is interdisciplinary and encompasses genetics, cell biology and behavioral science. The purpose of this course is to introduce students to chronobiology and the importance it has in our daily lives.
**Credits** 4
**Attributes**
Natural Sciences Division

## BIOL 451: Evolutionary Biology

Consideration of the factors affecting the evolution of populations (mutation, genetic drift, gene flow, selection, breeding systems, population structure), the mechanisms of speciation, phylogenetic inference and macroevolution. Offered twice every three years.
**Credits** 4
**Prerequisites**
BIOL 111, BIOL 112, and BIOL 226
**Attributes**
Alternate Year
Natural Sciences Division
Upper-Level

## BIOL 455: Population & Community Ecology

Examines interactions among populations and their environments from empirical and theoretical perspectives. Topics include life history evolution, optimality, population growth, competition, predation, community structure and theories of species coexistence. Emphasizes ecological inquiry via experimental design and statistical analysis of data from student-initiated field research projects. Offered twice every three years.
**Credits** 4
**Prerequisites**
BIOL 111: Ecological Biology
**Attributes**
Natural Sciences Division
Research Component
Upper-Level
Laboratory component

## BIOL 456: Applied Biostatistics

Students will gain hands-on training in conducting statistical analyses in R. We will explore in depth the most common techniques with the goal of training a solid understanding of statistics and familiarity with R. This class will focus on biological examples but is relevant to students in all sciences.
**Credits** 4
**Prerequisites**
BIOL 111: Ecological Biology

## BIOL 460: Plant Cell Biology

A study of processes, structures and functions unique to plant cells. Topics may include specialized organelles and cell types, carbohydrate metabolism, signal transduction, genomics, and fertilization and early development. Emphasis on photosynthesis and other responses to light. Includes reading and presenting research. Biology-Chemistry interdepartmental majors note: If BIOL 226 is selected from the course options in list A, a course other than Plant Cell Biology must be chosen to fulfill the requirements for the Major. Offered once every three semesters.
**Credits** 3
**Prerequisites**
BIOL 225: Cell Biology
CHEM 221: Organic Chemistry I

## BIOL 461: Microbiology

A study of bacteria and viruses focusing on microbial physiology, growth, replication, genetics, ecology, pathogenesis, evolution, systematics, impact on global health, and historical and modern techniques. Research emphasizes acquiring skills in the craft of microbiology including laboratory safety, sterile technique, microbial culturing and staining, isolation and identification of unknown bacteria, antimicrobial activity and biochemical analyses.
**Credits** 4
**Prerequisites**
BIOL 225: Cell Biology
**Attributes**
Natural Sciences Division
Upper-Level
Laboratory component

## BIOL 462: Parasitology

A study of the general biology of the parasitic protozoans, helminths and arthropods of humans and domestic animals. Detailed discussions of parasite pathology, physiology, life cycles, diagnosis, therapeutics, control strategies and total impact on global health (humans and domestic animals). Lab includes visualization of representative taxa, morphology, culturing methods, applied diagnostics, parasite genomics and modern molecular techniques.
**Credits** 4
**Prerequisites**
BIOL 225: Cell Biology
**Attributes**
Research Component
Upper-Level

## BIOL 463: Viral Disease Ecology

A study of viruses with an emphasis on viral structure and replication, virus-host interactions, pathogenesis, infectious disease ecology and evolution, antiviral therapies, and the use of viruses in gene therapy, cancer therapy and vaccine development. Lab will focus on cultivation and identification of viruses through the use of modern molecular techniques, which include virus isolation, purification, adaptation, RNA extraction, PCR, ELISA, tissue culture and microscopy.
**Credits** 4
**Attributes**
Upper-Level

## BIOL 464: Advanced Cell Physiology

Project-based lab course that examines various aspects of cell structure and function using contemporary techniques. Recent projects have included isolation and purification of bacterially expressed proteins, analysis of protease inhibitors, measurements of phagocytosis by insect hemocytes. Techniques have included bacterial culture, centrifugation, column chromatography, SDS-PAGE, Western transfer and analysis, fluorescence microscopy and cell culture.
**Credits** 4
**Prerequisites**
BIOL 225: Cell Biology
**Corequisites**
BIOL 464
**Attributes**
Alternate Year
Upper-Level

## BIOL 465: RNA Biology

Students will explore RNA in great depth. Topics include RNA viruses, RNAs involved in gene editing, RNA-based
disease, and RNA-vaccines. The laboratory will create RNA to study the activity of an RNA-binding enzyme.

Note: *RNA Biology* may also be taught without the lab component as a 3-credit course.
**Credits** 3-4
**Prerequisites**
CHEM 221: Organic Chemistry I
BIOL 112: Cells, Genes & Inheritance
BIOL 225: Cell Biology
**Attributes**
Natural Sciences Division
Upper-Level

## BIOL 466: Molecular Genetics

Covers DNA and RNA structure and functions, mutation, genetic code, genome organization, replication, gene regulation and recombinant DNA technology, bioinformatics, epigenetics and RNA interference. A non-lab course. Offered once every three semesters.
**Credits** 4
**Prerequisites**
BIOL 341 and CHEM 221
**Attributes**
Alternate Year
Natural Sciences Division
Upper-Level

## BIOL 467: Neuropharmacology

Neuropharmacology is the study of the mechanisms by which drugs affect nerve cells, circuits of nerve cells, the brain and behavior. The course introduces the basic concepts of drugs, drug receptors, intracellular signaling mechanisms, synaptic transmissions, pharmacokinetics, learning, mood and behavior. Building on that foundation, the course covers specific drugs such as antidepressants, painkillers, antipsychotics and sedatives. Drugs being tested for diseases like Alzheimer's and Parkinson's will be discussed.
**Credits** 3
**Prerequisites**
BIOL 341 and BIOL 345 or PSYC 353
**Attributes**
Upper-Level

## BIOL 473: Natural History Field Course

This course will include travel from Earlham to various field sites. Students will camp and learn natural history as well as conduct an intensive research project.
**Credits** 4
**Prerequisites**
BIOL 111: Ecological Biology
**Attributes**
Research Component
Wellness Activity

## BIOL 480: Seminar

Required for the Major. Special topic seminars for seniors. Specific topics selected by students in consultation with a faculty mentor and with Departmental approval. Largely student organized and executed. Competence in oral communication and use of contemporary literature stressed.
**Credits** 2
**Attributes**
Required for the major
Natural Sciences Division
Upper-Level

## BIOL 481: Internship, Field Study and Other Field Experiences

**Credits** 0-3
**Attributes**
Upper-Level

## BIOL 482: Special Topics

Topics chosen at the discretion of faculty.
**Credits** 3
**Attributes**
Upper-Level

## BIOL 486: Student Research

A laboratory investigation of a specific topic conceived and planned by the student in collaboration with a faculty supervisor. Culminates in a comprehensive report prepared in the style of a thesis or a scientific paper.
**Credits** 4
**Attributes**
Upper-Level

## BIOL 488: Senior Capstone Experience

Majors must successfully complete comprehensive examinations in the Spring Semester of the Senior year.
**Credits** 0
**Attributes**
Upper-Level

# Business

## ACCT 200: Financial Accounting

An introduction to the construction and interpretation of financial statements, valuation of assets, financial ratios analysis, and the construction and use of budgets for decision making.
**Credits** 3
**Attributes**
Appropriate for First-year Students
Required for the major
Social Sciences

## BUS 3xx: Human Resource Management (coming soon)

**Credits** 3

## BUS 122: Introduction to Marketing

Intro to marketing examines the practice of marketing in non-profit and business organizations from a societal, managerial and ethical perspective. The class examines trends in global and domestic marketing as well as the practice of marketing through exploring topics such as advertising, marketing research, digital marketing, and marketing strategy.
**Credits** 3
**Attributes**
Appropriate for First-year Students
Social Sciences

## BUS 203: Organizational Behavior

This course is an introduction to individual and group behavior in organizations, with a focus on understanding how to make organizations better for their members. Topics will include an introduction to types of organizations, attitudes, motivation, personality, decision-making, leadership and more. Students will gain knowledge of organizational theories as well as clarity about their own behavior and skills in groups and organizations.
**Credits** 3
**Attributes**
Appropriate for First-year Students

## BUS 211: Leadership: Theory & Practice

In this seminar on leadership students will survey, critique and discuss leadership theory, research and practice. Students will complete exercises to develop and understand individual leadership skills and aspirations. Students also will explore links between the leadership and other organizational issues such as motivation, learning and organizational culture.
**Credits** 3

## BUS 221: Introduction to Global Supply Chain Management

This course focuses on introductory supply chain and operations processes and performance. Designed for students interested in consulting and positions in operations, marketing or supply chain, the course introduces key global supply chain concepts and basic tools for effective supply chain management. Topics for exploration include global supply chains, retail logistics and contemporary supply chain innovations.
**Credits** 3
**Attributes**
Required for the major

## BUS 222: International Marketing

This course introduces students to marketing across national and cultural boundaries. The class provides a well-rounded perspective of international markets specifically the history, geography, economic, religious and cultural aspect of countries that make them unique.
**Credits** 3
**Attributes**
Appropriate for First-year Students
Social Sciences

## BUS 230: Introduction to Business Analytics

An introduction to data-driven decision-making for business. Topics include exploratory data analysis and
summarization; basic statistical concepts including measures of central tendency, confidence intervals, and hypothesis testing; and basic linear regression and predictive modeling.
**Credits** 3
**Attributes**
Required for the major

## BUS 231: Communicating with Data

This course covers best practices for visualizing and communicating with data. Topics include design principles for
visualizing data; presentation skills with a focus on communicating data-driven insights; data dashboards; use of
statistical software for more efficient communication
**Credits** 3
**Prerequisites**
BUS 230 or MATH 120
**Attributes**
Social Sciences
Pre-req

## BUS 260: Contemporary Sports Management

## BUS 305: Econometrics

Introduces the basics of econometric analysis. Topics include regression analysis, muticollinearity, heteroskedacity and autocorrelation. Emphasizes the applied aspects of econometrics through the use of standard computer packages.
**Credits** 3
**Attributes**
Research Component
Upper-Level

## BUS 306: Ennovation Lab

This course is designed to be a real-world business (for-profit and not-for-profit) incubator for students to transform their ideas from theory to practice by using ideation, project management and business modeling skills. The course is designed around a team-based and project-based teaching method. Students participate in selection and deinvestigation and data collection, analysis, and presentation of a research project.
**Credits** 3
**Attributes**
Research Component
Upper-Level

## BUS 308: New Ventures

This course examines the venture creation process within a startup ecosystem.  This course will take students to the next level after the "lean-startup" methodology.
**Credits** 3
**Prerequisites**
**Attributes**
Pre-req
Upper-Level

## BUS 309: Consumer Behavior

This course investigates consumer and organizational buying motives, buying influences, and buying decision-making processes and their implications for marketing strategies and public/social policy. Students explore cross-cultural, ethical and research issues in understanding consumer and industrial/organizational buying.
**Credits** 3

## BUS 310: Marketing Strategy

Applies marketing principles, practices, and theories to formulate strategic marketing plans and solutions for U.S. and global markets. Builds analytical skills in diagnosing marketing problems, identifying opportunities, analyzing alternative courses of action, and recommending marketing strategies and action plans. Emphasizes decision-making, financial and ethical analysis, and individual and team assignments involving marketing cases, field projects, class discussions, written reports, and oral presentations.
**Credits** 3
**Attributes**
Upper-Level

## BUS 312: Leadership and Change

This course focuses on theory and practice of leading change at a variety of levels, but with special emphasis on the organizational level. Through readings, discussion and projects we will examine organizational dynamics and explore the larger environmental factors that impact leading and managing change in effective organizations. You will have opportunities to reflect on your future work as leaders and agents of change. Prerequisites: Sophomore standing and MGMT 141.
**Credits** 3
**Attributes**
Upper-Level

## BUS 313: Social Entrepreneurship

Social entrepreneurs approach social change by creating organizations for the social good. These can be nonprofit or for profit organizations. We will learn about successful and unsuccessful models and outcomes of social enterprises, then complete a project putting what we've learned in to action. This is an experiential, project-based course.
Prerequisites: Sophomore standing, MGMT 141 and MGMT 200.
**Credits** 3
**Attributes**
Upper-Level

## BUS 314: Sports Marketing

Sports Marketing applies marketing, promotion, and sales approaches to the unique sports environment including events, activities, and sports goods and services. Students will compose unique marketing materials, analyze case summaries, and present sports marketing promotions and marketing plans.
**Credits** 3
**Attributes**
Social Sciences
Upper-Level
Writing Intensive

## BUS 315: Intro to International Business

This course introduces concepts, theories, information and issues that impact business strategies in global markets. Students investigate the role of international institutions and the cultural, economic, legal and geopolitical influences of world trade. Also, the class examines the nature of business decisions across such functional area as human resources management, finance, accounting, marketing and operations management.
**Credits** 3
**Attributes**
Social Sciences
Upper-Level

## BUS 316: Project Management

Efficient project management has become an integral part of successful organizations. The purpose of this course is to increase technical and people
skills related to project management within a variety of organizational structures. Students will engage in all facets of project management methodology in an organizational context.
**Credits** 3
**Prerequisites**
MATH 120: Fundamentals of Statistics
BUS 221: Introduction to Global Supply Chain Management

## BUS 322: Data Mining and Predictive Analytics for Business

This course will emphasize problem solving in business contexts using data analytics. The course focuses on predictive modeling, data mining, and decision support systems. It combines theoretical development of analytic tools with practical, hands-on experience using programming software to examine
**Credits** 3
**Prerequisites**
BUS 230: Introduction to Business Analytics
**Attributes**
Upper-Level
Pre-req
Social Sciences
Cross-listed
**Cross Listed**
DS 322

## BUS 323: Forecasting and Risk Analysis

This course provides a basic toolbox for forecasting and risk analysis. It covers basic time series regression models, volatility modeling, and simulation and sensitivity analyses. Students will practice selecting, validating, and interpreting different models, and we will estimate the models using R.
**Credits** 3
**Prerequisites**
BUS 230: Introduction to Business Analytics
**Attributes**
Pre-req
Social Sciences
Cross-listed
**Cross Listed**
ECON 323

## BUS 325: Nonprofits in Civil Society

Nonprofits and Non-governmental organizations are a major component of civil society as well as an indicator of the state of a country's civil society. We will look at the operations of NGOs and NPOs in the US and abroad to understand their operations and role. Our focus includes the relationships between NPOs/NGOs and government and business. We will employ case studies and research projects to deepen our understanding of the complex issues facing NGOs/NPOs.
**Credits** 3
**Attributes**
Diversity International
Upper-Level

## BUS 330: Investments

An examination of the structure and operations of the commercial banking system and other financial intermediaries including the stock market and markets for other financial assets, theories of predicting the behavior of stock prices, principles of portfolio selection, and the impact of monetary policy and regulatory agencies on financial markets.
**Credits** 3
**Attributes**
Alternate Year
Upper-Level

## BUS 333: Corporate Finance

In this course, students learn financial analysis by writing an in-depth report of a particular corporation of their own choosing. By building a financial model, applying it to a real-time data, and comparing their analysis to real-world analysts, students learn the methods, joys, and challenges of financial valuation.
**Credits** 3
**Attributes**
Research Component
Upper-Level

## BUS 334: Strategic Planning & Action

Using case studies of businesses and not-for-profits, examines the broadest and most fundamental questions confronting organizations. Examines principles of internal organization, criteria for selecting among alternative options and the relationship of the organization to its external environment. Explores pricing and promotion of products and services, along with broader social, legal and ethical implications of the organization's activities. Prerequisite: BUS 200 and 203 or consent of the instructor.
**Credits** 3
**Prerequisites**
BUS 200 and BUS 203
**Attributes**
Upper-Level

## BUS 335: Intrapreneurship

Entrepreneurship is often thought of as an area for small start-ups with sole proprietorships, and a small staff. Large organizations (for-profit, not-for-profit and government) also utilize the entrepreneurial mindset. The objectives of this course are to teach students how to manage the challenges of the increasing pace of change in the 21st century through the lens of entrepreneurship and innovation in large organizations. Entrepreneurship and innovation are at the core of value creation. Pre-req: BUS 141 and BUS 200
**Credits** 3
**Attributes**
Diversity International
Required for the major
Upper-Level

## BUS 342: Leadership and Dealing with Differences

Develops skills in engaging differences in diverse groups, helping students become effective members of multicultural teams. Through discussion of leadership theories, exploration of personal values and abilities, experiential exercises, and graduate-level case studies, participants enhance their own understanding of leadership and their roles in teams. Prerequisite: MGMT 203 or consent of the instructor.
**Credits** 3
**Attributes**
Diversity Domestic
Upper-Level

## BUS 353: Transportation and Logistics

This course examines the field of transportation in today's modern, intermodal business environment. Transportation is examined at both the micro- and macro-level by exploring the significance, economics, regulation, selection, and primary mediums of/within the field of intermodal transportation, including rail, road, air, and water freight.
**Credits** 3
**Prerequisites**
Sophomore standing or above
**Cross Listed**
MGMT 353

## BUS 354: Entrepreneurial Marketing

This course will explore how marketing and entrepreneurship affect and are affected by one another. Concepts from each of the two areas will be examined to determine how concepts apply to, and how the concepts can aid, in the practice of one another.
**Credits** 3
**Prerequisites**
**Attributes**
Upper-Level

## BUS 357: Selling and Sales Management

This course provides an in-depth understanding of the principles, processes, and practices of professional selling and effective sales management. Students will explore both the art and science of selling, focusing on the development of relationship-based strategies, communication techniques, handling customer objections, sales forecasting techniques, and ethical sales behavior. The course also examines the strategic role of sales in an organization, including recruitment, training, motivation, and evaluation of sales teams. Students will gain practical skills in personal selling, account management, and customer relationship management (CRM). Through case studies, simulations, and real-world scenarios, students will master the sales process, from prospecting to closing, and develop the competencies needed to succeed in sales careers or lead sales operations within diverse industries.
**Credits** 3
**Attributes**
Upper-Level

## BUS 361: Digital Marketing

Students may have liked their favorite brand or non-profit on Facebook, followed them on Twitter, and watched their videos on YouTube. Why? What do businesses and non-profits expect to gain from the use of social media? This course examines the use of social media as a marketing and communication tool. Using readings, case studies, current events and a marketing project, students will understand introductory topics in marketing and the benefits and implications of using social media for marketing and communications as well as potential effects on stakeholders.
**Credits** 3
**Attributes**
Research Component
Upper-Level

## BUS 362: International Finance

This course analyzes international markets and risks from the perspective of investors, managers, regulators and other stakeholders. Key topics include exchange rates, capital flows, risk analysis and management, valuation, and private-public partnerships. Topics are studied in real-world contexts through case studies, current events, and collaborative research projects. Prerequisite: either MGMT 141, MGMT 200, MGMT 211 or PSYCH 245.
**Credits** 3
**Attributes**
Upper-Level

## BUS 368: Business Communication

This skills-based business communication course equips students to effectively make oral presentations alone and in teams, lead meetings, and write for a business audience. Students will learn how to create a sensory experience in their oral presentations, while clearly presenting information, facts and data. Students will practice writing concise summary reports and adopt acceptable business conventions for various correspondence mediums. Prerequisite: Sophomore standing.
**Credits** 3
**Attributes**
Required for the major
Upper-Level
Writing Intensive

## BUS 369: Corporate Valuation

In this course, students learn financial analysis by writing an in-depth report of a particular corporation of their own choosing. By building a financial model, applying it to a real-time data, and comparing their analysis to real-world analysts, students learn the methods, joys and challenges of financial valuation.
**Credits** 3
**Prerequisites**
ACCT 200: Financial Accounting
**Attributes**
Research Component
Upper-Level

## BUS 370: Business Ethics

This course considers the ethical obligations of corporations to society. Students will be exposed to a broad range of social, political, and ethicalchallenges that arise in the modern world of business. Students will learn tools and skills for understanding and responding to these challenges.
Prereq: Sophomore standing
**Credits** 3
**Attributes**
Social Sciences
Upper-Level

## BUS 405: Contemporary Topics Supply Chain & Operations Management

This course identifies and analyzes important, contemporary strategic and tactical issues critical to supply chain and operations management executives. Decision-making processes and tools available are emphasized. Case studies are employed culminating in an independent research project with findings shared through a a research paper and presentation.
**Credits** 3
**Attributes**
Upper-Level

## BUS 481: Internships, Field Studies and Other Field Experiences

**Credits** 0-3

## BUS 488: Senior Capstone Experience

Examines issues related to organizations, industries, and the socio-cultural, political and economic context in which they operate. Components of the course constitute the comprehensive assessment for the major.
**Credits** 3
**Attributes**
Upper-Level

## MGMT 141: World of Business

Course introduces concepts, theories, information, and issues that impact business. It investigates the role of functional business units and the cultural, economic, legal, and geopolitical influences on business. The course examines the nature of business decisions across such functional areas as human resources management, finance, accounting, marketing, and operations management.
**Credits** 3

## MGMT 200: Financial Accounting

An introduction to the construction and interpretation of financial statements, valuation of assets, financial ratios analysis, and the construction and use of budgets for decision making.
**Credits** 3
**Cross Listed**
BUS 200

## MGMT 203: Introduction to Human Behavior in Organizations

Introduction to Human Behavior in Organizations (3 credits) In what type of organization do you want to work for your internship or college? What are the differences between a business, a government agency, and a nonprofit organization? Investigates organizations from a number of levels: interaction both within and between organizations, and organizations within their socio/political/economic context. Has writing and oral presentation requirements and multinational and multicultural teamwork. Not appropriate for seniors. Prerequisite: completion of ES.
**Credits** 3
**Prerequisites**
Completion of ES.
**Cross Listed**
BUS 203

## MGMT 211: Leadership: Theory and Practice

In this seminar on leadership students will survey, critique and discuss leadership theory, research and practice. Students will complete exercises to develop and understand individual leadership skills and aspirations. Students also will explore links between the leadership and other organizational issues such as motivation, learning and organizational culture.
**Credits** 3
**Cross Listed**
BUS 211

## MGMT 221: Introduction to Global Supply Chain Management

This course focuses on introductory supply chain and operations processes and performance. Designed for students interested in consulting and positions in operations, marketing or supply chain, the course introduces key global supply chain concepts and basic tools for effective supply chain management. Topics for exploration include global supply chains, retail logistics and contemporary supply chain innovations.
**Credits** 3
**Attributes**
Required for the major
**Cross Listed**
BUS 221

## MGMT 222: International Marketing

This course introduces students to marketing across national and cultural boundaries. The class provides a well-rounded perspective of international markets specifically the history, geography, economic, religious and cultural aspect of countries that make them unique.
**Credits** 3
**Attributes**
Appropriate for First-year Students
Social Sciences

## MGMT 260: Contemporary Sports Management

The course introduces sports management as an academic field of study and from a host of disciplinary lenses including management, marketing, economics, and logistics. This applied course will expose students to all levels of sports and allow for outreach and engagement with sports professionals at various levels.
**Credits** 3
**Prerequisites**
Sophomore Standing

## MGMT 265: Management Information Technology

This course introduces students to basic concepts relevant to applying information technology in business organizations. The concepts to be disseminated include Information Systems in Business, Modern Organizations in the Digital Economy, Ethics, Privacy, Information Security, Data and Knowledge Management, Customer Relationship Management, Enterprise Resource Planning, Project Management, and Business Intelligence.
**Credits** 3
**Prerequisites**
Sophomore standing or above

## MGMT 305: Econometrics

Introduces the basics of econometric analysis. Topics include regression analysis, multicollinearity, heteroskedacity and autocorrelation. Emphasizes the applied aspects of econometrics through the use of standard computer packages.
**Credits** 3
**Cross Listed**
ECON 305

## MGMT 306: Ennovation Lab

This course is designed to be a real-world business (for-profit and not-for-profit) incubator for students to transform their ideas from theory to practice by using ideation, project management and business modeling skills. The course is designed around a team-based and project-based teaching method. Students participate in selection and deinvestigation and data collection, analysis, and presentation of a research project.
**Credits** 3
**Cross Listed**
BUS 306

## MGMT 308: Impact Investing

This course explores recent changes in the finance industry aimed at creating long-term social impact. Students learn to track environmental, social, and governance (ESG) factors so as to create and evaluate traditionally underfunded ventures pertaining to climate change, public finance, education, microfinance, health, and poverty alleviation.
**Attributes**
Alternate Year
Upper-Level

## MGMT 309: Consumer Behavior

This course investigates consumer and organizational buying motives, buying influences, and buying decision-making processes and their implications for marketing strategies and public/social policy. Students explore cross-cultural, ethical and research issues in understanding consumer and industrial/organizational buying.
**Credits** 3

## MGMT 312: Leadership & Change

This course focuses on theory and practice of leading change at a variety of levels, but with special emphasis on the organizational level. Through readings, discussion and projects we will examine organizational dynamics and explore the larger environmental factors that impact leading and managing change in effective organizations. You will have opportunities to reflect on your future work as leaders and agents of change.
**Prerequisites**
Sophomore Standing or MGMT 141

## MGMT 313: Social Entrepreneurship

Social entrepreneurs approach social change by creating organizations for the social good. These can be nonprofit or for profit organizations. We will learn about successful and unsuccessful models and outcomes of social enterprises, then complete a project putting what we've learned in to action. This is an experiential, project-based course.
**Prerequisites**
MGMT 141: World of Business
MGMT 200: Financial Accounting
Sophomore standing, MGMT 141 and MGMT 200.
**Attributes**
Upper-Level
**Cross Listed**
BUS 313

## MGMT 325: Nonprofits in Civil Society

Nonprofits and Non-governmental organizations are a major component of civil society and an indicator of the state of a country's civil society. We will look at the operations of NGOs and NPOs in the US and abroad to understand their operations and role. Our focus includes the relationships between NPOs/NGOs and government and business. We will employ case studies and research projects to deepen our understanding of the complex issues facing NGOs/NPOs.
**Credits** 3
**Attributes**
Diversity International
Upper-Level

## MGMT 330: Money and Capital Markets

An examination of the structure and operations of the commercial banking system and other financial intermediaries including the stock market and markets for other financial assets, theories of predicting the behavior of stock prices, principles of portfolio selection, and the impact of monetary policy and regulatory agencies on financial markets.
**Credits** 3
**Prerequisites**
ECON 101: Introduction to Macroeconomics
ECON 103: Introduction to Microeconomics
**Attributes**
Alternate Year
Social Sciences
Upper-Level

## MGMT 342: Leadership and Dealing with Differences

Develops skills in engaging differences in diverse groups, helping students become effective members of multicultural teams. Through discussion of leadership theories, exploration of personal values and abilities, experiential exercises, and graduate-level case studies, participants enhance their own understanding of leadership and their roles in teams. Prerequisite: MGMT 203 or consent of the instructor.
**Credits** 3
**Prerequisites**
MGMT 203: Introduction to Human Behavior in Organizations
**Cross Listed**
BUS 342

## MGMT 343: Conflict Resolution

Examines the problem of conflict in social theory and practice. Readings introduce types of alternative dispute resolution. Students practice mediation and negotiation skills through simulated conflicts. Class and gender perspectives are presented in class activities, readings, and films.
**Credits** 3
**Cross Listed**
PAGS 343

## MGMT 353: Transportation and Logistics

This course examines the field of transportation in today's modern, intermodal business environment. Transportation is examined at both the micro- and macro-level by exploring the significance, economics, regulation, selection, and primary mediums of/within the field of intermodal transportation including rail, road, air, and water freight. Prerequisite: MGMT 141 and MGMT 200 and Sophomore Standing or above.
**Prerequisites**
MGMT 141: World of Business
MGMT 200: Financial Accounting
**Cross Listed**
BUS 353

## MGMT 361: Social Media and Marketing

Students may have liked their favorite brand or non-profit on Facebook, followed them on Twitter, and watched their videos on YouTube. Why? What do businesses and non-profits expect to gain from the use of social media? This course examines the use of social media as a marketing and communication tool. Using readings, case studies, current events and a marketing project, students will understand introductory topics in marketing and the benefits and implications of using social media for marketing and communications as well as potential effects on stakeholders.
**Credits** 3
**Attributes**
Research Component
Upper-Level

## MGMT 361: Social Media and Marketing

Students may have liked their favorite brand or non-profit on Facebook, followed them on Twitter, and watched their videos on YouTube. Why? What do businesses and non-profits expect to gain from the use of social media? This course examines the use of social media as a marketing and communication tool. Using readings, case studies, current events and a marketing project, students will understand introductory topics in marketing and the benefits and implications of using social media for marketing and communications as well as potential effects on stakeholders.
**Credits** 3

## MGMT 362: International Finance

This course analyzes international markets and risks from the perspective of investors, managers, regulators and other stakeholders. Key topics include exchange rates, capital flows, risk analysis and management, valuation, and private-public partnerships. Topics are studied in real-world contexts through case studies, current events, and collaborative research projects.
**Credits** 3
**Prerequisites**
MGMT 141: World of Business
MGMT 200: Financial Accounting
MGMT 211: Leadership: Theory and Practice
PSYC 245: Research Methods & Statistics
Either MGMT 141, MGMT 200, MGMT 211 or PSYCH 245.
**Attributes**
Upper-Level

## MGMT 367: Information Technology in the Modern Business World

This course examines the role and integration of information technology in the contemporary world. Mediums include laptop and desktop computers, mobile devices, drones, robotics, and various applications. Students will examine, research, and compose critiques on the emergence of information technology in everyday life, examining how IT permeates business, social lives and the cultural implications of this growing technology dependence.
**Credits** 3

## MGMT 368: Business Communication

This skills-based business communication course equips you to make oral presentations alone effectively and in teams, lead meetings, and write for a business audience. You will learn how to create a sensory experience in your oral presentations while clearly presenting information, facts, and data. You will practice writing concise summary reports, and you will adopt the acceptable business conventions for various correspondence mediums.
**Credits** 3

## MGMT 369: Corporate Valuation

In this course, students learn financial analysis by writing an in-depth report of a particular corporation of their own choosing. By building a financial model, applying it to real-time data, and comparing their analysis to real-world analysts, students learn the methods, joys and challenges of financial valuation.
**Credits** 3
**Prerequisites**
MGMT 200: Financial Accounting
**Attributes**
Research Component
Upper-Level

## MGMT 381: Field Experience Seminar

Integrates issues from field experiences with research in social sciences, readings and cases in career development and ethics in preparation for future work settings.
**Credits** 2-2
**Prerequisites**
MGMT 200: Financial Accounting
MGMT 203: Introduction to Human Behavior in Organizations
MGMT 481: Internships, Field Studies and Other Field Experiences
Prerequisites: MGMT 200, MGMT 203, and completed internship MGMT 481..

## MGMT 481: Internships, Field Studies and Other Field Experiences

An internship or practicum organized by the student in consultation with the adviser. Credits for the experience must be negotiated between the adviser and the on-site supervisor. The experience involves one of the following: (a) teaching or tutoring a second language, (b) a special research project or (c) interpreting / translation. Depending on the experience, students enhance their communicative skills, develop a critical understanding of linguistic and cultural differences, connect to other disciplines through languages, come to a deeper understanding of the role of translation in cross-cultural communication, and/or reflect on career and life goals.
**Credits** 0-3

# Chemistry

## CHEM 105: Introduction to Forensic Science

A lab course designed for non-science students. Crime investigations will be used to introduce students to the procedures of the scientific method to understand the nature of physical evidence and its role in the legal system. Topics covered in the course will include legal and ethical issues in forensic science and evaluation of crime scenes, as well as the analysis of physical evidence such as fingerprinting, hair and fiber analysis, inks and papers, arson accelerant, forensic toxicology and drug analysis, bullet and cartridge analysis, forensic serology and DNA analysis.
**Credits** 4
**Attributes**
Appropriate for First-year Students
Natural Sciences Division

## CHEM 111: Principles of Chemistry

Designed as the entry course for the major. Core principles and interesting applications of chemistry combine to provide a conceptual understanding of chemistry for professional and everyday life. Principles of atomic and molecular structure, molecular energetics and classes of chemical reactions reviewed. Aspects of gas behavior, basic photochemistry and acid-base chemistry are applied to the study of environmental chemistry issues such as stratospheric ozone, the global greenhouse effect, acid rain and photochemical smog. Lab work includes the synthesis of compounds, the study of aqueous ions, titrations, and basic IR, visible and UV spectrophotometry. Learning outcomes include a strong understanding of core chemistry concepts and skills.
**Credits** 4
**Attributes**
Appropriate for First-year Students
Laboratory component
Required for the major
Natural Sciences Division
**Semester Offered**
Fall

## CHEM 111R: Principles of CHEM Recitation

Students will actively participate in peer-led sessions focusing on problem-solving by completing structured group work and activities in class. These small group recitation meetings will provide an opportunity for the students to practice more examples of problems, while also focusing on the concepts and the process of solving chemical problems, in order to develop the kind of problem solving skills required to be successful in the course. The recitation is not an additional lecture, and no new material will be presented. This recitation section is a 1-credit course that is graded on a credit (CR) or NO Credit Earned (NCR) basis.
**Credits** 1
**Attributes**
Not Attached to any Division

## CHEM 221: Organic Chemistry I

Introductory course designed for chemistry and biology majors as well as pre-health professionals. Focuses on basic structural and reactivity aspects in organic chemistry and their relationship to pharmaceuticals, agricultural chemicals and biological systems. Topics include stereochemistry, substitution, elimination and addition reactions. Weekly three-hour laboratory provides hands-on experience with modern organic methods and techniques. Learning outcomes include a working knowledge of basic organic chemistry concepts. Additionally, students will learn to take a 'first principles' approach to organic chemistry by using what they already know to derive more complex concepts and ideas.
**Credits** 4
**Prerequisites**
Grade of C or better in CHEM 111
**Attributes**
Appropriate for First-year Students
Laboratory component
Required for the major
Natural Sciences Division
**Semester Offered**
Spring

## CHEM 251: Intro to Nutrition Science

This course will serve as an introduction to the science of human nutrition and the relationship of food and nutrients to health and disease. Topics covered will include the macro- and micronutrients, digestion of food, and current recommendations for nutrient intake. Also discussed will be current scientific literature on the role of nutrition in selected disease processes and the use of foods as medicines.
**Credits** 3
**Prerequisites**
CHEM 111 or BIOL 112 or consent of the instructor
**Attributes**
Natural Sciences Division
**Cross Listed**
BIOL 251

## CHEM 321: Organic Chemistry II

A continuation of the sequence in organic chemistry. Focuses on more advanced structural aspects and reactivities in organic chemistry and their relationship to pharmaceuticals, agricultural chemical and biological systems. Topics include alcohol, carbonyl, amine and aromatic reactions, spectroscopy, drug design and synthetic methodology. Weekly three-hour laboratory introduces several additional modern synthesis, chromatography and spectroscopic (FT-IR, FT-NMR and GCMS) methods. A significant portion of the lab includes a student-designed synthesis and/or natural product isolation research project. Learning outcomes include a working knowledge of more complex organic chemistry concepts. Additionally, students will learn to take a 'first principles' approach to organic chemistry by using what they already know from Organic Chemistry I to derive more complex concepts and ideas.

**Credits** 4

**Prerequisites**

Grade of C or better in CHEM 221

**Attributes**

Required for the major
Natural Sciences Division
Research Component
Upper-Level

**Semester Offered**

Fall

## CHEM 331: Equilibrium & Analysis

Designed for chemistry majors, minors and pre-health professionals. Problem-based learning course designed to provide a working knowledge of the principles and practices of analytical chemistry. Covers two major themes: (1) the systematic treatment of chemical equilibrium in ionic systems, including acid-base, solubility, redox, and (2) methods of quantitative chemical analysis, which includes the theory and practice of volumetric analysis and modern instrumental methods of analysis (spectroscopy and chromatography techniques). Through both lecture and laboratory instruction, students will develop a theoretical foundation for a variety of methods of analytical chemistry as well as a proficiency in chemical laboratory techniques, and the ability to apply these to practical and current problems in research. The laboratory culminates in a three-week laboratory group project and a poster presentation. Learning outcomes include a strong quantitative understanding of chemical processes and instrumentation. This includes the ability to deconduct, analyze, critically evaluate the results of, and present an analytical chemistry research project.

**Credits** 5

**Prerequisites**

Grade of C or better in CHEM 111

**Attributes**

Required for the major
Research Component
Upper-Level

**Semester Offered**

Spring

## CHEM 341: Thermodynamics & Kinetics

In the first two-thirds of the course, learning goals include taking the concepts of enthalpy, entropy and free energy and developing them as a basis for understanding the nature of chemical stability. In the last third of the course, learning goals include applying tools of rate measurement and analysis to understand chemical reactivity. Laboratory work learning goals include the application of calorimetric, potentiometric and spectrophotometric methods to study of thermodynamic and kinetic problems. Several applications utilizing computer-interfaced measurements are included. Learning outcomes include demonstrating a strong understanding of thermodynamics and kinetics concepts. This includes, but is not limited to, a quantitative understanding of the basic laws of thermodynamics.
**Credits** 4
**Prerequisites**
Grade of C or better in CHEM 331, MATH 180 and either PHYS 220 or PHYS 225
**Attributes**
Required for the major
Upper-Level
**Semester Offered**
Fall

## CHEM 351: Biochemistry

Intended for students majoring in chemistry, biology or the health professions. Explores the role of chemistry in life processes. Topics and learning goals include, but are not limited to: detailed understanding of protein structure, enzyme mechanisms and kinetics, and cancer mechanisms. Laboratory work learning goals include, but are not limited to: buffer making, protein purification techniques, kinetic measurement methods, and FTIR spectroscopy. Learning outcomes include a working knowledge of biochemistry and the ability to think critically about and solve biochemistry related problems as a team.
**Credits** 4
**Prerequisites**
Grade of C or better in CHEM 321 and CHEM 331
**Attributes**
Required for the major
Upper-Level
**Semester Offered**
Fall

## CHEM 361: Inorganic Chemistry

Students will conduct a systematic examination of the chemical elements and their compounds, with an emphasis on periodicity of properties. Learning goals include, but are not limited to, examining bonding theories, group theory and reaction mechanisms. Particular emphasis on the coordination compounds and organometallic compounds of transition metals. Other topics and learning goals include bioinorganic chemistry and solid-state chemistry. Labs explore synthesis and characterization of inorganic compounds. Learning outcomes include the successful understanding of the indicated goals.
**Credits** 3
**Prerequisites**
Grade of C or better in CHEM 321 and CHEM 331
**Attributes**
Required for the major
Natural Sciences Division
Upper-Level

## CHEM 371: Environmental Chemistry & Toxicology

A study of natural and unnatural chemical substances in the environment with particular emphasis on the problem of chemical pollution and its health consequences. Includes air pollution, global warming, water quality, heavy metals, pesticide residues and other organic compounds. Principles of chemical equilibrium and reaction mechanisms emphasized. Learning goals include applying chemical principles and critical thinking to understanding and addressing complex environmental problems, and utilization of modern information sources and modeling software to these problems.
**Credits** 4
**Prerequisites**
Grade of C or better in CHEM 221 and CHEM 331
**Attributes**
Alternate Year
Research Component
Upper-Level

## CHEM 421: Advanced Organic Chemistry

A look at advanced concepts of organic chemistry through the use of rotating central topics in different years. Topics include spectroscopy, agricultural and pharmaceutical chemicals, or natural product syntheses. Students discover how organic chemistry is intimately involved in a variety of other fields, including biology and medicine. Learning outcomes include a working knowledge of advanced spectroscopy methods of structure elucidation and identification. Students will also learn several of the most current and modern advanced synthesis methods. Goals also include critical reading and evaluation of current primary literature in organic synthesis.
**Credits** 3
**Prerequisites**
Grade of C or better in CHEM 321
**Attributes**
Required for the major
Upper-Level

## CHEM 431: Advanced Analytical Chemistry

The goal of this course is a systematic study of modern instrumental methods of chemical analysis with emphasis on the principles of operation of the instruments and their use for the analysis of real substances. Topics and learning goals include, but are not limited to, atomic and molecular spectroscopy, gas and liquid chromatography, mass spectrometry. Laboratory skills and learning goals include extensive hands-on experience with major analytical instrumentation: UV-Vis absorption, AAS, ICP-AES, GC and HPLC as well as important instrumentation construction skills such as data acquisition and control, electronics and the use of the machine shop. Emphasizes study of complex mixtures and the special problems of trace-level analysis. Learning outcomes include the successful understanding of the indicated goals.
**Credits** 4
**Prerequisites**
Grade of C or better in CHEM 331, PHYS 230 or PHYS 235 recommended
**Attributes**
Alternate Year
Required for the major
Research Component
Upper-Level
**Semester Offered**
Fall

## CHEM 441: Quantum Chemistry

Topics and learning goals include, but are not limited to, the study of the quantum mechanics and statistical mechanics as applied to chemical systems. In quantum mechanics, a range of problems is studied, from the simple particle-in-a-box case to the hydrogen atom, pi-electron systems, and time-dependent systems. With statistical mechanics, the molecular view of matter is linked to the energetics of chemical equilibrium systems. Learning outcomes include the successful understanding of the indicated goals.
**Credits** 3
**Prerequisites**
Grade of C or better in CHEM 341, MATH 180 and PHYS 225
**Attributes**
Required for the major
Upper-Level

## CHEM 451: Adv Biochemistry of Proteins and Nucleic Acids

Students will explore the structure-function relationship of proteins, nucleic acids, and enzymes in great depth. Lectures will be discussion-based, with primary literature as the main course text. The associated laboratory will use various techniques to interrogate the structure-function relationships of proteins and nucleic acids, and to study the substrate-active site relationship of RNA-binding enzymes.
**Credits** 4
**Prerequisites**
Grade of C or better in CHEM 351
**Attributes**
Upper-Level

## CHEM 453: Cell Membrane Biochemistry

This course is designed for advanced undergraduate students. The goal of this course is for students to gain an in-depth understanding of membrane biochemistry and membrane structure/function relationships. Topics will include lipid diversity, membrane dynamics, membrane proteins and lipid rafts. A variety of laboratory techniques for probing membrane dynamics also will be discussed and different aspects of membrane research will be explored through the reading of primary literature articles.
**Credits** 3
**Prerequisites**
Grade of C or better in CHEM 221 and CHEM 331
**Attributes**
Natural Sciences Division
Upper-Level

## CHEM 462: Organometallic Chemistry

This course is an investigation of important transformations of organotransition-metal species with an emphasis on basic mechanisms, spectroscopy, chemical bonding and structure-reactivity relationships. Students will examine applications of organometallic chemistry in organic synthesis and catalysis. A central goal of this course will be the development of your ability to read and understand the primary literature in Organometallic Chemistry.
**Credits** 3
**Prerequisites**
CHEM 321: Organic Chemistry II
CHEM 331: Equilibrium & Analysis

## CHEM 463: Materials Chemistry

This course bridges the gap between traditional synthetic chemists and materials scientists, by working to understand the relationships between bulk physical properties, length scale (mesoscale, nanoscale), and molecular structure. Students will cover a variety of different types of materials and their properties including solids (insulators, semiconductors, conductors, superconductors, magnetic materials), soft materials (polymers, gels, liquid crystals) and nanoscale structures.
**Credits** 3
**Prerequisites**
CHEM 331 and CHEM 321
**Attributes**
Natural Sciences Division
Upper-Level

## CHEM 464: Materials Chemistry (with Lab)

This course bridges the gap between traditional synthetic chemists and materials scientists, by working to understand the relationships between bulk physical properties, length scale (mesoscale, nanoscale), and molecular structure. Students will cover a variety of different types of materials and their properties including solids (insulators, semiconductors, conductors, superconductors, magnetic materials), soft materials (polymers, gels, liquid crystals) and nanoscale structures.
**Credits** 4
**Prerequisites**
CHEM 331 and CHEM 321
**Attributes**
Natural Sciences Division
Upper-Level

## CHEM 480: Senior Seminar

A study of recent research topics in chemistry based on primary sources. Each student to make at least one oral report. Topics and learning goals include, but are not limited to, the study of professional ethics, preparation of a portfolio for future education or employment, and preparation for comprehensive exams. Learning outcomes include preparing majors for work or graduate school in chemistry or a related field. Students also review their chemistry knowledge in preparation for comprehensive exams and they learn to communicate their research experiences both in writing and orally.
**Credits** 2
**Attributes**
Required for the major
Upper-Level

## CHEM 482: Special Topics

Selected topics determined by the instructor for upper-level study.

**Credits** 3-4

## CHEM 484: Ford-Knight Research

## CHEM 486: Student Research

A laboratory investigation of a specific topic conceived and planned by the student in consultation with a faculty supervisor. Culminates in a comprehensive report prepared in the style of a thesis or a scientific paper.
**Credits** 0-3
**Attributes**
Required for the major
Upper-Level

## CHEM 488: Senior Capstone Experience

Majors must successfully complete comprehensive examinations in the Spring Semester of the Senior year.
**Credits** 0
**Attributes**
Required for the major
Upper-Level

# Comp Lang & Linguistics

## CLL 151: Self-Directed Language Study

This course combines independent study with the structure of a class to allow students to learn a language not offered at Earlham. Students choose their language, set learning goals, locate materials,and help determine how progress is evaluated. All students complete a presentation, a mapping project, a connections project, and a reflective journal. Learning is measured in part through external means such as online tests. Students must have learned English in high school and have an overall GPA of 3.0 or higher.
**Credits** 3
**Prerequisites**
Sophomore standing or above, placement into 300-level course in a language Earlham offers, Earlham language course at 102 level or higher with grade of A- or A, a semester or year off-campus program with significant language component.

## CLL 336: Language & Linguistics

LINGUISTICS, LANGUAGE, AND PEDAGOGY (3 credits)A general introduction to the field of linguistics or pedagogy as it relates to Spanish. Topics vary. May be taken more than once if different topics. Topics may include phonetics, phonology, morphology and syntax in Spanish, practical applications for understanding and improving students' own language skills as well as issues for teaching Spanish to English speakers or English to Spanish speakers.
**Credits** 3
**Prerequisites**
SPAN 301 or Placement
**Attributes**
Alternate Year
Humanities Division
Upper-Level

## CLL 344: Studies in Language Learning & Teaching

Combines theoretical foundations of second-language acquisition with practical classroom techniques and procedures. Examines principles of proficiency-oriented instruction, language functions, sociocultural variables, and comparison of first- and second-language acquisition. Also listed as TESO 344.
**Credits** 4
**Attributes**
Humanities Division
Upper-Level
**Cross Listed**
TESO 344

## CLL 345: Linguistics

Introduces students to the nature of human language: its use, evolution and diversity. Approaches language as a system of communication and human behavior. Provides students practice in using certain basic skills when thinking about language: analyzing data, making generalizations, proposing hypotheses, providing argumentation and formulating proposals.
**Credits** 3
**Attributes**
Alternate Year
Required for the major
Upper-Level

## CLL 347: Psycholinguistics

This course provides an introduction to psycholinguistics, which is the study of the mental representations and processes involved in language comprehension, production, and acquisition. Class discussion will be based on academic articles, covering such issues as speech perception, lexical access, and sentence processing. Issues on bilingual language processing will also be discussed.
**Credits** 3
**Attributes**
Humanities Division
Research Component
Upper-Level
**Cross Listed**
PSYC 347

## CLL 348: Sociolinguistics

Designed to help students interested in language learn how language functions in a social context. Topics include language and cultural meaning, connections between language variation and geographical/ethnic backgrounds, social class and social networks, age and gender, forms of address and politeness, non-verbal communication, language for social change, and language education and policy.
**Credits** 3
**Attributes**
Diversity Domestic
Appropriate for First-year Students
Upper-Level
**Cross Listed**
TESO 348

## CLL 407: Translation:Theory & Practices

Students consider a range of issues in translation, such as comparative stylistics, machine translation, and gender in translation. In addition to readings, discussion, and research on particular aspects of translation, students design and carry out individual and group translation projects. May be team taught with other languages.
**Credits** 3
**Attributes**
Diversity International
Upper-Level

## CLL 480: Senior Colloquium

Designed to help students get to know other senior CLL majors and CLL faculty and to prepare them for their Senior Capstone Experience both intellectually and mentally through reflection about writing and about their personal organizational habits.
**Credits** 1
**Attributes**
Upper-Level

## CLL 481: Field Study Practicum/ Internship

An internship or practicum organized by the student in consultation with the adviser. Credits for the experience must be negotiated between the adviser and the on-site supervisor. The experience involves one of the following: (a) teaching or tutoring a second language, (b) a special research project or (c) interpreting / translation. Depending on the experience, students enhance their communicative skills, develop a critical understanding of linguistic and cultural differences, connect to other disciplines through languages, come to a deeper understanding of the role of translation in cross-cultural communication, and/or reflect on career and life goals.
**Credits** 0-3
**Attributes**
Upper-Level

## CLL 488: Senior Capstone Experience

Senior comprehensive thesis that is comparative in nature, includes the selected languages and involves a public presentation.
**Credits** 3
**Attributes**
Upper-Level

## PSYC 347: Psycholinguistics

This course provides an introduction to psycholinguistics, which is the study of the mental representations and processes involved in language comprehension, production, and acquisition. Class discussion will be based on academic articles, covering such issues as speech perception, lexical access, and sentence processing. Issues on bilingual language processing will also be discussed.
**Credits** 3
**Attributes**
Humanities Division
Research Component
Upper-Level
**Cross Listed**
CLL 347

# Computer Science

## BIOL 383: Bioinformatics: Code & Chromosomes

BIOL/CS 383 introduces students to key concepts in the field of bioinformatics. Students work in cross-discipline pairs to process real genomic data sets. Students learn about types of DNA sequencing, analysis and visualization software (Qiime2 and R), building and running complex scientific workflows.
**Credits** 3
**Prerequisites**
BIOL 111, BIOL 112, CS 128, or ENSU 151
**Attributes**
Natural Sciences Division
Upper-Level
**Cross Listed**
CS 383

## CS 128: Programming & Problem Solving

This course provides an introduction to foundational computer science concepts centered on analytical thinking, programming, and problem-solving skills. Through a rigorous approach to dissecting and systematically solving challenges, students develop core algorithmic techniques for addressing real-world issues. The course focuses on fostering an understanding of computational solutions while strengthening critical thinking, logic, and creativity.
**Credits** 4
**Attributes**
Appropriate for First-year Students
Required for the major
Natural Sciences Division

## CS 130: Symbolic Logic

The study of formal, deductive logic emphasizing the methods for demonstrating the validity of arguments. Includes truth functional propositional logic and quantification theory through the logic of relations.
**Credits** 3
**Attributes**
Alternate Year
Natural Sciences Division
**Cross Listed**
MATH 130 and PHIL 130

## CS 256: Data Structures

A systematic introduction to the methodology of problem solving with computers. Emphasizes the design and development process, data abstraction and fundamental data structures, programming for reuse and the development of large programs. Introduces the basic notions of software engineering and analysis of algorithms. Discusses ethical issues in computing.
**Credits** 4
**Prerequisites**
MATH 195: Math Toolkit
**Attributes**
Required for the major
Natural Sciences Division

## CS 266: Computing Skills

This module-based course provides students with practice using the computing tool chains and technical skills they will need to use throughout their courses and careers. These tools will generally apply to their chosen track and may include the Linux command line, version control systems, individual programming languages, regular expressions, security best practices or other tools.
**Credits** 1
**Prerequisites**
CS 128: Programming & Problem Solving
**Attributes**
Natural Sciences Division

## CS 275: Computing for Social Good

This course critically examines some important "for social good" problems that computer science and technology can help address. Students study topics such as ethical community engagement, engineering for social justice, ways to advocate for social change, and models to implement "for social good" projects. This course does not involve computer programming and is open to any student interested in social justice, community engagement, ethical application of technology, and similar social issues.
**Credits** 3
**Attributes**
Appropriate for First-year Students

## CS 281: Applied Groups

Limited to members of the Computer Science Applied Groups. Working under the direction of a faculty or staff member, groups of CS students provide infrastructure support for the CS Department and the College. Current groups include: CS System Administrators, Hardware Interfacing Project, Helping Others Program, CS for Social Good, and Web Development. No more than three credits total in an academic career.
**Attributes**
Appropriate for First-year Students

## CS 310: Algorithms

A study of algorithms and the data structures on which they are based, with a focus on the analysis of their correctness and complexity in terms of running time and space.
**Credits** 3
**Prerequisites**
MATH 180, MATH 190, and CS 256
**Attributes**
Required for the major
Upper-Level

## CS 320: Principles of Computer Organization

An introduction to the structure and function of computing machines. The concept that computing machines consist of layers of virtual machines is an organizing principle. Topics include information representation, automata, assembly language programming, register machines, microprogramming, conventional machines and language processors.
**Credits** 3
**Prerequisites**
CS 310: Algorithms
**Attributes**
Required for the major
Upper-Level
Writing Intensive

## CS 325: Systems Engineering & Administration

This course is an introduction to the engineering and administration or computing systems and the associated storage and networking systems required to support users of modern science and commerce platforms. The course material is built around a sequence of hands-on labs which cover topics from the design of computing systems and facilities through the full provisioning of a machine which supports end users. Additional topics include the ethics of system administration, data privacy and protection.
**Credits** 3
**Prerequisites**
CS 266: Computing Skills
CS 320: Principles of Computer Organization
**Attributes**
Natural Sciences Division
Upper-Level

## CS 335: Advanced Data Structures

Data structures are a central topic in computer science. Building on the material developed in CS 256 Data Structures, this course covers more advanced approaches to organizing data based on network, tree and string based structures. Problems are chosen from data-intensive domains, motivating students to solve complex problems by using efficient data structures.
**Credits** 3
**Prerequisites**
CS 256: Data Structures
**Attributes**
Upper-Level

## CS 345: Software Engineering

The theory, techniques and technologies associated with the deconstruction and testing of software systems, particularly large software systems. Students learn various approaches to procedural decomposition and system architecture and build multiple large collaborative software projects. Explores the tools used for building and testing software systems, particularly in the context of open source software.
**Credits** 3
**Prerequisites**
CS 310: Algorithms
**Attributes**
Required for the major
Upper-Level

## CS 350: Electronics & Instrumentation

This is a laboratory-oriented course dealing with analog and digital circuits. Circuit theory is developed for diodes, transistors, operational amplifiers and integrated circuits. These components are used to construct a range of devices, including power supplies, oscillators, amplifiers and logic circuits. Laboratory work will allow students to gain an operational understanding of these basic concepts. Skills debugging, circuit building, and reading circuit diagrams will be stressed.
**Credits** 4
**Prerequisites**
PHYS 230 or PHYS 235
**Attributes**
Alternate Year
Required for the major
Upper-Level
Laboratory component
**Cross Listed**
PHYS 350
ENGR 350

## CS 355: Computer Game Design

This course covers a variety of software engineering and user experience topics through the lens of game design. Students construct several games over the course of the term, first individually and then collaboratively, putting theory into practice.
**Credits** 3
**Prerequisites**
CS 256: Data Structures
**Attributes**
Natural Sciences Division
Upper-Level

## CS 360: Parallel & Distributed Computation

This course covers the development and application of parallel programming and problem-solving techniques to solve computationally intensive problems in a variety of disciplines. Parallel computation invites new ways of thinking about problems and is an important skill in corporate and research environments. Students learn about programming paradigms used in parallel computation, the organization of parallel systems, and the application of programs and systems to solving problems in biology, physics, geography, and other disciplines.
**Credits** 3
**Prerequisites**
CS 310: Algorithms
**Attributes**
Alternate Year
Required for the major
Upper-Level

## CS 365: Artificial Intelligence and Machine Learning

This course offers an introduction to topics in Artificial Intelligence and Machine Learning and covers their theoretical underpinnings while providing opportunities to put various techniques into practice. Topics covered may include search, planning, game-playing neutral networks and other machine learning approaches.
**Credits** 3
**Prerequisites**
CS 310: Algorithms
**Attributes**
Upper-Level

## CS 375: Cyberethics in the Current Age

In this course, students grapple with ethical issues related to technology. We examine who benefits and who is harmed by technologies - especially insofar as these technologies might amplify existing marginalities and privileges. We also consider unintended consequences of technologies and develop various lenses to examine technologies for their social, ethical, and social justice consequences.
**Credits** 3
**Attributes**
Appropriate for First-year Students
Natural Sciences Division

## CS 382/482: Special Topics

**Credits** 3

## CS 383: Bioinformatics: Code & Chromosomes

BIOL/CS 383 introduces students to key concepts in the field of bioinformatics. Students work in cross-discipline pairs to process real genomic data sets. Students learn about types of DNA sequencing, analysis and visualization software (Qiime2 and R), building and running complex scientific workflows.
**Credits** 3
**Prerequisites**
BIOL 111, BIOL 112, CS 128 or ENSU 151
**Attributes**
Natural Sciences Division
Upper-Level
**Cross Listed**
BIOL 383

## CS 388: Methods For Research and Dissemination in Computer Science

This course provides an introduction to the process of proposal writing. In the course, students focus primarily on the learning of how to select an advanced topic, write an annotated bibliography, review related literature, and finally write a proposal.
**Credits** 3
**Prerequisites**
CS 310 and CS 320
**Attributes**
Upper-Level

## CS 391: Image Classification with ML

This course provides a comprehensive introduction to image classification, focusing on modern machine learning based techniques. Students will learn the foundational concepts, algorithms, and architectures used to build systems that can analyze and categorize a wide variety of image types.
**Credits** 3
**Prerequisites**
CS 128: Programming & Problem Solving
MATH 180: Calculus A
**Attributes**
Pre-req
Upper-Level

## CS 410: Networks & Networking

A study of the hardware and software technology and standards which support local area networks, wide area networks and the Internet. Emphasizes the TCP/IP protocol suits and the associated tools that provide universal connectivity to a wide variety of systems around the world. Explores the network hierarchy, from the physical level (transmission media) up through client/server applications such has HTTP servers and the domain name system.
**Credits** 3
**Prerequisites**
CS 320: Principles of Computer Organization
**Attributes**
Alternate Year
Required for the major
Upper-Level

## CS 420: Operating Systems

A study of the software that manages the hardware and provides the interface between application programs and system resources. Topics include scheduling, memory management, persistent storage, resource contention, locking and multi-processor synchronization. Using open source software, students explore a production quality operating system and learn by modifying it.
**Credits** 3
**Prerequisites**
CS 320: Principles of Computer Organization
**Attributes**
Required for the major
Upper-Level

## CS 425: Advanced Topics In Systems Engineering and Administration

**Credits** 3-4

## CS 430: Database Systems

An introduction to database management systems. Database design and development are viewed from the perspective of a user, an application program and the database kernel itself. Focuses primarily on relational and object-oriented data models and related software.
**Credits** 3
**Prerequisites**
CS 256: Data Structures
**Corequisites**
CS 310: Algorithms
**Attributes**
Alternate Year
Required for the major
Upper-Level

## CS 440: Programming Languages

The nature of programming languages and the programs that implement them. Focuses on the abstract structures programming languages provide for expressing algorithms and the methods by which they are realized on concrete hardware.
**Credits** 3
**Prerequisites**
CS 256: Data Structures
**Attributes**
Required for the major
Upper-Level

## CS 455: Computer Game Design Studio

This studio course allows students to take skills they have developed in other courses and apply them to a term-long project in which they will undertake all aspects of the game design process in greater depth.
**Credits** 1
**Attributes**
Upper-Level

## CS 474: Programming Music for Computers

This course combines traditional approaches to composing and arranging for the Western symphony orchestra with a software-based approach using MIDI and sampled acoustic instruments. Both approaches will be taught in conjunction with analyses of classic and contemporary film scoring techniques. Projects can be realized using either traditional music notation or the MIDI system. A final project will include the scoring of an original short video or a video in public domain.
**Credits** 3
**Prerequisites**
MUS 271 or MUS 372
**Attributes**
Upper-Level
Visual & Performing Arts Division
**Cross Listed**
MUS 474

## CS 481: Internship (requires departmental approval)

An internship or practicum organized by the student in consultation with the adviser. Credits for the experience must be negotiated between the student, adviser and the on-site supervisor. Depending on the specifics of the experience students may develop their software development, system analysis, communication, or other critical skills.
**Credits** 0-3

## CS 483: Teaching Assistant

**Credits** 1-3

## CS 484: Faculty/Student Collaborative Research

Collaborative research funded by Faculty/Student Research Fund.
**Credits** 1-3
**Attributes**
Research Component
Upper-Level

## CS 485: Independent Study

Investigation of a specific topic conceived and planned by the student in consultation with a faculty supervisor. Culminates in a comprehensive report prepared in the style of a thesis or research paper.
**Credits** 1-3

## CS 486: Student Research

Student Research
**Credits** 1-3
**Attributes**
Upper-Level

## CS 488: Senior Seminar

Each participant completes a semester-long capstone project in a research group setting. Weekly meetings are scheduled with the instructor individually and with the group as a whole. In addition, explores topics from the cultural, ethical, historical or broader scientific context of computer science in readings and discussion. Culminates in a public seminar and student presentation.
**Credits** 3
**Prerequisites**
CS 388: Methods For Research and Dissemination in Computer Science
**Attributes**
Required for the major
Upper-Level

# Data Science

## DS 322: Data Mining and Predictive Analytics for Business

This course will emphasize problem solving in business contexts using data analytics. The course focuses on predictive modeling, data mining, and decision support systems. It combines theoretical development of analytic tools with practical, hands-on experience using programming software to examine
**Credits** 3
**Prerequisites**
BUS 230: Introduction to Business Analytics
**Attributes**
Upper-Level
Pre-req
Natural Sciences Division
Cross-listed
**Cross Listed**
BUS 322

## DS 322: Data Mining and Predictive Analytics

This course will emphasize problem solving in business contexts using data analytics. The course focuses on predictive modeling, data mining, and decision support systems. It combines theoretical development of analytic tools with practical, hands-on experience using programming software to examine real data and case studies.
**Credits** 3
**Prerequisites**
BUS 230: Introduction to Business Analytics
**Attributes**
Pre-req
Upper-Level
Social Sciences
Cross-listed
**Cross Listed**
BUS 322

## DS 388: Methods for Research and Dissemination

This course provides an introduction to the process of developing and writing a research proposal. In the course, students will focus primarily on the learning of how to select an advanced topic, write annotated bibliography, identify appropriate data sets and sources, review related literature, and finally write a proposal. The course emphasizes the process of designing and writing research proposals.
**Credits** 3
**Prerequisites**
MATH 300
**Attributes**
Required for the major
Research Component
Upper-Level

## DS 401: Statistical Modeling for Data Science

Topics include the mathematics of linear regression, multilinear regression, logistic regression, time series and PCA and their applications using the Python programming language. Students will be applying these concepts in the context of projects.
**Credits** 3
**Attributes**
Required for the major
Upper-Level

## DS 481: Internship

An internship or practicum organized by the student in consultation with the adviser. Credits for the experience must be negotiated between the adviser and the on-site supervisor. The experience involves one of the following: (a) teaching or tutoring a second language, (b) a special research project or (c) interpreting / translation. Depending on the experience, students enhance their communicative skills, develop a critical understanding of linguistic and cultural differences, connect to other disciplines through languages, come to a deeper understanding of the role of translation in cross-cultural communication, and/or reflect on career and life goals.
**Credits** 3

## DS 488: Senior Capstone

Individual and collective investigations into topics of common data science interest not covered in the department's regular course offerings. A significant part of this course is students' reading new data science materials and presenting it to one another.
**Credits** 3
**Prerequisites**
DS 388: Methods for Research and Dissemination

# Economics

## ECON 101: Introduction to Macroeconomics

An introduction to the theory of individual economic behavior, markets and the macroeconomic analysis of institutions. Topics include the theory of the consumer, the theory of the firm, market structures, factor markets, income distribution, market failures and the role of governments in macroeconomic affairs.
**Credits** 3
**Attributes**
Appropriate for First-year Students
Required for the major
Social Sciences

## ECON 103: Introduction to Microeconomics

An introduction to the theory of individual economic behavior, markets and the microeconomic analysis of institutions. Topics include the theory of the consumer, the theory of the firm, market structures, factor markets, income distribution, market failures and the role of governments in microeconomic affairs.
**Credits** 3
**Attributes**
Appropriate for First-year Students
Required for the major
Social Sciences

## ECON 205: Mathematical Foundations For Economics

Knowledge and familiarity with some level of mathematics is now important to the study of Economics. This course focuses on the basic math required to study economics beyond the introductory level. The non-calculus part of the course deals with functions, series and the basics of matrix algebra. The calculus portion of the course covers differentiation, integration and the basics of differential equations.
**Credits** 3
**Prerequisites**
ECON 101 and ECON 103
**Attributes**
Social Sciences

## ECON 301: Intermediate Macroeconomics

An examination of the determinants of national income, employment and the price level. Centers on the construction and use of models of the economy, principally the Classical and Keynesian models of the macro economy. Includes the theory and practice of fiscal policy, central banking, monetary policy and current policy questions, and discusses issues of the longer run growth of the economy.
**Credits** 3
**Prerequisites**
ECON 101 and ECON 103
**Attributes**
Required for the major
Upper-Level

## ECON 303: Intermediate Microeconomics

Deals primarily with the theory of the consumer, the theory of the firm, different market structures, uncertainty, externalities and issues related to public policy and income distribution. Introduces recent developments in microeconomic theorizing.
**Credits** 3
**Prerequisites**
ECON 101 and ECON 103
**Attributes**
Required for the major
Upper-Level

## ECON 304: Game Theory for the Social Sciences

Introduces the field of game theory and develops some basic concepts, useful in understanding strategic interactions. Presents concepts in cooperative and non-cooperative game theory. Examples from different fields in the social sciences introduce concepts used in game theory.
**Credits** 2
**Prerequisites**
ECON 101 and ECON 103
**Attributes**
Alternate Year
Upper-Level

## ECON 305: Econometrics

Introduces the basics of econometric analysis. Topics include regression analysis, multicollinearity, heteroskedacity and autocorrelation. Emphasizes the applied aspects of econometrics through the use of standard computer packages.
**Credits** 3
**Prerequisites**
ECON 204
**Attributes**
Research Component
Social Sciences
Upper-Level

## ECON 306: Topics in Microeconomics

A hands-on, projects-based course on applying econometric techniques to undertake empirical analysis. The course will focus on mining and organizing data, and using R and STATA to undertake analysis.
**Credits** 3
**Prerequisites**
ECON 305: Econometrics
**Attributes**
Upper-Level

## ECON 308: Quantitative Intermediate Macroeconomics

A calculus-based, mathematical approach to the theoretical and empirical examination of the determinants of national income, employment and the price level. Includes the theory and practice of economic growth, fiscal policy, central banking and monetary policy. Introduces the student to the frontiers of current macro-economic.
**Credits** 3
**Prerequisites**
ECON 101, ECON 103 and ECON 205
**Attributes**
Upper-Level

## ECON 309: Quantitative Intermediate Microeconomics

A calculus-based, mathematical approach to microeconomics. Deals primarily with the theory of the consumer, the theory of the firm, different market structures, uncertainty, externalities and issues related to public policy and income distribution. Introduces recent developments in microeconomic theorizing.
**Credits** 3
**Prerequisites**
ECON 101, ECON 103 and ECON 205
**Attributes**
Social Sciences
Upper-Level

## ECON 310: History of Economic Thought

Examines economic ideas from the Mercantilists (16th century) to the early development of the Neo-Classical School (late 19th and early 20th centuries). Emphasizes issues related to the development of economic thought in the areas of value, distribution and international trade.
**Credits** 3
**Prerequisites**
ECON 101 and ECON 103
**Attributes**
Required for the major
Upper-Level
Writing Intensive

## ECON 311: Banking & Monetary Policy

This course will cover special issues that arise in the field of banking, and financial institutions in general, such as asymmetric information and understanding how central banks mitigate some of the problems through regulations and it's understanding of financial crises and their relation to monetary policy will be explored. An emphasis will be on economic history and the economic theories that arise from those issues.
**Credits** 3
**Prerequisites**
ECON 101 and ECON 103

## ECON 313: Game Theory

Introduces the field of game theory and develops some basic concepts, useful in understanding strategic interactions. Presents concepts in cooperative and non-cooperative game theory. Examples from different fields in the social sciences introduce concepts used in game theory.
**Credits** 3
**Prerequisites**
ECON 101 and ECON 103
**Attributes**
Alternate Year
Upper-Level

## ECON 315: Marxism

An examination of Marxist intellectual traditions with heavy emphasis on the writings of Marx. Examines Marx's critique of capitalism and alienation in his early writing to his more formal analysis of capitalism in his work Capital. Looks at how later Marxists and critics of capitalism have used, criticized and reworked elements of the Marxian analysis to continue developing contemporary conceptions of a non-capitalist or classless society.
**Credits** 3
**Prerequisites**
ECON 103: Introduction to Microeconomics
**Attributes**
Alternate Year
Social Sciences
Upper-Level
**Cross Listed**
PAGS 315

## ECON 316B: Industrial Organization

This course covers the basics of Industrial Organization (IO): the workings of markets and industries, in particular the
way firms compete. IO is concerned primarily with the intermediate case of oligopoly, when there are a few firms which
compete but not enough to result in perfect competition.
**Credits** 4
**Prerequisites**
ECON 101: Introduction to Macroeconomics
ECON 103: Introduction to Microeconomics
ECON 303: Intermediate Microeconomics
MATH 180: Calculus A

## ECON 316B: Market Structure and Competitive Strategy

This course provides a comprehensive exploration of Industrial Organization, a field of economics that examines the behavior of firms, market structures, and the interactions within industries. Through theoretical frameworks, empirical analysis, and real-world case studies, students will gain insights into how firms make strategic decisions, the dynamics of competition, and the role of government policies in shaping market outcomes.
**Credits** 4
**Prerequisites**
ECON 101: Introduction to Macroeconomics
ECON 103: Introduction to Microeconomics
ECON 303: Intermediate Microeconomics
MATH 180: Calculus A

## ECON 323: Forecasting and Risk Analysis

This course provides a basic toolbox for forecasting and risk analysis. It covers basic time series regression models, volatility modeling, and simulation and sensitivity analyses. Students will practice selecting, validating, and interpreting different models, and we will estimate the models using R.
**Credits** 3
**Prerequisites**
BUS 230: Introduction to Business Analytics
**Attributes**
Pre-req
Social Sciences
Cross-listed
**Cross Listed**
BUS 323

## ECON 330: Investments

An examination of the structure and operations of the commercial banking system and other financial intermediaries including the stock market and markets for other financial assets, theories of predicting the behavior of stock prices, principles of portfolio selection, and the impact of monetary policy and regulatory agencies on financial markets.
**Credits** 3
**Prerequisites**
ECON 101 and ECON 103
**Attributes**
Social Sciences
Upper-Level
**Cross Listed**
BUS 330

## ECON 341: Labor Economics

An examination of labor, both in the formal labor market, and more generally as human productive activity. Topics include the theories of wage determination, the development and impact of trade unions, and analysis of major legal and economic issues relating to the structure and functioning of labor markets. Special attention to issues of equity, relationship and discrimination in formal labor markets and the household.
**Credits** 3
**Prerequisites**
ECON 101 and ECON 103
**Attributes**
Upper-Level

## ECON 342: Economic Development

Through a combination of theoretical frameworks and case studies, presents an overview of the economics of underdeveloped economies. Topics include approaches to and theories of underdevelopment, issues related to growth and redistribution, the rural and agricultural sector, migration and the urban sector, trade, population, the environment and issues related to governance.
**Credits** 3
**Prerequisites**
ECON 101 and ECON 103
**Attributes**
Alternate Year
Social Sciences
Upper-Level

## ECON 344: Public Finance & Economics of the State

Examines the role of the state in the context of developed economies. Typically examines the role of government taxation, the provision of public goods and the regulation of externalities. Also looks more broadly at the way that the state creates a context for the market and strives to promote the general welfare. Emphasis placed on specific government policies such as welfare reform, social security policy or environmental policy.
**Credits** 3
**Prerequisites**
ECON 101 and ECON 103
**Attributes**
Upper-Level

## ECON 345: Urban Political Economy

A look at the political and economic processes that shape the uses of urban space. Attention to the rise of suburbanization in the United States and the problems of urban poverty, race and class segregation associated with it. Examines historical analysis and issues relating to the "revitalization" of older urban centers.
**Credits** 2
**Prerequisites**
ECON 101 and ECON 103
**Attributes**
Diversity Domestic
Social Sciences
Upper-Level
**Cross Listed**
PAGS 345

## ECON 346: Behavioral Economics

This course examines how behavioral economics studies effect decision making within different contexts. Decision making will be studied at the individual, organizational and policy levels. A significant portion of the course will be devoted to studying how decision making from a behavioral economics perspective contrasts with the traditional approach. Topics will include methodology, uncertainty and prospect theory.
**Credits** 3
**Prerequisites**
ECON 101 and ECON 103
**Attributes**
Upper-Level

## ECON 347: Marxism

An examination of the Marxist intellectual tradition with heavy emphasis on the writings of Marx himself. Examines Marx's critique of human alienation and capitalism, including an analysis of his work, Capital. Looks at how later Marxists, and critics of capitalism generally, have used, criticized and reworked elements of the Marxian analysis to continue developing contemporary conceptions of a non-capitalist or classless society.
**Credits** 3
**Prerequisites**
ECON 101 or ECON 103
**Attributes**
Alternate Year
Upper-Level
**Cross Listed**
PAGS 315

## ECON 348: International Trade

Through a combination of theoretical frameworks and real world applications, attempts to develop a broad understanding of micro and macro issues in the area of international economics. Deals with issues related to the logic and critique of free trade, tariffs and quotas, exchange rate determination, balance of payments, open economy macro policy, stabilization policy and the role of international institutions in international trade.
**Credits** 3
**Prerequisites**
ECON 101 and ECON 103
**Attributes**
Upper-Level

## ECON 349: Economics of Inequality

An examination of who gets what and why in market societies. Students will focus on the trends and forces shaping the distribution of income and opportunity in market societies and policies and movements to redistribute income. As such this course addresses the relationship between the private market and the welfare state in the context of debates over the meaning of fairness in economic life.
**Credits** 3
**Prerequisites**
ECON 101 and ECON 103
**Attributes**
Social Sciences
Upper-Level

## ECON 350: Political Economy of India and China

This course will focus on two aspects of the political economy of China and India. First, it will undertake a comparative examination of the economic performance of these countries since the 1940s, taking into account important historical and political factors. Second, it will look into what the future may hold for these two countries.
**Credits** 3
**Prerequisites**
ECON 101 and ECON 103
**Attributes**
Upper-Level
**Cross Listed**
INST 350

## ECON 352: Economics of Personal Finance

This course will deal with a number of issues that fall under the rubric of 'Personal Finance'. The topics that will be dealt with include the Monetary Value of Time, Planning and Budgeting, On Spending Decisions, Credit Issues, Investment Vehicles and Practical Ways to Ride Them. The course will deal with the theoretical underpinnings, institutional frameworks, and practical strategies in these areas. At the end of the course it is hoped that students will be well prepared to embark on their own long-term financial plans. This course is for ECON major and minors.
**Credits** 3
**Attributes**
Upper-Level

## ECON 484: Faculty/Student Collaborative Research

Collaborative research funded by Faculty/Student Research Fund.
**Credits** 1-3
**Attributes**
Research Component
Upper-Level

## ECON 486: Senior Seminar-Reading and Thesis Preparation

ECON 486 SENIOR SEMINAR / READING AND THESIS PREPARATION(3 credits) The aim of the seminar is to give students a holistic sense of what constitutes research in economics. The seminar will involve reading and digesting a number of important published papers as well as ongoing research work in economics. As part of the course, students will also do preparatory work to write the Senior Capstone Thesis. To be completed in the Fall semester of the Senior year.
**Credits** 2
**Prerequisites**
ECON 301 or ECON 303
**Attributes**
Required for the major
Upper-Level

## ECON 488: Senior Capstone Thesis

Students demonstrate their ability to research a topic based on their preparatory work in ECON 486. Thesis paper and public presentation required at the end of the semester. To be completed in the Spring semester of the Senior year.
**Credits** 3
**Attributes**
Required for the major
Upper-Level

# Education

## EDUC 221: Outdoor Trip Leadership

This is a 7-week course that includes a weeklong, student-led field trip over Spring Break. OTL is required for students wishing to pursue the Outdoor Education Applied Minor or lead outdoor education trips such as August Wilderness or AWPE courses. Topics covered include trip planning and preparation, risk management, lesson facilitation, and outdoor skill acquisition. Course fee: $150.
**Credits** 2

## EDUC 248: Theory and Practice of Education

The course reflects upon the central premise that prospective teachers need both to do some teaching while they also read about teaching and its circumstances, thus integrating doing and learning. Students focus on the role of teaching and curriculum theory, while also offering experience with a teaching practicum unit in cooperation with a local school. Prerequisites: Earlham Seminar and one previous course in Education, or consent of the instructor.
**Credits** 4
**Attributes**
Alternate Year

## EDUC 290B: Public Speaking

Many people are filled with anxiety when even thinking about public speaking. This fear stems from the fact that communication in general, and public speaking specifically, is not something that most people naturally know how to do effectively. Introduction to Public Speaking provides students with a supportive, interactive environment in which to learn fundamental communication theory and to put theory into practice through a variety of formal and informal speaking opportunities. Each student will leave this course feeling more confident in his/her ability as a communicator and better equipped to create and present an effective oral message.
**Credits** 4
**Attributes**
Appropriate for First-year Students
Social Sciences
Cross-listed
**Cross Listed**
MCOM 290

## EDUC 302: Disabilities Studies

This course explores the growing field of disabilities studies. Students will examine the idea of "normality" and consider how power is exercised over people with disabilities in U.S. cultures and in other cultures of the world. A variety of theoretical perspectives will be employed including feminist and critical disabilities studies.
**Credits** 3
**Attributes**
Diversity Domestic
Upper-Level
Writing Intensive

## EDUC 310: Experiential Education

This seminar course explores the theory and practice of experiential education through several key educational philosophies (Existentialism, Romanticism, Progressivism and Critical Theory). Students will examine how those theoretical stances inform educational practice in both formal and informal learning contexts (schools, museums, community centers, etc.) while developing a richer and more complex understanding of what some call "learning by doing." The course will also explore specific methodologies common in the field such as project-based learning, community-based learning, and active learning.
**Credits** 3
**Attributes**
Upper-Level

## EDUC 311: Wilderness First Responder

**Credits** 2
**Attributes**
Upper-Level
Wellness

## EDUC 363: Children's Thinking

Focuses on how children's cognitive processes and mental representations change from infancy to adolescence. Theoretical claims, empirical findings and methodological issues are critically evaluated. Topics include children's visual and auditory perception, languages and literacy, learning and memory, mathematical and spatial thinking, logical and scientific reasoning, problem solving, theory of mind and social cognition.
**Credits** 3
**Attributes**
Social Sciences
Upper-Level
**Cross Listed**
PSYC 363

# Engineering

## ENGR 111: Intro to Engineering

Introduction to the Practice of Engineering is a course that introduces students to how engineers solve problems and tothe creativity inherent in how engineers approach innovation, design and problem solving. Students will be introducedto general engineering content, the design process, and the ethical implications of creative engineering endeavors.
**Credits** 4
**Attributes**
Appropriate for First-year Students
Required for the major
Natural Sciences Division

## ENGR 224: Art Meets Engineering

This course invites students to investigate how form influences function and vice versa in both art and engineering.
Learn techniques such as hand-forging metal, 3D printing, and laser-cutting to develop innovative solutions to design
challenges. Course culminates in a public project.

**Credits** 4
**Attributes**
Natural Sciences Division
Cross-listed
**Cross Listed**
ART 224

## ENGR 251: Socially Responsible Engineering

Socially Responsible Engineering will investigate the ethical challenges in engineering projects from both a technical and social perspective. Through the use of case studies, ethical decisions made by engineers and other technical specialists will be investigated and discussion will be had around the impact on the communities where these projects are built.
**Credits** 3
**Prerequisites**
Sophomore Standing or Above
**Attributes**
Diversity Domestic

## ENGR 270: Engineering Mechanics

Engineering Mechanics provides the basic concepts and skills that will apply the laws of classical mechanics to
simplified, plausibly real world problems. This problem-focused class will analyze forces on structures, machines and
mechanisms with the intention of helping students predict behavior.
**Credits** 4
**Prerequisites**
PHYS 125: Matter in Motion (with Calculus)
ENGR 111: Intro to Engineering

## ENGR 290: Mass and Heat Transfer

This course will introduce students to the basic understanding of mass and heat transfer processes and their
application to engineering design problems. This course will utilize real-world problems involving conduction,
convection, mass transfer, heat exchangers, and radiation.
**Credits** 4
**Prerequisites**
ENGR 270: Engineering Mechanics
PHYS 235: Electromagnetism, Waves and Optics (With Calculus)
**Attributes**
Writing Intensive

## ENGR 305: Strength of Materials

This course will introduce students to the fundamental principles of the strength of materials and their application to engineering design. Topics will include stress, strain, torsion, bending, shear, and axial loading, with real-world applications in structural analysis, mechanical components, and failure criteria.
**Credits** 4
**Prerequisites**
PHYS 235: Electromagnetism, Waves and Optics (With Calculus)
An Earlham Seminar
**Attributes**
Pre-req
Upper-Level
Natural Sciences Division
Cross-listed
**Cross Listed**
PHYS 305

## ENGR 306: Engineering Thermodynamics

This course provides a study of the primary laws of thermodynamics. This course will examine thermodynamic properties, conservation of mass and energy, entropy and analysis of the second law of thermodynamics and how these principles impact engineering designs. This course will look at these properties and how that impacts things like power, refrigeration, car engines, pump systems, vapor cycles and gas cycles.
**Credits** 4
**Prerequisites**
ENGR 270: Engineering Mechanics
MATH 320: Differential Equations
**Attributes**
Pre-req
Upper-Level
Natural Sciences Division

## ENGR 350: Circuit Theory

**Credits** 4

## ENGR 350: Electronics & Instrumentation

This is a laboratory-oriented course dealing with analog and digital circuits. Circuit theory is developed for diodes, transistors, operational amplifiers and integrated circuits. These components are used to construct a range of devices, including power supplies, oscillators, amplifiers and logic circuits. Laboratory work will allow students to gain an operational understanding of these basic concepts. Skills debugging, circuit building, and reading circuit diagrams will be stressed. Lab.
**Credits** 4
**Prerequisites**
PHYS 230 or PHYS 235
**Attributes**
Alternate Year
Required for the major
Upper-Level
**Cross Listed**
CS 350
PHYS 350

## ENGR 374: Engineering Fluid Mechanics

Fluid Mechanics provides a study of the properties of fluids and their behavior. This problem-focused class will analyze continuity, momentum, and energy principles of fluid flow with the intention of helping students to apply that knowledge to designing functional fluid systems.
**Credits** 3
**Prerequisites**
ENGR 270: Engineering Mechanics
MATH 320: Differential Equations
**Attributes**
Pre-req
Upper-Level
Natural Sciences Division

## ENGR 481: Internship, Field Studies, and Other Field Experiences

**Credits** 1-3
**Attributes**
Required for the major

## ENGR 485: Independent Student Research

**Credits** 1-3

## ENGR 486: Research

**Credits** 0-3

## ENGR 487: Senior Capstone A

**Credits** 2

## ENGR 488: Senior Capstone B

**Credits** 3

# English

## ENG 103: Women & Literature

An introduction to the study of literature by and about the lives of women, written in a variety of genres and periods, from a number of cultural traditions. Explores ways in which a study of a writer's ideas and techniques and a text's background (e.g., biography of the author, political climate, religious tradition) can lead to greater appreciation and understanding of a work, a writer, a reader and a time. A variety of critical points of view with particular attention to Feminist and Womanist theories.
**Credits** 4
**Prerequisites**
Sophomore Standing
**Attributes**
Alternate Year
Diversity Domestic
Appropriate for First-year Students
WGSS Humanities
Writing Intensive

## ENG 105: American Literature & Ecology

A study of American environmental literature and its imaginative forms in relation to environmental concepts, movements and philosophy, including changing ideas of nature and wilderness; representations of space and place; the deep ecology, ecofeminism, bioregionalism and environmental justice movements; urban nature; the impact of climate change and the Anthropocene; and the relation between human ideas and language and the more-than-human world. Includes attention to cultural issues of ecology, such as how ecological imagination affects sense of identity and social and economic practices. May include writers such as Thoreau, Muir, Aldo Leopold, Margaret Atwood, Linda Hogan and Helena Viramontes.
**Credits** 4
**Attributes**
Alternate Year
Appropriate for First-year Students
Humanities Division
Writing Intensive
**Cross Listed**
ENSU 105

## ENG 106: Literature and identity

This class offers an overview of myriad ways in which literary texts explore, reflect, question, and reimagine both the concept of "identity" and the types of identifications it enables—including (but not limited to) race, class, gender, sexuality, (dis)ability, immigration status, and linguistic/cultural background. Beginning in the mid-1800s and focusing on the twentieth and twenty-first centuries, we engage with works across a wide range of genres, including the novel, memoir, essay, poetry, and film. Together, we will analyze how authors' different approaches to the elements of literature (narrative voice, poetic form, character construction, description, and so on) help to generate different representations of identity. We will also frame our readings of these works with concepts drawn from some of this period's most influential theoretical approaches to identity and selfhood.
**Credits** 4
**Attributes**
Appropriate for First-year Students
Humanities Division
WGSS Humanities
Writing Intensive

## ENG 107: Film and Literature

Introduces film analysis skills that focus on technical details of the cinematic medium, and how they influence narration, character and theme. Highlights important topics in film and literary theory and analyzes the functions and forms of film as a medium in comparison to other forms of media that use words. Appropriate for first-year students. Also listed as FILM 207.
**Credits** 4
**Attributes**
Appropriate for First-year Students
Humanities Division
Writing Intensive

## ENG 108: Contemporary Literature

This course covers the contemporary literary scene with particular attention paid to bestsellers and prizewinners in multiple genres such as the novel, short story collections, poetry and non-fiction. Appropriate for first-year students.
**Credits** 4
**Attributes**
Alternate Year
Appropriate for First-year Students
Humanities Division
Writing Intensive

## ENG 109: Religion & Popular Literature in US

This course will examine popular religious literature published in the United States — such as The Autobiography of Malcolm X and the Left Behind series — and ask how it embraces or pushes against established religious traditions and literary norms. Students will investigate how authors use different literary genres to explore religious belief, practice and community. Appropriate for first-year students. Also listed as REL 209.
**Credits** 4
**Attributes**
Diversity Domestic
Appropriate for First-year Students
Writing Intensive

## ENG 112: Approaches to Literature

In every offering of Interdisciplinary Approaches to Literature, you'll explore a different type of literature (like folklore, stories about illness, or speculative fiction) that can be approached using concepts, bodies of knowledge, or ways of thinking from a discipline other than English.
**Credits** 4
**Attributes**
Appropriate for First-year Students
Humanities Division
**Cross Listed**
WGSS 112

## ENG 118B: First Year English Composition

In this first-year writing course, you will develop your capacity for academic analysis through an original research project. You will identify an area of interest and you will find materials to analyze, develop research questions, explore secondary texts, and make claims connected to the evidence you have found. As many researchers do at this stage in their work, you will then reframe what you have discovered for a public audience. During the research process, you will also be preparing for the English 118 Symposium by working on your own Symposium Presentation. The creation of your Symposium Presentation will provide significant opportunities for considering the nature of your research, the relationship between visual and written and issues of writing craft.
**Credits** 3

## ENG 121: Intro to Creative Writing

An introduction to creative writing and the writing workshop process, focusing on the genres of poetry and short fiction but also occasionally exploring other genres (such as playwriting or creative non-fiction). Includes intensive writing and discussion of the craft and process of writing. Appropriate for first-year students.
**Credits** 4
**Attributes**
Appropriate for First-year Students
Humanities Division
Writing Intensive

## ENG 122: Creative Writing Projects

In Creative Writing Projects, a working professional writer will guide you through the planning, creation, revision and (in some cases) submission and publication of a specific type of Creative Writing project: a manuscript for National Novel Writing Month, a short story, a poetry chapbook, a one-act play, or a book proposal, for example. This course welcomes experienced writers as well as beginners, and may be taken more that one time for credit when types of projects are different.
**Credits** 2

## ENG 182: Work Smarter, Not Harder!

Want to really shine in your next class presentation? Interested in learning how to complete research assignments with less stress and more success? Join this hands-on workshop course to explore a variety of research and presentation tools that will support success throughout your Earlham career. Projects in this course will be based on topics that represent your interests and passions.
**Credits** 3
**Attributes**
Appropriate for First-year Students

## ENG 200: Foundations of the Study of Literature

This course lays the groundwork for English majors and minors by addressing the question "Why study Literature?" in relation to a wide range of literary texts and theoretical approaches. The class will study a variety of works and genres from American, British and World literary traditions, including attention to literary history, influence and periodization. Students will develop the fundamental skills of literary interpretation, including interpretive writing and research, while also learning about future professional opportunities for English majors. Appropriate for first-year students with a strong writing background and significant interest in majoring in English.
**Credits** 4
**Attributes**
Appropriate for First-year Students
Humanities Division
Required for the major
Upper-Level
Writing Intensive

## ENG 210: Contemporary Japanese Literature

This is a companion course to JPNS 343 that will examine a selection of short stories and novels spanning the Shôwa and Heisei periods. The class will address questions of genre, legitimacy, canon, translation, the social role of the writer, and the place of female authors.
**Credits** 3
**Attributes**
Diversity International
Social Sciences
Upper-Level
**Cross Listed**
JPNS 310, WGSS 310

## ENG 211: Religion & Spirit in African American Literature

This course looks at religious and spiritual elements in African American literature. How do literary texts embrace or push back against religious beliefs and communities? And, how have black American writers used religion and spirituality to think through race and inequality in the United States?
**Credits** 3
**Attributes**
Diversity Domestic
Appropriate for First-year Students
Humanities Division
**Cross Listed**
AAAS 211

## ENG 243: Modern Japanese Literature

Introduces representative literary texts from modern Japan, mostly from 1900 to present. Develops more advanced skills for literary analysis. Some topics include: I-novel autobiographical fiction, women's writing and modern poetry.
**Credits** 3
**Attributes**
Diversity International
Upper-Level
Humanities Division
Alternate Year
**Cross Listed**
JPNS 343

## ENG 309: Prophetic Black Women

This course is a study of Black religious women in the U.S., and how they wrote about their religious beliefs and experiences. Students will encounter leaders who changed or led established movements such as Zilpha Elaw and Jarena Lee, women who had religious visions such as Shaker Rebecca Cox Jackson, and literary writers who interrogated religious groups and practices such as Nella Larsen. Students will be asked to consider how religious belief and practice might shape the way people conceptualize what it means to be a Black woman in the U.S.
**Credits** 3
**Attributes**
Diversity Domestic
Required for the major
Upper-Level
WGSS Humanities
**Cross Listed**
AAAS 309, REL 309

## ENG 350: Contesting America

This course features mostly U.S. literary texts that represent cross-century encounters with what DuBois named “the color line.” We will explore texts’ and readerships’ relationships to raced, sexed and gendered hierarchies, considered Immigration as "Whiteness of a Different Color," and make use of interdisciplinary contexts and methods. This class will require additional meetings to be scheduled during the semester for group work, writing instruction, and other activities. These times will be flexible, but the class does require that students have some time available for such meetings, as well as time for extensive reading.
**Credits** 4

## ENG 351: Class and Ideology in Literature

An analysis of the topic of class and ideology in literature in English from different periods.
**Credits** 4
**Prerequisites**
200-level English course or consent of instructor.

## ENG 354: Topics in Peace and Justice

Selected topics determined by the instructor that address issues of peace and justice in relationship to literature. Readings may be interdisciplinary and will focus on literature written in English. This course may be taken more than one time for credit when the topics are different.

Cross-listed as ENSU 354 when on an environmental topic.
**Credits** 4
**Prerequisites**
200-level ENG course
**Attributes**
Diversity Domestic
Required for the major
Social Sciences
Upper-Level

## ENG 358: Gender & Sexuality in Literature

Using key concepts from feminist, womanist and queer theorists, this course looks at how literature can be the site to document the intersections between issues of class, gender and sexuality. This course may be taken more than one time for credit when the topics are different.
**Credits** 4
**Prerequisites**
200-level ENG course
**Attributes**
Upper-Level
WGSS Humanities

## ENG 359: Shakespeare

This course focuses on Shakespeare's plays, and on the ways they represent an exacting storytelling craft filled with precise techniques: character webs and conflicts, symbols and scene weaves. Along the way, we'll team up to explore how Shakespeare pioneered some kinds stories we still read and see today, and discover what Shakespeare's stories have to say about the how and why of human experience.

**Credits** 4

## ENG 363: Afrofuturism in Black Literature

This course investigates the spirit of emergent traditions within speculative African and African American literature ranging from science fiction to fantasy and other predominantly surrealist expressions. Occasionally, discussions will also foray into relevant connections in art, music and film as we interrogate the ever evolving trajectory of events and historical motivations behind the afro-speculative drive. Since this course seeks to extend ongoing discussions on black realities and cultures both in America and transnational settings, critical essays examining global constructs of black identity will serve as significant foundational content to class discussions and assignments.
**Credits** 4
**Prerequisites**
200-level ENG course
**Attributes**
Diversity Domestic
Alternate Year
Upper-Level
**Cross Listed**
AAAS 363

## ENG 364: Post-Colonial Literature

An examination of the widely-debated term "post-colonialism" and its relation to other intersecting terms and critical concepts, such as the "Commonwealth," "Third World," "imperialism," "Orientalism" and "neocolonialism." Uses literatures from Africa, the Caribbean and South Asia to explore questions such as: How have writers from the previously colonized world used literature to respond to the economic, political and cultural realities of (de)colonization? What does it mean to "write back" to the Empire? Authors include Chinua Achebe, Ngugi Wa Thiong'O, Jean Rhys, Mahasweta Devi and critical essays by Frantz Fanon, Edward Said and Gayatri Chakravorty Spivak, among others. Includes attention to issues of empire, nation, class, gender and sexuality.
**Credits** 4
**Prerequisites**
200-level ENG course
**Attributes**
Diversity International
Required for the major
Upper-Level
WGSS Humanities

## ENG 369: Contemporary Literary Theory

An introduction to some of the major trends in contemporary literary theory, such as Marxism, Structuralism, Deconstruction, Reception Theory and a variety of Feminist approaches. All theories applied to works of literature. Sample theorists are Saussure, Bakhtin, Freud, Gates, Jameson, Showalter, Spivak, Barthes, Derrida, Kristeva and Butler.
**Credits** 4
**Prerequisites**
200-level ENG course
**Attributes**
Humanities Division
Required for the major
Upper-Level

## ENG 370: Advanced Writing Workshop

This course will introduce advanced students to a range of textual and hybrid media that push up against the limits of conventional genres and imagine new ways of writing, thinking, and representing reality. We will explore how to write about a broad range of topics-- from nature and travel to politics, health, sexuality, romance, and technology-- in ways that challenge convention by creating original forms. Drawing upon experimental fiction, creative nonfiction, poetry, and audio/visual media, students will have the chance to create and workshop projects that break boundaries to explore ideas that matter to them.
**Credits** 4
**Prerequisites**
ENG 121: Intro to Creative Writing
**Attributes**
Humanities Division
Pre-req

## ENG 373: Topics in Literary Theory

This course focuses on specific kinds of literary theory, critical techniques, and/or interpretive approaches. It may be taken more than one time for credit when the topics are different.
**Credits** 4
**Prerequisites**
100-level ENG course
**Attributes**
Upper-Level

## ENG 378: Romances, Epics and Quests

A study of how romances, epics, and quest narratives reflect on the social, political and cultural conflicts of the time. May focus primarily on one of these three areas or may compare all three. This course may be taken more than one time for credit when the topics are different.
**Credits** 4
**Prerequisites**
200-level ENG course
**Attributes**
Required for the major
Upper-Level

## ENG 379: The Novel

An examination of the genesis and development of the novel, with particular emphasis on its role in literatures written in English. This course may be taken more than one time for credit when the topics are different. Prerequisite: 200-level English course or consent of instructor.
**Credits** 4

## ENG 380: Drama: Multicultural Theater

Studies in the nature, techniques and appreciation of plays approached through the reading of selected plays written in English across various time periods. This course may be taken more than one time for credit when the topics are different.
**Credits** 4
**Prerequisites**
200-level ENG course
**Attributes**
Alternate Year
Diversity Domestic
Humanities Division
Upper-Level

## ENG 382: Topics in Genre

This class will examine some aspect of how genres (types of literature) and/ or narratives work, including narrative forms, structures and other characteristics. The class may focus on a specific genre (e.g. detective novels, fantasy, Southern Gothic) and/ or a type of narrative (e.g. folklore, postmodern, narratives addressed to children). The course may be taken more than one time for credit when the topics are different.
**Credits** 4
**Prerequisites**
100-level ENG course
**Attributes**
Upper-Level

## ENG 383: Understanding Poetry

Studies in the nature, techniques and appreciation of poetry approached through the reading of selected poems written in English across various time periods.
**Credits** 4
**Prerequisites**
200-level ENG course
**Attributes**
Humanities Division
Required for the major
Upper-Level

## ENG 386: Reading & Writing Short Fiction

Combines the analysis of short fiction with the creation of short fiction. Students will produce both analytical writing and short stories.
**Credits** 4
**Prerequisites**
200-level ENG course
**Attributes**
Upper-Level

## ENG 387: Reading & Writing Poetry

This class analyzes the craft of writing poetry by combining analysis of published poems with workshops of students' own poetic writing. Students will produce both analytical writing and poems.
**Credits** 4
**Prerequisites**
200-level ENG course
**Attributes**
Upper-Level

## ENG 401: Junior Research Seminar

This course offers an intensive experience in scholarly research and writing. Students will learn advanced techniques in finding and using research sources; figuring out which sources are most important or relevant to specific research questions; establishing one's own position in dialogue with existing scholarship; writing and revising research-based essays; using research to inform creative writing; and making public presentations. The class will culminate in each student writing a 15-20 page seminar paper, with the goal to create a potential graduate school writing sample and/or publishable scholarly article. English and Creative Writing majors should aim to take this course if possible in their junior year.
**Credits** 4
**Prerequisites**
ENG 200: Foundations of the Study of Literature
**Attributes**
Required for the major
Research Component
Upper-Level

## ENG 481: Internships, Field Studies and Other Field Experiences

ENG 481 INTERNSHIPS, FIELD STUDIES AND OTHER FIELD EXPERIENCES
**Credits** 0-3

## ENG 488: Senior Capstone

An exploration of a literary theme or subject matter with cross-disciplinary dimensions, and at a level which requires the student to bring an accumulation of literary and analytical skills and value judgments to bear. Subject determined by the instructor in consultation with the Department.
**Credits** 4
**Prerequisites**
ENG 200: Foundations of the Study of Literature
**Attributes**
Required for the major
Upper-Level

### WGSS 112: Literature and Medicine

This course offers students the chance to engage with texts that raise some of the largest existential questions of human life, including the nature of health and disease, the doctor-patient relationship, the social aspects of illness, and the dimensions of a well-lived life. Through the works of authors like Mary Shelley, Lev Tolstoy, Michael Ondaatje, Atul Gawande, Eula Biss, and Anne Boyer, we will explore questions of sickness and health beyond the biomedical paradigm to consider these questions through a humanistic lens. Fulfills the humanities elective requirement for the applied minor in Medical Humanities.
**Credits** 4
**Attributes**
Appropriate for First-year Students
Humanities Division
**Cross Listed**
ENG 112

## English Language Learning

### ELL 205: Seminar on Social Trends

This course is a seminar in which students read major U.S. newspapers throughout the semester. The focus is on articles about current social, political and economic topics/events. Seminar leaders provide background information and lead discussions about the articles. In addition, throughout the semester, students keep 'quote books' in which they record noteworthy quotes from articles of interest and comment on their meaning or significance.
**Credits** 4

### ELL 206: Effective Public Speaking

This course is designed to help students with their public speaking skills, including but not limited to delivery, articulation, body language, organization, use of sources and use of visuals through various speaking tasks such as: class discussions, presentations, debates, role-plays, interviews and surveys.
**Credits** 3

## Environmental Sustainability

### ENSU 105: American Literature & Ecology

A study of American environmental literature and its imaginative forms in relation to environmental philosophy, including changing ideas of nature and wilderness; representations of space and place; the deep ecology, ecofeminism and environmental justice movements; and the overall relation between human language and value and the non-human world. Attention also to cultural issues of ecology, such as how our ecological understandings affect our sense of identity and our social and economic practices. May include writers such as Thoreau, Abbey, Muir, Snyder, Aldo Leopold, Terry Tempest Williams, Leslie Marmon Silko and Mary Oliver.
**Credits** 4
**Attributes**
Appropriate for First-year Students
Writing Intensive
Alternate Year
**Cross Listed**
ENG 105

### ENSU 120: Miller Farm Sustainable Agriculture

This course is a primarily student-taught experience that will lead participating students through the farming practices of Miller Farm. This is an opportunity for students to get their hands in the dirt and gain some practical gardening skills they can keep for their whole lives. This is also a launching pad for students to dive deeper into Miller Farm Projects and/or create a career in agriculture.
**Credits** 1
**Attributes**
Appropriate for First-year Students
Not Attached to any Division
Wellness Activity

## ENSU 141: Environment, Society and Sustainability

This course provides an introduction to environmental sustainability via an integrated approach linking social and natural sciences, with an emphasis on perspectives and methods from social sciences. Specific topics of focus: historical influences on environmental thought, systems thinking, water, food and agriculture, population, waste management, environmental policy, and urban planning.
**Credits** 4
**Attributes**
Appropriate for First-year Students
Social Sciences

## ENSU 151: Environment, Science and Sustainability

This course provides an introduction to environmental sustainability via an integrated approach linking social and natural sciences, with an emphasis on perspectives and methods from natural sciences. Topics include: history of environmental sciences, carbon cycling and climate change, renewable/non-renewable resources, pollution and human health, land conservation/restoration, and human-wildlife conflict.
**Credits** 4
**Attributes**
Natural Sciences Division

## ENSU 210: Outdoor and Environmental Education

This course will explore the history and theory of outdoor and environmental education, giving students a sense of the philosophical roots and influences that define the various methodologies. In addition to engaging with contemporary debates and issues, this course provides a foundation for students interested in a variety of teaching approaches, including both formal and informal educational contexts such as summer camps, museum studies, adventure-based learning and sustainability education.
**Credits** 3
**Attributes**
Diversity Domestic
Social Sciences

## ENSU 310: Application of GIS

This course is designed to provide a foundational knowledge of Geographic Information Systems (GIS) and its applications to the Social Sciences. Students in this course will use ArcGIS. The course will cover basic GIS concepts such as mapping, projections, geo-referencing and spatial analysis. It will be taught using a combination of lectures, demonstrations, and hands-on, interactive tutorials in the classroom. Students will constantly apply spatial analytical tools to address questions, solve problems and complete independent projects in and outside the classroom. Prerequisite: Sophomore or Junior standing.
**Credits** 4
**Attributes**
Social Sciences
Upper-Level
**Cross Listed**
BIO 410

## ENSU 315: Engaging Audiences with Outreach and Interpretation

This course is designed for anyone who wants to lead educational programs for the public or school groups, particularly in settings outside of a classroom. It combines the theoretical foundations of the interpretive profession and the science of teaching and learning with practical skills in delivering quality educational programming for visitors to parks, museums, libraries and other cultural institutions. We will learn about the history, definition, and principles of interpretation; making your programs purposeful, enjoyable, relevant, organized, and thematic; using tangible objects to connect audiences to intangible ideas and universal concepts; audience evaluation; the science of how people learn; reflecting on your teaching practice; presentation and communication skills. Students will complete the requirements to become a Certified Interpretive Guide through the National Association of Interpretation (official certification from the national board requires an additional fee, though students may also take the course without becoming certified). The course will involve highly active, hands-on learning, and field trips to informal education sites such as museums and nature centers.
**Credits** 4
**Attributes**
Social Sciences
Upper-Level

## ENSU 320: Pedagogies of Place

An introduction to environmental philosophy. Explores the formation of our relationship with the natural world and the roles of education and schooling. Concepts of nature, wilderness, ecology and environmentalism considered and critiqued in light of their functioning as "normative ideals" for a right relationship with the more than human world.
**Credits** 3
**Prerequisites**
Previous course in ENSU
**Attributes**
Alternate Year
Upper-Level

## ENSU 322: Climate Policy & Energy Policy

Examines the basic causes of global weirding (e.g., industrialization, electrification, transportation), the key impacts of global weirding (e.g., water scarcity, extreme weather events, rising sea level), mitigation strategies in various sectors (e.g., food production, water systems, and urban planning), and prominent policy solutions (e.g., carbon tax, cap and trade system, feed-in-tariffs, renewable energy portfolios, clean energy research and development). Students will engage in an extended simulation that will investigate the political constraints to adopting various policy solutions.
**Credits** 3
**Attributes**
Alternate Year
Upper-Level
**Cross Listed**
POLS 322

## ENSU 323: Environmental Ethics

Amidst the myriad local, regional and worldwide debates concerning what might be appropriate responses to environmental challenges, it is important for us, individually and collectively, to develop reasoned, ethical responses to these issues. By reading historical and contemporary texts, and by using media including film and other artworks, the class will explore different environmental topics from a variety of cultural perspectives.
**Credits** 3
**Attributes**
Diversity Domestic
Humanities Division
Upper-Level
Writing Intensive

## ENSU 326: US Environmental & Natural Resource Policy

This course introduces the policy process in the context of the United States. Students will examine the major environmental and natural resource policies in the United States and consider challenges and opportunities related to environmental and natural resource policy.
**Credits** 3
**Attributes**
Social Sciences
Upper-Level

## ENSU 327: Urban Politics, Policy & Sustainability

By the end of the semester, students will have a solid grounding in the basic theories of urban planning. They also will gain an understanding of the historical development of the city, both globally and in America. In addition, they will learn about evolving structure for regional municipal governing. Finally, they will learn about urbanism's role as a solution to the climate crisis.
**Credits** 3
**Prerequisites**
POLS 121: Introduction to American Politics and Policy
ENSU 141: Environment, Society and Sustainability
**Attributes**
Writing Intensive
A.R.T. Designation: "A"rguments
Subfield: American Politics
Alternate Year
Upper-Level
**Cross Listed**
POLS 327

## ENSU 345: Eco-Spirituality: Global Traditions

A course on the intersection of religion and ecology, focusing on (1) how diverse religious traditions understand and influence human relationships to the natural world; and (2) how responses to current ecological crises are informed and/or challenged by religious worldviews.
**Credits** 4
**Attributes**
Diversity International
Humanities Division
Required for the major
Social Sciences
Upper-Level
**Cross Listed**
REL 345

## ENSU 353: Environmental Application

This course develops an interdisciplinary research "toolkit" with which to approach environmental problem solving. Students learn and practice using methods from the natural or social sciences that are commonly used in environmental careers, as well as interdisciplinary techniques. The course culminates with a student-directed, applied, interdisciplinary project.
**Credits** 3
**Prerequisites**
ENSU 141 and ENSU 151
**Attributes**
Social Sciences
Research Component
Upper-Level

## ENSU 354: Topics in Peace and Justice in Literature

This course will explore representations of race, ethnicity, and nature in American literature—including literature written both by and about Native Americans, Whites, African Americans, and Latino/as—from the colonial period to the present day. In so doing, we will investigate the complex ways that race, ethnicity, and nature have intersected in American literary, social, and environmental history and the significance of that history for environmentalism and social and environmental justice today. Counts towards the major for the ENSU Environmental Justice and Culture track.
**Credits** 4
**Prerequisites**
200-level ENG course
**Attributes**
Diversity Domestic
Upper-Level
**Cross Listed**
ENG 354

## ENSU 363: Bioethics

Introduces students to the major theoretical discussions and practical actions in the field of bioethics, with a focus on the implications that these discourses and practices have for a diverse and multicultural world. Includes an introduction to essential bioethical terminology and to a breadth of ethical theories and perspectives. Specific topics covered may include: human subject research, genetic technologies, justice and health care allocation, end of life alternatives, and so on. Prerequisite: Second-year standing or above.
**Credits** 4
**Attributes**
Diversity Domestic
Appropriate for First-year Students
Upper-Level
Writing Intensive
**Cross Listed**
PHIL 363

## ENSU 364: Restoration Ecology

Restoration ecology is a practical, optimistic science working to reverse biodiversity loss. Students will examine how ecological theory supports restoration practice and explore intersections with social justice, including ethical use of traditional ecological knowledge. Students will gain hands-on experience in restoration through field trips, invasive species control, and biodiversity monitoring.
**Credits** 4
**Attributes**
Diversity Domestic
Natural Sciences Division
**Cross Listed**
BIOL 464

## ENSU 372: Sustainability in the Anthropocene

This course engages with a variety of practices, understandings and discourses associated with sustainability, nature, the environment and the Anthropocene in our local community and academic work. The class will discuss ethics of community-based research, collaboratively formulate research questions and approaches for a final project investigating a community sustainability initiative.
**Credits** 4
**Attributes**
Diversity Domestic
Research Component
Upper-Level
**Cross Listed**
SOAN 372

## ENSU 373: Topics in Literary Theory

This course focuses on specific kinds of literary theory, critical techniques, and/or interpretive approaches.
**Credits** 4
**Prerequisites**
100-level ENG course
**Attributes**
Upper-Level
Cross-listed
**Cross Listed**
ENG 373

## ENSU 382: Topics in Genre in Literature

This class will examine some aspect of how genres (types of literature) and/ or narratives work, including narrative forms, structures and other characteristics. The class may focus on a specific genre (e.g. detective novels, fantasy, Southern Gothic) and/ or a type of narrative (e.g. folklore, postmodern, narratives addressed to children).
**Credits** 4
**Prerequisites**
100-level ENG course
**Attributes**
Upper-Level
Cross-listed
**Cross Listed**
ENG 382

## ENSU 395: Climate Change Ecology

Climate change has profound ecological consequences for life on earth. This course explores the implications of climate change across levels of biological organization from organisms through populations, communities, and ecosystems. Students will apply ecological theory to understand climate change responses, and will consider intersections with biodiversity conservation and environmental justice.

Note: *Climate Change Ecology* may also be taught as a 4-credit course, which includes a laboratory.
**Credits** 3-4
**Prerequisites**
BIOL 111: Ecological Biology
**Attributes**
Upper-Level
Natural Sciences Division
**Cross Listed**
BIOL 395

## ENSU 463: Field Study Experience

**Credits** 1

## ENSU 486: Student Research

**Credits** 1
**Attributes**
Research Component
Upper-Level

## ENSU 487: Senior Colloquium

The Senior Colloquium is a required part of the environmental sustainability senior capstone experience. The course includes starting to work on your senior comprehensive research paper; preliminary planning for the collaborative spring integrated research project; and career planning and preparation. Prerequisite: Senior standing in the major.
**Credits** 1
**Attributes**
Upper-Level

## ENSU 488: Senior Capstone

**Credits** 3

## INTD 350: Cultural Issues of New Zealand

**Credits** 5

# EPIC

## EPIC 135: Sustainability Living Learning

This course encourages residents of Living Learning Communities to explore topics associated with their themed community in greater depth. In particular, students will engage both campus activities (as the extra-curricular component) while also engaging in high-impact pedagogical practices--whether reading circles or final projects in the community.
**Credits** 1
**Attributes**
Appropriate for First-year Students

## EPIC 171: Professional Foundations

Building on the design approach to career and vocational discernment introduced in Earlham seminar courses, students will apply life-design principles to their EPIC journey and their plans for post-graduation activities. The course includes study of: career discernment, professionalism, work-related values, and professional development. This course is a required prerequisite for all funded internships.
**Credits** 1

## EPIC 172: EPIC Foundations

The Professional Foundations class is open to all students of any major who are desiring to improve their vocational discernment and professional application skills. Through this 7-week class, we will cover resume and cover letter crafting, interview best practices, building connections with current professionals, and developing short and long-term vocational goals.
**Credits** 1

## EPIC 241: Intercultural Competence in Healthcare

This on-campus May term program provides both a curricular and an experiential component for students early in their pre-health career. The course will be staffed by faculty teaching 1-2 day modules on a diverse array of topics that prepare a student holistically for future work in health care in a diverse country. These modules will include topics such as medical ethics, multi-dimensional intercultural competence, basic Spanish, and basic medical procedures (blood pressure,...) for two weeks while on the EC campus.  In the final week, students will live in Indianapolis and volunteer/shadow a variety of health professions at Alivio Medical Center (https://aliviohealth.com/), which is a bi-lingual medical facility.
**Credits** 3
**Attributes**
Upper-Level

## EPIC 242: Community Health & Medicine

Students will learn medical, technical and clinical competencies from a variety of health care professionals with the goal of becoming a trained Health Coach. This course serves as a required pre-program orientation course for students participating in the partnered Center for Global Health and Reid Hospital Community Medicine Program.
**Credits** 1

## EPIC 245: Practicum in Community Health and Medicine

Students will serve as Health Coaches to matched Richmond area community members under the supervision of the Reid Hospital Community Medicine Partners. Students will meet clients once per week and regularly report to the partner team.
**Credits** 1
**Prerequisites**
EPIC 242: Community Health & Medicine
**Attributes**
Wellness

## EPIC 271: Fellowship Foundations

Applying for fellowship funding can be daunting: few of us have prior experience in the best ways to approach this endeavor. In this course, students will engage in vocational discernment by learning strategies that will maximize the possibilities of receiving competitive funding.
**Credits** 1

## EPIC 314: Politics and Activism in the Mexico/U.S. Borderlands

This class is constructed around a series of online webinars and seminars focused on current events and community organizing in the U.S./Mexico border region. Weekly webinars will afford an opportunity to learn from activists and practitioners on the frontlines of social justice struggles throughout Mexico and the United States and will be complemented by seminar sessions for discussion.
**Credits** 4
**Attributes**
Diversity Domestic
Diversity International
Upper-Level

# Exercise, Sport, & Health Studies

## BIOL 441: Exercise Physiology

This course dives into the physiology, biochemistry, and metabolism of exercise and nutrition. Topics covered include respiratory physiology, muscle function during fitness training, current research on exercise, and fact and fiction about exercise and weight. This course will feature lectures, problem solving, primary literature, and an exercise physiology lab component.
**Credits** 4
**Prerequisites**
BIOL 225: Cell Biology
**Attributes**
Upper-Level
Pre-req
Natural Sciences Division
Cross-listed
**Cross Listed**
ESHS 441

## ESHS 110: Personal Health and Exercise

Introduces the dimensions of wellness and how choices and situations interact to result in balanced or imbalanced health. Actively participates on health and skill-related fitness testing to determine and reflect upon one's current status of physical health. Supports safe physical activity through advocacy.
**Credits** 3
**Attributes**
Appropriate for First-year Students
Wellness
Required for the major
**Semester Offered**
Fall

## ESHS 120: Functional Anatomy

Students will investigate the relationship between musculoskeletal anatomy of the human body with movement. Details of specific muscle action, joint structure, and function involved in the gross motor movement needed for common sport movements.
**Credits** 3
**Attributes**
Appropriate for First-year Students
Social Sciences
Required for the major

## ESHS 199: Fundamentals of Exercise Science

An introduction to the study of Exercise Science. The student will study the body's physiological systems and their response to exercise. The principles and proper techniques of physical fitness, weight management, and wellness will be discussed.
**Credits** 3
**Attributes**
Appropriate for First-year Students
Required for the major
Wellness

## ESHS 206: Philosophy of Sport

This course serves as both an introduction to and a comprehensive study of the philosophy of sport. In addition to engaging with questions about ethical & aesthetic dimensions of sports, it will engage with political questions concerning race, gender and nationality as well as economic questions.

**Credits** 3
**Attributes**
Diversity Domestic
Wellness
Writing Intensive
Humanities Division
Cross-listed
**Cross Listed**
PHIL 206

## ESHS 325: Sports Medicine

The course will examine the body's physiological response to injury and the healing process. Each body segment and the most frequent muscle, tendon and ligament injuries will be presented. Along with rehabilitation principles for those injuries.
**Credits** 3
**Prerequisites**
ESHS 120: Functional Anatomy
**Attributes**
Required for the major
Upper-Level
Wellness

## ESHS 342: Kinesiology

Kinesiology is the study of human movement focusing on both the physiological and mechanical properties. This course will begin with an examination of the musculoskeletal system. Students will lean the bones, joints, and muscles of the body, along with their primary and secondary functions. The second part of the course will focus on the principles of physics and motion and how we apply those to the human body.
**Credits** 3
**Attributes**
Upper-Level
Wellness

## ESHS 441: Exercise Physiology

This course dives into the physiology, biochemistry, and metabolism of exercise and nutrition. Topics covered include respiratory physiology, muscle function during fitness training, current research on exercise, and fact and fiction about exercise and weight. This course will feature lectures, problem solving, primary literature, and an exercise physiology lab component.
**Credits** 4
**Prerequisites**
BIOL 225: Cell Biology
**Attributes**
Upper-Level
Pre-req
Natural Sciences Division
Cross-listed
**Cross Listed**
BIOL 441

## ESHS 481: Internship, Externship, and Field Experiences

**Credits** 0-3

## ESHS 488: Senior Capstone

**Credits** 3
**Attributes**
Upper-Level

# Film Studies

## FILM 107: Film and Literature

Introduces film analysis skills that focus on technical details of the cinematic medium, and how they influence narration, character and theme. Highlights important topics in film and literary theory and analyzes the functions and forms of film as a medium in comparison to other forms of media that use words. Appropriate for first year students.
**Credits** 4
**Attributes**
Appropriate for First-year Students
Writing Intensive
**Cross Listed**
ENG 107

## FILM 215: Introduction to Film Studies

Introduces film analysis skills that focus on technical details of the cinematic medium, and how they influence narration, character and theme. Highlights important topics in film history and film theory. Offered once every three years.
**Credits** 3

## FILM 222: Greece and Rome in Film

Did you know that Disney's Beauty and the Beast is based on a Latin novel written almost 2,000 years ago? Or that Chuck Palahniuk's Fight Club bears a striking resemblance to Sophocles' Oedipus Rex? Each week, students will read a selection of ancient literature and pair it with a screening of modern film to assess the continued influence that ancient narratives still exert across multiple genres.
**Credits** 4
**Attributes**
Diversity International
Research Component
**Cross Listed**
ANCS 222

## FILM 252: Film Theory: Dark Matters

Investigates the relationship between philosophical ideas and visual narratives. Examines the philosophical foundations of various theories of film and interprets visual narratives in terms of philosophical ideas. Prerequisite: Earlham Seminar.
**Credits** 4
**Attributes**
Appropriate for First-year Students
Visual & Performing Arts Division
Writing Intensive
**Cross Listed**
PHIL 252

## FILM 275: Introduction to Video Production

Provides a basic understanding of the theory, technologies, and practice of video production. Students will collaborate to conceptualize, record, and edit several video projects over the semester.
**Credits** 3
**Attributes**
Social Sciences
**Cross Listed**
MCOM 275

## FILM 299: Religion & Culture of Hip Hop

Bringing to bear written texts, music, film and other media sources, this course explores the definition and moral significance of Hip Hop as a religious and cultural phenomenon within popular culture. Specific issues explored in this course include the syncretism of religious symbols and sensibilities in Hip Hop; the racial, ethnic, sex-gendered, and class dynamics of Hip Hop; as well as the language and aesthetics of Hip Hop.
**Credits** 4
**Attributes**
Diversity Domestic
Appropriate for First-year Students
**Cross Listed**
AAAS 299, REL 299

## FILM 300: Topics in film studies

Topics determined by the instructor might consider particular filmmakers or cinematic movements and interdisciplinary or thematic concerns. It may be taken more than once with different topics.
**Credits** 3-4
**Prerequisites**
ENG 107: Film and Literature
FILM 215: Introduction to Film Studies
Prerequisite: ENG 207 or FILM 215 or consent of the instructor.
**Attributes**
Upper-Level
Diversity International

## FILM 342: Japanese Cinema

A survey of Japanese cinema from early films to anime, comparing the development of Japanese cinema with other national contexts. Develops analytical skills that focus on technical details of films and how they inflect narration, character and theme.
**Credits** 3
**Attributes**
Diversity International
Appropriate for First-year Students
Social Sciences
Upper-Level
**Cross Listed**
JPNS 342

## FILM 472: Orchestrating & Film Scoring

This course combines traditional approaches to composing and arranging for the Western symphony orchestra with a software-based approach using MIDI and sampled acoustic instruments. Both approaches will be taught in conjunction with analyses of classic and contemporary film scoring techniques. Projects can be realized using either traditional music notation or the MIDI system. Final project will include the scoring of an original short video or a video in public domain.
**Credits** 3
**Prerequisites**
MUS 271 or MUS 372
**Attributes**
Upper-Level

# French & Francophone Studies

## FREN 101: Basic French I

A communicative approach to basic French that emphasizes the development of language skills, cultural competence needed to communicate effectively and knowledge of French-speaking communities. Incorporates the recently articulated national Standards for Language Learning: communication, culture, comparison, connection and community.
**Credits** 5
**Attributes**
Diversity Language
Appropriate for First-year Students
Not Attached to any Division

## FREN 102: Basic French II

A continuation of Basic French I.
**Credits** 5
**Attributes**
Diversity Language
Appropriate for First-year Students

## FREN 201: Intermediate French

Students review speaking, writing, listening, and reading skills and build on these so as to enhance their confidence in using French in specific cultural and communicative situations such as travel and email exchanges. They continue to grow in their knowledge of communities where French is spoken, make connections between French and other disciplines, and develop a critical understanding of linguistic and cultural differences.
**Credits** 4
**Attributes**
Diversity Language
Appropriate for First-year Students

## FREN 202: Intermediate French II

Students further develop speaking, writing, listening and reading skills and the cultural competence necessary for communicating in an increasing range of settings. They continue to grow in their knowledge of communities where French is spoken, make connections between French and other disciplines, and develop a critical understanding of linguistic and cultural differences.
**Credits** 3
**Attributes**
Diversity Language

## FREN 301: Advanced Grammar

L'art de bien s'exprimer. In this writing intensive course, students read and analyze shorter texts representative of a variety of genres and modes. By identifying formal and stylistic elements of each students will learn to better appreciate the linguistic function of these texts while also improving their own skills to write with greater precision and ease. Students will reflect on the process of writing by considering the choices an author makes in creating a work.
**Credits** 3
**Prerequisites**
FREN 202 or Placement
**Attributes**
Required for the major
Upper-Level
Writing Intensive

## FREN 302: Exploring Grammar through Media

In this comprehensive study of French grammar and syntax, students will read and mine various forms of print media to acquire grammatical structures and idiomatic expressions that they will apply in frequent essays.
**Credits** 1
**Prerequisites**
FREN 202 or Placement
**Attributes**
Humanities Division
Required for the major
Upper-Level

## FREN 303: Reading A Text

This advanced-intermediate course is designed to increase confidence in oral language skills by engaging students in conversation activities focused on present-day spoken French. An additional goal is to build vocabulary related to contemporary cultural topics in the French and Francophone world. Discussions revolve around current events, films, music and short readings.
**Credits** 2
**Prerequisites**
FREN 202 or Placement
**Attributes**
Alternate Year
Appropriate for First-year Students
Humanities Division
Upper-Level

## FREN 330: Topics in Culture

This course aims at introducing students to sociocultural and political discourses in cinema from the French-speaking world. Students will study cinematic techniques and vocabulary and analyze principal themes. Sample topics include West African Cinema, the films of Claire Denis, and Quebecois Cinema.
**Credits** 4
**Prerequisites**
FREN 301 or FREN 302
**Attributes**
Required for the major

## FREN 340: Topics

Emphasizing critical literary approaches, this course enables students to gain familiarity with tools used in interpretation and analysis by encountering texts organized by topic, genre or period. The requirements include substantial reading in French and frequent written work with an emphasis on multiple drafts and the writing process. Sample topics include Monstrous Dreams: Figuring Fantasy in Nineteenth-Century French Literature, and Poetry Engagé.
**Credits** 3
**Prerequisites**
FREN 301 or FREN 302
**Attributes**
Alternate Year
Upper-Level
Writing Intensive

## FREN 430: Crisis and Identity in the 21ST Century French-Speaking World

Students will examine contemporary perspectives on crisis and identity across literature, film and society in a 21st-century context where French is used. Discussions will address a variety of issues such as natural disasters, economic crises, the future direction of literature, immigration, and the influence of American culture. The class will draw from literary theory and cultural studies to enrich its queries.
**Credits** 3
**Prerequisites**
2 courses at 300-level
**Attributes**
Alternate Year
Diversity International
Required for the major
Upper-Level

## FREN 440: Advanced Literary Studies

This course is designed to introduce different Mandinka oral narrative forms through the lens of different disciplines. By reading and discussing popular and specialized literature, we will explore the nature and function of Mandinka verbal arts such as tare (folk tales, fables), sanda (proverbs), sandakòdòbò (riddles), dònkili (songs), fasa (honorifics, praise songs), buruju (origins, ancestry), mabalma (oratory technics for creating new songs from fasa), and study in detail maana (tarikh in Arabic), the Mandinka epic as reconstructed in Camara Laye's Kouma Lâfôlô Kouma ou le maître de la parole. Works by Djibril Tamsir Niane, Massa Makan Diabaté and Ahmadou Kourouma will also be discussed. Finally, the course will reflect on ways oral narrative forms have influenced contemporary African writers.
**Credits** 3

## FREN 488: Senior Capstone Experience

Bringing together students' experience with French, this course entails preparation for and completion of the comprehensive exams, including an extensive written paper, reflection on their own growth through French, a grammar exam, and several oral components. It also draws attention to current issues in the field of French and Francophone Studies and helps students reflect on career and life goals related to French, to French-speaking communities, and to global society.
**Credits** 1
**Attributes**
Required for the major
Upper-Level

# Geology

## GEOL 113: Climates Future, Past

Examines Earth's turbulent climatic past in an exploration of its possible futures. Combines the basic tenets of geology with current atmospheric system data in an effort to clarify our concurrently known and unknowable climate system. Designed for students who want to understand the ways in which the Earth we experience comes into being. First-year appropriate. A non-lab course.
**Credits** 3
**Attributes**
Appropriate for First-year Students
Natural Sciences Division

## GEOL 201: Earth and the Environment

Introduces whole-Earth materials and processes with a focus on the formation of and human interaction with surficial environments. Examines phenomena such as volcanoes, earthquakes, wasting, flooding, desertification and climate change. Topics include other elements of environmental geoscience such as sustainable development, water supply, mining, agriculture and waste disposal. Laboratory and field trip exercises employ maps, specimens, real-world datasets, and local geological sites and resources. Specifically designed for students who want to better understand Earth and how it works.

Note: *Earth and the Environment* may also be taught without the lab component as a 3-credit course.
**Credits** 3-4
**Attributes**
Diversity International
Appropriate for First-year Students
Required for the major
Natural Sciences Division

## GEOL 210: Oceanography

An introduction to the ocean and its currents, waves, tides and coastlines. Emphasizes the interaction between humans and the oceans, and the importance of the ocean to life on the planet. Includes optional trips to local Paleozoic outcrops and the Great Lakes. A non-lab course.
**Credits** 3
**Attributes**
Social Sciences

## GEOL 301: Field Studies

This Early Semester Break trip includes hiking, camping, cooking, and general exploration of an area of geologic interest. Tents, cook kits and transportation are provided by the Geology Department. Prerequisite: any GEOL course, including concurrent enrollment.
**Credits** 1
**Attributes**
Upper-Level
Wellness Activity

## GEOL 314: Interpreting Earth History

Summarizes Earth's evolution through the past 4.6 billion years and examines the evidence that has allowed us to interpret changes in Earth and its life. Weekly laboratories include study of Earth materials and methods of their analysis. Primary objective: to provide students context for understanding current discussions on the nature, tempo and initiation of change in the natural world. Required Lab and field trips.
**Credits** 4
**Prerequisites**
GEOL 201 or GEOL 211
**Attributes**
Required for the major
Research Component
Upper-Level

## GEOL 315: Earth Materials

Focus on the description and occurrence of common rock-forming minerals as well as the genesis, classification and geologic significance of major rock groups. Lab familiarizes students with physical rock and mineral specimens and common optical techniques.
**Credits** 4
**Prerequisites**
GEOL 201 or GEOL 211
**Attributes**
Required for the major
Natural Sciences Division
Research Component
Upper-Level

## GEOL 316: Earth Cycles

This introduction to the chemical Earth helps students understand geoscientific phenomena and environmental processes by applying thermodynamics and kinetics as fundamental relationships. Students explore the structures and activities of atoms and matter; the formation of planets, rocks and minerals; the nature of Earth's core, mantle, crust and skin; and the impact of human activities and surface conditions on Earth materials and living things. Coursework focuses on scientific literacy by incorporating primary literature and building writing skills through journaling and report- and paper-writing.
**Credits** 4
**Prerequisites**
GEOL 201: Earth and the Environment
**Attributes**
Required for the major
Upper-Level
Writing Intensive

## GEOL 357: Introduction to GIS

This course introduces students to geographic information science and systems using ArcGIS. Fundamental skills include creating maps, layouts, and geodatabases; and managing and editing data and metadata. Critical discussion focuses on how spatial display choices like scale, symbology, and projection function to alter maps fundamentally as communication media. Project work will be across a breadth of topical areas and include raster and vector data conversion, geoprocessing, spatial analysis. Students will reflect on workflow and spatial model construction choices, as well as how to communicate most effectively with maps.
**Credits** 4
**Prerequisites**
GEOL 201, CS 128 or MATH 120
**Attributes**
Alternate Year

## GEOL 410: Structural Geology and Tectonics

Examines the architecture of the Earth's crust as well as the principles involved in the formation of primary and secondary earth structures, their historical significance, and their relation to economic resources and landscape features. Lab.
**Credits** 4
**Prerequisites**
GEOL 315: Earth Materials
**Attributes**
Alternate Year
Natural Sciences Division
Upper-Level

## GEOL 412: Petrology

This course focuses on the geologic significance, identification and petrogenesis of igneous and metamorphic rocks. Laboratory time is devoted to the identification of rock types in hand sample and thin section and analysis using mineralogical and geochemical data.
**Credits** 4
**Prerequisites**
GEOL 315: Earth Materials
**Attributes**
Alternate Year
Upper-Level

## GEOL 420: Earth Surface Processes

Surveys significant continental landscapes through analyses of the processes that form them. Emphasizes understanding of fluid mechanics and sediment transport, and applies those concepts to understanding how fluids shape the surface of the earth. Field trips and outdoor labs examine local landforms.
**Credits** 4
**Prerequisites**
GEOL 314: Interpreting Earth History
**Attributes**
Alternate Year
Upper-Level

## GEOL 421: Sedimentoloty

Examines the processes that generate, transport, modify, deposit and lithify sedimentary materials and the products that result. Emphasizes understanding modern sedimentary depositional environments as a means of interpreting ancient sedimentary sequences. Laboratory exercises teach the identification and analysis of clastics and carbonates in hand-specimen and thin-section. Field exercises analyze local and regional fluvial environments and glacial sediments, and Paleozoic carbonates.
**Credits** 4
**Prerequisites**
GEOL 314: Interpreting Earth History
**Attributes**
Alternate Year
Upper-Level

## GEOL 430: Ground & Surface Water Hydrology

This course advances student understanding of water science and global water concerns by examining Earth's surface and groundwater systems using theoretical, empirical, physical and chemical perspectives. Alongside exploration of water system fundamentals, this course emphasizes critical social issues, from transport and contamination to supply and treatment. Coursework includes research projects, scientific writing, field sampling, laboratory analysis, and modeling and analysis in GIS.
**Credits** 4
**Prerequisites**
GEOL 316: Earth Cycles
**Attributes**
Alternate Year
Upper-Level

## GEOL 431: Soil & Sustainable Agriculture

Introduces students to the skin of the Earth, examining soil as both a geological material and a natural resource. Explores the awesome complexity of soils from molecular to landscape-scale and examines the particular problems soils pose to human-landscape interaction. Topics include the formation, physics, chemistry, ecology and sustainable management of the world's soils. Laboratory exercises incorporate field description, laboratory analysis and large-scale research questions. One weekend field trip is required.
**Credits** 4
**Prerequisites**
GEOL 316: Earth Cycles
**Attributes**
Alternate Year
Natural Sciences Division
Upper-Level

## GEOL 432: Climate Systems

Interpreting planetary atmospheres, reconstructing paleoenvironments and predicting our future world all rely on understanding climate systems. This course examines the past, present and future of Earth's climate, as well as the applicability of such studies to the rest of the Solar System. Paleoclimatology will include both important climate history and methods of interpreting paleoenvironments. Current climatology will include interactions between air, ice, oceans, rock, soil, living things and precipitation. Planetary climatology will include the evolution of the Solar System and the interaction of the Sun and planetary bodies. Laboratories will utilize mathematics and computation to analyze authentic climate data of varying scales as well as rock and soil samples.
**Credits** 4
**Prerequisites**
GEOL 316: Earth Cycles
**Attributes**
Required for the major
Upper-Level

## GEOL 481: Internships, Field Studies and Other Field Experiences

GEOL 481 INTERNSHIPS, FIELD STUDIES AND OTHER FIELD EXPERIENCES
(1-3 credits)
**Credits** 1-3

## GEOL 486: Student Research

This student-faculty research experience includes independent laboratory work, literature review, scientific writing, and conference presentation. Students conduct a research project from initial data collection to public communication, providing practical experience in a focused area of Geoscience. Final paper and public presentation are required. Majors who take part in Geology summer research must take this course at least once, but may take it twice.
**Credits** 3
**Attributes**
Required for the major
Upper-Level

## GEOL 488: Senior Capstone Experience

Requires utilization of technical literature, regular oral presentations, and an independent project. Majors must take this course at least once, but may take it twice.
**Prerequisites**
GEOL 314, GEOL 315, and GEOL 316
**Attributes**
Required for the major
Upper-Level

# History

## HIST 2XX: Introduction to Research Methods

## HIST 121: Intro to U.S. History to 1865

An introduction to important trends and topics in U.S. history from the colonial period to 1865. Includes political, economic, social, cultural and diplomatic subjects with attention to questions of gender and race.
**Credits** 3
**Attributes**
Diversity Domestic
Appropriate for First-year Students
US=Geographic

## HIST 122: Intro to U.S. History since 1865

An introduction to important trends and topics in U.S. history from the end of the Civil War (1865) to the present. Includes political, economic, social, cultural and diplomatic subjects, with particular attention to matters of race and gender.
**Credits** 4
**Attributes**
Diversity Domestic
Appropriate for First-year Students
US=Geographic

## HIST 123: Prohibition: Alcohol Politics in U.S. History

Between 1920 and 1933, the United States banned drinking or selling alcohol. This class explores the ideas about family, religion, sex, immigration, and race that led to Prohibition. It examines the nightclubs and organized crime networks that sold illegal liquor, and it shows why prohibition failed so quickly.
**Credits** 3
**Attributes**
Diversity Domestic
Social Sciences
**Cross Listed**
WGSS 123

## HIST 124: Strike: Labor and Capitalism in U.S. History

We live in an era of labor conflict when strikes make headlines. This U.S. history class explains how anarchists,
communists, reactionaries, Black nationalists, radical feminists, and other dissidents have built a movement to
challenge the capitalist system.
**Credits** 3
**Attributes**
Diversity Domestic
Appropriate for First-year Students
**Cross Listed**
PAGS 124

## HIST 128: Jewish/Christian Encounters

How does Christianity understand itself in relation to Judaism? How do Jews think about Christians? Has there always been conflict? Has there been mutual influence? An introduction to these traditions through themes of religious and cultural encounters. Themes include: sexuality and gender, race and violence, conversion, theology and politics.
**Credits** 3
**Attributes**
Appropriate for First-year Students
Diversity International
Social Sciences
**Cross Listed**
REL 128
JWST 128

## HIST 141: History of California

This course is an introduction to the study of U.S. history that focuses on California's past and present. The course examines California both as an ideal – one defined by beautiful weather, booming economies, and open minds – and as a physical space produced amid urbanization, industrialization, immigration, racist violence and environmental crisis. Students engage with cultural, economic and political events in California's past, from native people's survival strategies in Spanish missions in the 1770s to the Silicon Valley tech industry in the 21st century. Students will build the critical reading, academic writing and discussion skills that are necessary for success in a liberal arts environment. In addition to reading academic books from history and related scholarly disciplines, students will discuss visual art, watch and write about Hollywood films, and analyze popular literature. Appropriate for first-year students.
**Credits** 3
**Attributes**
Diversity Domestic
Appropriate for First-year Students
Social Sciences
US=Geographic

## HIST 151: Health & Healing: Religious Perspectives

Is religious belief compatible with science and reason? How have Jews and Christians understood epidemics, illness, medical ethics, and the relationship of the Bible to science? In what ways have scientists defended or debunked "religion"? Topics also include controversies over evolution, racial science, public health, theologies of health care equity.
**Credits** 3
**Attributes**
Diversity International
Appropriate for First-year Students
Humanities Division
Social Sciences
**Cross Listed**
JWST 151
REL 151

## HIST 204: The New Promised Land

The first Jews set foot on American soil in 1584, and Jewish understanding of the United States and its non-Jewish majority have been complicated ever since. This course explores the history, sociology and theology of American Judaism from the colonial period to the present day with a particular focus on the Jewish minority experience and the evolution of Jewish-Christian relationship. Students also will consider themes of Jewish activism, the rise of the congregational denominations, the appeal of nostalgia, and the development of a particularly Jewish-American culture and cuisine.
**Credits** 3
**Attributes**
Diversity Domestic
US=Geographic
**Cross Listed**
JWST 204, REL 204

## HIST 205: Intro to Quaker History

An introduction to the history of the Religious Society of Friends from the 1640s to the present. Particular attention will be given to Quakers as activists and reformers and the role of Earlham in Quaker history.
**Credits** 3
**Attributes**
Gender=Thematic
Rev. & Social Justice=Thematic
Social Sciences
Peace and Conflict
**Cross Listed**
REL 205

## HIST 215: The Holocaust

This course examines the Nazi racial state and the genocide perpetrated against Europe's Jews and other so-called "racial enemies." Using primary sources including laws, identity papers, diaries, photographs, maps, testimonies, and much more, we will consider many voices and experiences from this era.
**Credits** 3
**Attributes**
Diversity International
Appropriate for First-year Students
Social Sciences
**Cross Listed**
JWST 215
REL 215

## HIST 221: Peace & Reconciliation in East Asia

A survey of peacebuilding and reconciliation in East Asia with global comparisons to conflict resolution studies and transitional justice. Students will seek a formula for sustainable peace for conflicts between Japan and China, Japan and Korea, and North and South Korea. Topics include imperialism and colonialism, war crimes and atrocities, territorial disputes, colonial and forced migration, and international relations.
**Credits** 3
**Attributes**
Diversity International
Humanities Division

## HIST 223: From Anarchism to Xenophobia: Europe's Long 19th Century

Explores the tensions between the forces of stability and the forces of upheaval from the French Revolution through the outbreak of World War I. Investigates the traditional, hierarchical nature of European society, then tracks how many Europeans sought to overturn the existing political, social, and gender order. Themes include revolution, nationalism, socialism, colonialism, white supremacy, antisemitism, feminism, and utopianism.
**Credits** 3
**Attributes**
Appropriate for First-year Students

## HIST 225: Consuming the U.S. City

The introductory course on twentieth-century United States cities, their diverse residents, and their complicated relationships to a burgeoning culture of consumption. Topics include amusement parks, Hollywood films, coal electricity, and hip-hop music. Familiarizes students with the fundamentals of U.S. history, urban history, and cultural studies.
**Credits** 3
**Attributes**
Diversity Domestic
Humanities Division

## HIST 228: Modern East Asia

A survey of East Asia since about 1800, with emphasis on Japan, China and Korea, and on East Asia as an international system. Attention to the historical development of politics, economics, society and social institutions, gender, thought, and international relations. Special attention to women's rights and social position in the modern period.
**Credits** 3
**Attributes**
Appropriate for First-year Students
Writing Intensive
Diversity International
Colonialism& Imperialism=Theme
Peace and Conflict
Alternate Year
**Cross Listed**
JPNS 228
WGSS 228

## HIST 231: African History to 1880

Introduces students to Africa's long and varied past. Surveys the development of the continent from the Nile Valley civilization to the loss of independence in the 1880s. Topics include Africa as the site of the earliest human development, ancient Egypt's relationship to the rest of Africa, the influence of Islam, the origins and nature of African states and empires, the organization and consequences of the Atlantic slave trade, the impact of European traders and missionaries, and the scramble for Africa in the 1880s. Prerequisite: An Earlham Seminar or consent of the instructor.
**Credits** 3
**Attributes**
Alternate Year
Colonialism& Imperialism=Theme
Diversity International
Social Sciences
Writing Intensive
**Cross Listed**
AAAS 231

## HIST 232: African History since 1880

Surveys the African loss of sovereignty and the establishment of European colonial dominance in Africa. Focuses on economic, political and social distortions resulting from foreign domination. Considers the impact of African reactions to these developments. Special attention to the struggle for independence and the re-emergence of independent African states. Prerequisite: An Earlham Seminar or consent of the instructor.
**Credits** 3
**Attributes**
Alternate Year
Colonialism& Imperialism=Theme
Diversity International
Social Sciences
Writing Intensive
**Cross Listed**
AAAS 232

## HIST 233: Research Methods in History

This course focuses on the process of developing, researching and writing a substantial historical research paper. It will be centered on a broad theme such as empire, power or technology. Prerequisite: Earlham Seminar or Sophomore Standing.
**Credits** 3
**Attributes**
Required for the major
Social Sciences

## HIST 239: Material Culture Studies

Material Culture Studies explores how museums can interpret human-mediated objects. We will take an interdisciplinary approach to understanding humans and their things which can include everything from buildings and architecture to clothes and jewelry to sporting goods and everything in between. Objects are essential for humans --we use them to shape our world and give it meaning. In this class we focus on the interpretation of objects in historical and anthropological collections with some reference to art collections and archives.
**Credits** 4
**Attributes**
Social Sciences

## HIST 241: Ancient Mediterranean History

In antiquity, the Mediterranean Sea united rather than divided cultures. This course surveys ancient civilizations around the Mediterranean basin, paying particular attention to the cultural interactions that shaped and transformed the earliest history of this region. The course focuses upon four key centers of civilization: the kingdoms of the Near East, Egypt, Greece and Rome. Among the topics we will consider: Hittite and Mycenaean relationships during the Bronze Age, Greek colonization and interaction with Egyptians, Phoenicians, Italians, and Near Eastern cultures during the 7th and 6th centuries B.C., the Persian empire and its clash with the Greeks in the 5th century, and Roman expansionism during the Roman Republic. Reading includes primary texts in English.
**Credits** 3
**Attributes**
Alternate Year
Diversity International
Europe=Geographic
Appropriate for First-year Students
Social Sciences
**Cross Listed**
ANCS 241

## HIST 244: The Modern Jewish Experience

Explores major intellectual, political, and historical movements that define the modern Jewish experience in Europe, America, and the Middle East. Considers topics like emancipation and assimilation, Zionism, race, migration, and the Holocaust to understand the radical shifts of the Jewish diaspora.
**Credits** 3
**Attributes**
Appropriate for First-year Students
Social Sciences
Diversity International
**Cross Listed**
JWST 244
REL 244

## HIST 246: European Women's & Gender History

An examination of women's and gender history in the 19th and 20th centuries across a range of European countries with particular focus on politics, gender roles, sexuality, and culture. Allows students to question narrow (national, disciplinary, epistemological) boundaries, think critically about the gendered constructions of European society, and reflect upon the distinctive contributions of women's history.
**Credits** 4
**Attributes**
Alternate Year
Diversity International
Europe=Geographic
Gender=Thematic
WGSS History
**Cross Listed**
WGSS 246

## HIST 253: Citizenship & Minority Issues in East Asia

A survey of citizenship and minority issues in East Asia from the 19th century to the present within the global contexts of refuge and citizenship rights, legacy of colonialism, assimilation and cultural identity, ethnicity, and gender and disabilities. Emphasis on Japan, China, and North and South Korea.
**Credits** 3
**Attributes**
Social Sciences
Writing Intensive
**Cross Listed**
JPNS 253, WGSS 253

## HIST 290: Cuban History

The historical experience of Cuba is unique in the western hemisphere, and indeed in the world, for only Cuba underwent transformation from being a colony of Spain to being a neocolonial U.S. protectorate, then an independent republic, and finally a socialist country, all within less than a century. This course will neither praise or condemn Cuban socialism or U.S. imperialism, but instead help students appreciate and understand the complexities of the historical dynamics that gave rise to the current contours of the Cuban Revolution.
**Credits** 3
**Attributes**
Colonialism& Imperialism=Theme
Diversity International
Rev. & Social Justice=Thematic
Social Sciences

## HIST 306: History of Union Organizing

This course prepares students for work as labor and community organizing through a combined practice of historical case studies and hands on fieldwork. Each course meeting examines a dispute over work, ranging from political mobilization among enslaved people in the 18th century to resistance movements among factory workers in the 19th century to contemporary activism among undocumented workers in the food service and technology industries. Students will apply this knowledge to their own grassroots labor organizing project that will be carried out throughout the semester. Every student will come out of the class with grassroots labor organizing skills and a thorough, interdisciplinary knowledge of the history of workplace mobilization.
**Credits** 4
**Prerequisites**
300-level PAGS or HIST course
**Attributes**
Diversity Domestic
Gender=Thematic
Rev. & Social Justice=Thematic
Social Sciences
Upper-Level
US=Geographic
**Cross Listed**
PAGS 306

## HIST 307: Poxes & Plagues: History of Medicine & Epidemics

This course examines the history of medicine alongside major epidemic diseases in human history. Starting with the Black Death and progressing to our present day pandemic we will examine medical history. This is done through a range of primary and secondary documents which are used to introduce or more closely examine major themes, time periods, and individuals.
**Credits** 3
**Attributes**
Diversity International
Social Sciences
Upper-Level
Writing Intensive

## HIST 313: The Jews of Spain and Portugal

From "convivencia" among Jews, Christians and Muslim to the Spanish Inquisition and Expulsion of 1492, this course will explore the explore the history and culture of Jews from the Iberian Peninsula from the medieval period through the modern day.
**Credits** 4
**Attributes**
Upper-Level
Diversity International
Social Sciences
Cross-listed
**Cross Listed**
JWST 313
REL 313

## HIST 315: Pompeii: Life & Death in a Roman Town

On August 24, AD 79, Mt. Vesuvius erupted, burying several Roman towns in the region of Campania, Italy, with a thick layer of volcanic ash and pumice. This event was a great tragedy for the people who lived in the area, causing vast destruction and considerable loss of life. For modern scholars, though, the event has proved an unusual blessing. Encapsulated within the volcanic debris is an unparalleled glimpse into the lives of the ancient inhabitants. In this course, we will explore the archaeological remains of Pompeii in order to learn about Roman life and culture in the early part of the Roman Empire.
**Credits** 4
**Prerequisites**
Sophomore standing or above.
**Attributes**
Diversity International
Humanities Division
Research Component
Upper-Level

## HIST 320: East Asian Migration & Diasporas

Introduces migration in East Asia within the global context of imperialism and colonialism, forced labor, refuge, and gender, from the 19th century to present. Topics include colonial migration, settler migration, forced migration, repatriation movements, and identity formation, domestically and internationally. Emphasis on Japan, China, and North and South Korea.
**Credits** 4
**Attributes**
Humanities Division
Upper-Level
Writing Intensive
**Cross Listed**
JPNS 320
WGSS 320

## HIST 332: Pan Africanism

In the context of the philosophical paradigm of Afrocentricity, this course traces and interrogates the trans-National solidarity activism of Africans and their descendants in the diaspora (North America, the Caribbean, Latin America, Europe and Asia) towards their political, economic, social and psychological freedom and/or unity from the 19th century to present. Some of its major themes include: Black Nationalism, Black Power, Ethiopianism, Negritude, Rastafarianism and Black Consciousness. The primary instructional methodology is the interpretation and critical analysis of Pan-African literature and films.
**Credits** 4
**Attributes**
Diversity International
Appropriate for First-year Students
Social Sciences
Upper-Level
**Cross Listed**
AAS 332 and PAGS 332

## HIST 339: History of the British Empire

The British Empire was the most extensive the world has ever known. A little over a century ago, it embraced roughly a quarter of the world's population. It has thus been a major force in the creation of the modern world. The British model of imperialism was arguably the most influential of the past three centuries. This course is an introduction to its history.
**Credits** 3
**Prerequisites**
Sophomore standing or above
**Attributes**
Alternate Year
Colonialism& Imperialism=Theme
Diversity International
Europe=Geographic
Research Component
Rev. & Social Justice=Thematic
Social Sciences
Upper-Level
Peace and Conflict

## HIST 340: Seminar

Topics Course
**Credits** 3
**Attributes**
Diversity Domestic
Social Sciences
Upper-Level

## HIST 343: Renaissance & Baroque Europe

Did the years between 1300 and 1715 represent the "autumn of the Middle Ages" or did they usher in the modern age? How do we make sense of an era that saw both the brilliant discoveries of the Scientific Revolution and the seemingly irrational witch trials? The persistence of small peasant communities and the expansion of vast trade networks across the globe? Topics include the Renaissance, the Reformation, the "discovery of the New World," the Scientific Revolution, absolutism, and the escalation of global trade.
**Credits** 4
**Attributes**
Diversity International
Europe=Geographic
Social Sciences
Upper-Level
Writing Intensive

## HIST 346: Europe in the 19th Century

Explores the tensions between the forces of stability and the forces of upheaval from the French Revolution through the outbreak of World War I. Investigates the traditional, hierarchical nature of European society, then tracks how many Europeans sought to overturn the existing political, social, and gender order. Themes include revolution, nationalism, socialism, imperialism, feminism, anarchism, terrorism, artistic experimentation, and urban life.
**Credits** 4
**Attributes**
Alternate Year
Europe=Geographic
Rev. & Social Justice=Thematic
Upper-Level

## HIST 349: World War II in China

The Second World War loomed over the lives of Europeans long after the violence ceased. The course starts with the investigation of the history of postwar Europe amid the rubble of devastated landscapes, displaced populations and shattered psyches. The war left legacies of division that surfaced in fierce debates — and festered beneath deafening silences — about wartime deeds. These fractures spread and deepened with conflicts such as the Cold War and clashes over the future of European empires. Yet the war also prompted a search for new consensus, at the national level through the restructuring of postwar societies into more egalitarian states, and at the European level through the creation of new supranational organizations such as NATO, the Warsaw Pact, and the European Union. This course will examine the push-pull of conflict and consensus in the postwar period. Topics will include the politics of occupation, decolonization, the challenges of developing a European community, the welfare state, war in the Balkans, a rise of new activist movements (feminist, anti-nuclear, environmental, immigrants' rights), terrorism and political violence, multiculturalism, and resurgent nationalism.

**Credits** 3

**Attributes**

Diversity International
Europe=Geographic
Rev. & Social Justice=Thematic
Social Sciences
Upper-Level
Peace and Conflict

## HIST 350: Words & Works of Ancient Rome

In the last decade or so, scholars of Classical Greece and Rome have begun to recognize the importance of integrating both literary and artistic evidence in order to gain a clearer picture of the ancient past. Drawing upon this understanding, this course focuses on the literary and artistic works from successive periods in the history of ancient Rome in an attempt to discover the character or spirit of each age. Our sources include a wide range of texts (epic and lyric poetry, drama, history) and artifacts (architecture, sculpture, painting, daily objects). As we examine these "words" and "works" we seek to uncover the attitudes, values, and ways of seeing and thinking about the world that make each period of Roman history unique. Knowledge of a classical language not required.

**Credits** 3

**Attributes**

Diversity International
Upper-Level
Writing Intensive

**Cross Listed**

ANCS 350

## HIST 351: Workplace Justice: Readings in U.S. Labor History

Economic inequality in the United States has soared to its highest level since the “Gilded Age” of the 1880s. This course explores the social movement that, for two centuries, has aimed to close the gap between rich and poor: the labor movement. The class has two intellectual goals. First, it examines how historical phenomena like industrialization, urbanization and racialization have shaped the work process. Second, it traces the theories and practices that working people have used to build a movement for economic justice. The class is interdisciplinary, drawing on scholarly works in History, Political Theory, Anthropology and Economics, as well as literature, film and popular culture.

**Credits** 3

**Prerequisites**

HIST 121 or HIST 122

**Attributes**

Diversity Domestic
Gender=Thematic
Rev. & Social Justice=Thematic
Upper-Level
US=Geographic
Writing Intensive
WGSS Social Science

**Cross Listed**

PAGS 351

## HIST 352: US Urban History

This class examines the history of United States cities as both physical and ideological spaces. Two methods guide the course's approach to urban history. First, readings and discussions engage the ideas of the intellectuals who have guided urban policy over the last two centuries, examining how the work of Daniel Burnham, Robert Moses, Jane Jacobs and many others have influenced transportation systems, housing construction and neighborhood design. Second, the class explores the mobilization of ordinary people who live in cities, tracing how poor people, immigrants, people of color, single women, LGBT people and other local groups have shaped sanitation systems, public housing projects, freeway construction and urban redevelopment.
**Credits** 4
**Prerequisites**
HIST 121 or HIST 122
**Attributes**
Alternate Year
Diversity Domestic
Gender=Thematic
Social Sciences
US=Geographic
Writing Intensive

## HIST 353: Latin America to 1825

An examination of the origin and development of Latin American civilization, with particular attention to the European conquest and its effect on Native Americans: the origin and development of colonial institutions and conditions which led finally to the demise of the colonial system.
**Credits** 3
**Attributes**
Alternate Year
Colonialism& Imperialism=Theme
Diversity International
Upper-Level
Peace and Conflict

## HIST 354: Latin America since 1825

Emphasizes the 20th century, examining patterns of modernization, development and resistance. Sources include literature and works reflecting religion and popular culture.
**Credits** 3
**Attributes**
Alternate Year
Diversity International
Social Sciences
Upper-Level

## HIST 357: Reading in African American Women History

Explores select topics in the history of African American women from the era of antebellum slavery to the present, using such primary sources as slave narratives, autobiographies, documents and historical monographs. Topics include gender relations in the slave community, the gendered nature of slave resistance and rebellion, the politics of economic emancipation, women's activism in the struggle against racial violence and segregation and the role of women in the Civil Rights and Black Power movements.
**Credits** 4
**Attributes**
Alternate Year
Diversity Domestic
Gender=Thematic
Social Sciences
Upper-Level
**Cross Listed**
AAAS 357

## HIST 358: Tudor-Stuart England

The history of England, 1460-1714. A topical inquiry into English society, politics and religion, including the English reformation, Tudor and Stuart kingship, the changing social order, civil war and political revolution, the emergence of Parliament, the constitutional monarchy, the religious settlement and the foundation of oligarchy.
**Credits** 4
**Attributes**
Alternate Year
Europe=Geographic
Research Component
Rev. & Social Justice=Thematic
Social Sciences

## HIST 367: Subjects of Desire

Research Credit. A survey of U.S. social history from 1607 to the present, focusing on the historical contours of female/male sex roles. Topics include marriage, the family, child-rearing, work, education, sexuality, and gynecology and reproduction. Analyzes the effects of war, racism, slavery, immigration, industrialization and consumerism along with abolitionism, temperance, feminism, civil rights and other social protest movements.
**Credits** 3
**Prerequisites**
HIST 121 or HIST 122
**Attributes**
Alternate Year
Diversity Domestic
Gender=Thematic
Social Sciences
Upper-Level
US=Geographic
**Cross Listed**
WGSS 367

## HIST 368: African American History to Emancipation

A survey of African Americans from the era of the Atlantic slave trade to the passage of the 13th amendment. Topics include the paradox of the co-existence of slavery and freedom, the nature of the slave community, the issue of slave resistance and the role of free African Americans in the abolition movement. First-hand accounts and secondary materials give students an appreciation of the African American historical experience in the United States.
**Credits** 4
**Attributes**
Alternate Year
Diversity Domestic
Social Sciences
Upper-Level
US=Geographic
**Cross Listed**
AAAS 368

## HIST 369: African American History since Emancipation

Surveys the history of African Americans from the era of Emancipation through the migrations that transformed blacks into a national, urban minority to the political, cultural and economic challenges in the era of conservatism. Topics include the struggle to define race and citizenship after the Civil War, the impact of migrations on black society and national politics, the consequences of the rise of a black industrial working class, campaigns for civil and human rights, and the emergence of the black power movement.
**Credits** 4
**Attributes**
Alternate Year
Diversity Domestic
Upper-Level
US=Geographic
**Cross Listed**
AAAS 369

## HIST 371: Herodotus & the Greek

The defiant bravery of king Leonidas as he and his famous band of 300 Spartan soldiers held the pass at Thermopylae against the might of the Persian Empire is a familiar one, celebrated in popular memory as an act that transcends history to become legend. Did it really happen that way? Or is this image largely a product of the imagination of Greece's first historian, Herodotus, considered by many to be "the father of history"? This course explores the way that Herodotus immortalized the conflict between the Greeks and Persians during the 5th century B.C. Students trace the forces that shaped this famous clash of cultures, and look at Herodotus' account in conjunction with other archaeological and historical evidence in order to talk about how history is created.
**Credits** 3
**Prerequisites**
Sophomore standing or above
**Attributes**
Colonialism& Imperialism=Theme
Diversity International
Humanities Division
Social Sciences
Upper-Level
Peace and Conflict
Writing Intensive
**Cross Listed**
ANCS 371

## HIST 372: Asian American History through the Media

A survey of the history of Asians and Americans of Asian ancestry in the United States from the 18th century to the present, with emphasis on phases of immigrant history and interactions with recipient communities in the context of U.S. historical development and on issues of race, ethnicity, gender, naturalization and citizenship, and racial, ethnic and cultural identity. Prerequisite: An Earlham Seminar, an Interpretive Practices course, or consent of the instructor. Also listed as JPNS 372.
**Credits** 3

## HIST 373: America's Middle East

A survey of the history of American involvement in and attitudes toward the countries and peoples of the Middle East, with emphasis on diplomacy and policy-making, scholarship and the construction of knowledge, and representations of the Middle East in American popular culture.
**Prerequisites**
An Earlham Seminar, an Interpretive Practices course, or consent of the instructor.

## HIST 374: Modern Japan

A study of Japanese historical and institutional development in the early modern and modern periods, from the 15th century to the present. Topics include the Tokugawa period; the Meiji Restoration and modernization; the periods of colonialism, imperialism and militarism; postwar recovery and the economic miracle; and the challenges of the late 20th and early 21st centuries. Explores economic, political, social, intellectual and international perspectives. Attention to prominent theories of development.
**Credits** 4
**Attributes**
Diversity International
Colonialism& Imperialism=Theme
Upper-Level
Peace and Conflict
Alternate Year
**Cross Listed**
JPNS 374

## HIST 378: History of South Africa

Surveys the history of southern African society from the earliest times to the post apartheid era. Topics include the nature of early indigenous African societies, the entrenchment of European domination, the subjugation of African chiefdoms, the role of international capital in transforming the economy, African resistance to segregation and apartheid, and dismantling apartheid.
**Credits** 4
**Attributes**
Alternate Year
Colonialism& Imperialism=Theme
Diversity International
Upper-Level
**Cross Listed**
AAAS 378

## HIST 379: America at Mid-Passage the Civil War

Focuses on 19th century issues leading to the Civil War and the multilayered legacy of the war, with particular attention to race and reunification. Examines the war's transformation of politics and the economy and the efforts of various groups to resist, control or reform a society in the throes of rapid change. Prerequisite: An Earlham Seminar or consent of the instructor.
**Credits** 4
**Attributes**
Alternate Year
Research Component
Social Sciences
Upper-Level
US=Geographic
Peace and Conflict
**Cross Listed**
AAAS 379

## HIST 382: History of Science, Medicine, and Technology in East Asia

This course explores the history of science, technology, modernity, and colonialism in East Asia from the premodern era to the Cold War. This course examines how science, technology, and medicine played an important role in the historical and social transformations in Japan, China, Taiwan, and Korea. Students will explore the historical and social processes in which scientific knowledge and technological artifacts were indispensable to the project of colonialism and in turn, how their infusion with new elements of colonialism led to the growth and proliferation of such knowledge and artifacts.

## HIST 410: Philosophy of History

Examines the assumptions, conventions and foundations of historical argument, the constitution and character of historical evidence and the nature and scope of philosophical speculation about what history is and about the epistemological and theoretical constraints governing the work of historians. Readings include both primary and secondary materials in history, historiography, and the philosophy and theory of history.
**Credits** 4
**Attributes**
Alternate Year
Research Component
Social Sciences
Upper-Level
**Cross Listed**
PHIL 410

## HIST 440: Research Seminar: Cooperation

An advanced research seminar on a topic related to the field of European History. Specific topic is selected each semester. Focuses on the process of developing, researching and writing a 25-page historical research paper. Open to any interested student in any discipline.
**Credits** 3
**Prerequisites**
one 300-level course HIST
**Attributes**
Europe=Geographic
Research Component
Social Sciences
Upper-Level

## HIST 482: American Historiography

An introduction to the main currents of American historical thought and writing. An opportunity to examine critically the ways leading American historians have interpreted significant problems in national development through vigorous inquiry into principles of selection and causation, use of evidence and fundamental ideas.
**Credits** 4
**Prerequisites**
HIST 121 or HIST 122
**Attributes**
Alternate Year
Required for the major
Upper-Level
US=Geographic

## HIST 484: Faculty/Student Collaborative Research

Collaborative research funded by Faculty/Student Research Fund.
**Credits** 1-3
**Attributes**
Research Component
Social Sciences
Upper-Level

## HIST 488: Senior Seminar

Required of all History majors. Includes common readings, student reports on selected works, and revision and presentation of a major paper from a previous History course.
**Credits** 4
**Attributes**
Required for the major
Upper-Level

# Interdepartmental

## INTD 199: International Student Success

This class provides tools to succeed as an international student at Earlham. We discuss cultural adjustment and cross-cultural communication, using participants' current and past experiences as the basis for discussion. We examine Liberal Arts education and U.S. classroom culture, including expectations and policies at Earlham. Students learn about how U.S. laws pertain to them and how to navigate the U.S. healthcare system. Finally, students explore resources and opportunities available at Earlham College and in the Richmond community. Please note that this course is only for first year students who identify as international students.
**Credits** 1
**Attributes**
Not Attached to any Division

## INTD 486: Humanities Senior Research

Humanities majors will begin work on their senior capstone by learning and reinforcing standard research methodologies and practices. Prereq: Must be a Humanities major.
**Credits** 4
**Attributes**
Required for the major

# Japanese Language & Linguistic

## JAPN 101: Basic Japanese I

An outcome-based, interactive approach to basic Japanese that emphasizes the development of the linguistic and cultural competence needed to communicate with native speakers. Communication skills — interpretative, interpersonal and presentational — are developed gradually. Requires active participation in- and outside of class.
**Credits** 5
**Attributes**
Diversity Language
Appropriate for First-year Students
Not Attached to any Division

## JAPN 102: Basic Japanese II

A continuation of Basic Japanese I.
**Credits** 5
**Attributes**
Diversity Language
Appropriate for First-year Students
Not Attached to any Division

## JAPN 201: Intermediate Japanese I

A continuation of Basic Japanese I and II to build further language skills and cultural literacy.
**Credits** 5
**Attributes**
Diversity Language
Appropriate for First-year Students
Humanities Division

## JAPN 202: Intermediate Japanese II

A continuation of Intermediate Japanese I.
**Credits** 5
**Attributes**
Diversity Language
Appropriate for First-year Students
Humanities Division

## JAPN 230: Japanese Through Extensive Reading

This course is designed to intend to help, support and facilitate the process of learners' reading development through extensive reading. Students meet once a week in a quiet room, and read at their pace. Students will not be evaluated by their progress, but by their consistent attendance and participation in and outside class activities.
**Credits** 1
**Prerequisites**
JAPN 101: Basic Japanese I
**Attributes**
Appropriate for First-year Students
Social Sciences

## JAPN 301: Advanced Japanese I

Focuses on the further development of language skills and cultural literacy. Emphasizes acquiring an advanced level of expressions and patterns to prepare for Advanced Japanese II.
**Credits** 4
**Attributes**
Humanities Division
Upper-Level

## JAPN 302: Advanced Japanese II

A continuation of Advanced Japanese I.
**Credits** 4
**Attributes**
Appropriate for First-year Students
Humanities Division
Upper-Level

## JAPN 330: Japanese Through Extensive Reading

This course is designed to intend to help, support, and facilitate the process of learners' reading development through extensive reading. Students must have successfully completed JAPN101 or the equivalent. Students meet once a week in a quiet room, and read at their pace for 50 minutes. Students will not be evaluated by their progress but their consistent attendance and participation in and outside class activities.
**Credits** 1
**Attributes**
Upper-Level

## JAPN 351: Teaching Japanese as a Second Language

Introduction of basic current principles of language learning and teaching, and unique features of Japanese. Students practice teaching in drill sessions in Basic and Intermediate Japanese courses on campus. Taught in Japanese and English.
**Credits** 3
**Prerequisites**
Prerequisite: Advanced language courses or consent of the instructor.
**Attributes**
Upper-Level

## JAPN 352: Teaching Japanese as a Second Language Practicum

Students develop further pedagogical skills through teaching practice.
**Credits** 1
**Prerequisites**
JAPN 351: Teaching Japanese as a Second Language
**Attributes**
Humanities Division
Upper-Level

## JAPN 382: Topics in Japanese I

This course is designed for advanced Japanese learners who further desire to develop language and research skills at a higher level, and to build skills to present their research studies both orally and in written form in Japanese. Researching their specific topics relating to Japanese culture and society in Japanese is the focus of the course. The course will be conducted entirely in Japanese.
**Credits** 3
**Attributes**
Diversity International
Humanities Division
Upper-Level

## JAPN 383: Topics in Japanese II

A continuation of Topics in Japanese I.
**Credits** 3
**Prerequisites**
JAPN 382: Topics in Japanese I
**Attributes**
Diversity International
Upper-Level

## JAPN 407: Translation: Theory & Practice

Studies several theoretical approaches and addresses a variety of issues. In addition to readings, discussion and research on particular aspects of translation, students design and carry out individual and group translation projects.
**Credits** 3
**Prerequisites**
Advanced level reading skills
**Attributes**
Alternate Year
Diversity International
Upper-Level

## JAPN 422: Japanese Linguistics

Investigates the origin, writing system, sound system, word formation and structure of Japanese language as well as the relationships between language and culture. Taught in Japanese and English.
**Credits** 3
**Prerequisites**
Advanced language courses
**Attributes**
Alternate Year
Diversity International
Research Component
Upper-Level

### JAPN 430: Japanese Language in Social Context

Examines Japanese language in a social context to develop students' understanding of and critical thinking about the dynamic relationship between language use and society with particular reference to Japan. Topics include aspects of Japanese language and the society and interaction between them, the concept of social group, gender differences, politeness, influence of foreign languages on the Japanese language and popular culture. Taught in English and Japanese; reading materials in English and Japanese.
**Credits** 3
**Prerequisites**
Advanced level language in Japanese skills
**Attributes**
Alternate Year
Diversity International
Humanities Division
Upper-Level

### JAPN 431: Literacy in Japanese

Examines the writing system of Japanese from psycholinguistic and pedagogical viewpoints. Includes an overview of writing systems around the world and their evolutions.
**Credits** 3
**Attributes**
Alternate Year
Diversity International
Humanities Division
Research Component
Upper-Level

## Japanese Studies

### ENG 243: Modern Japanese Literature

Introduces representative literary texts from modern Japan, mostly from 1900 to present. Develops more advanced skills for literary analysis. Some topics include: I-novel autobiographical fiction, women's writing and modern poetry.
**Credits** 3
**Attributes**
Diversity International
Upper-Level
Humanities Division
Alternate Year
**Cross Listed**
JPNS 343

### JPNS 172: Buddhist Traditions: Contemporary Masters

The Buddha taught radical inquiry into the nature of the self, the world and suffering. This discussion-based practicum will be guided by the teachings of contemporary masters and the lives of current practitioners to conduct one's own inquiries in a Buddhist style. Students will practice a variety of forms of meditation and reflection, read and discuss writings from the Theravada, Mahayana and Tantric traditions, called "The Three Turnings of the Wheel," and view films and documentaries that embody Buddhist worldviews.
**Credits** 4
**Attributes**
Alternate Year
Diversity International
**Cross Listed**
REL 172

### JPNS 173: Japanese Culture & Society

This course introduces students to the culture and society of Japan through a social scientific lens. Topics include religion, gender, family, the state, politics, popular culture and food.
**Credits** 3
**Attributes**
Diversity International
Appropriate for First-year Students
Social Sciences

### JPNS 211: The East Asian Female Gaze

Why has East Asian media 'perfected' the female gaze to the extent that it is fueling fandoms outside of the original target audiences? What conditions gave rise to BL, otoge, K- and J-drama, K- and J-pop, fanfic, shipping, shojo etc. that do not have equivalent popularity in the West.
**Credits** 3
**Attributes**
Diversity International
Social Sciences
Cross-listed
**Cross Listed**
MCOM 211
WGSS 211

## JPNS 216: Introduction to Manga & Graphic Narrative

Students will be introduced to manga and other forms of sequential art (comics/graphic novels/BD), and methodologies of analyzing multimodal media. The class will look at genre, relationships to other media, censorship, and representations of violence and sexuality.
**Credits** 4
**Attributes**
Diversity International
Social Sciences
Writing Intensive
**Cross Listed**
WGSS 216

## JPNS 221: Peace & Reconciliation in East Asia

A survey of peacebuilding and reconciliation in East Asia with global comparisons to conflict resolution studies and transitional justice. Students will seek a formula for sustainable peace for conflicts between Japan and China, Japan and Korea, and North and South Korea. Topics include imperialism and colonialism, war crimes and atrocities, territorial disputes, colonial and forced migration, and international relations.
**Credits** 3
**Attributes**
Diversity International
Social Sciences
**Cross Listed**
PAGS 221

## JPNS 228: Modern East Asia

A survey of East Asia since about 1800, with emphasis on Japan, China and Korea, and on East Asia as an international system. Attention to the historical development of politics, economics, society and social institutions, gender, thought, and international relations. Special attention to women's rights and social position in the modern period.
**Credits** 3
**Attributes**
Appropriate for First-year Students
Writing Intensive
Diversity International
Colonialism& Imperialism=Theme
Thought & Culture=Thematic
Alternate Year
**Cross Listed**
HIST 228
WGSS 228

## JPNS 231: Japanese Culture & Environment

This course entails a general introduction to Japan's natural environments with an emphasis on the roles that humans, their cultures and societies, have played and continue to play in shaping them. Specific topics include: religion and natures, pop culture & media productions of nature, pollution, technology, and environmental politics.
**Credits** 3
**Attributes**
Alternate Year
Diversity International
Appropriate for First-year Students
Social Sciences
**Cross Listed**
ENSU 231

## JPNS 236: Introduction to the Study of Japan

This course explores Japan as an object of intellectual inquiry. While looking at various aspects of culture and society in Japan, students will critically consider the ways that scholars approach the study of Japan. Students will also contemplate how scholars contribute to productions of “Japan” and things “Japanese.” Though this course is required for Japanese Studies majors, it is open to any student who is interested in thinking about Japan.
**Credits** 3
**Attributes**
Alternate Year
Diversity International
Appropriate for First-year Students
Required for the major
Social Sciences
Writing Intensive

## JPNS 241: Japanese Popular Culture

This course uses forms of Japanese popular culture as starting points for discussions of social class, gender and sexuality, globalization, nationalism, emotion, capitalism, and consumer culture. Rather than a survey of popular culture in contemporary Japan, this is a course in which we use popular music, sport, manga, anime, and other cultural forms to rethink the ways in which Japan is shaped from within and from outside.
**Credits** 3
**Attributes**
Diversity International
Appropriate for First-year Students
Research Component
Social Sciences
Writing Intensive
**Cross Listed**
WGSS 241

## JPNS 244: Tourism in Japan & the Pacific

This course looks at Japan within the context of global processes and practices of tourism. Students will learn to employ social science perspectives to consider the political-economic, socio-cultural and environmental implications of tourist practices both in Japan and in the wider Pacific region, particularly Hawaii.
**Credits** 3
**Attributes**
Alternate Year
Diversity International
Appropriate for First-year Students
**Cross Listed**
SOAN 244

## JPNS 253: Citizenship & Minority Issues in East Asia

A survey of citizenship and minority issues in East Asia from the 19th century to the present within the global contexts of refuge and citizenship rights, legacy of colonialism, assimilation and cultural identity, ethnicity, and gender and disabilities. Emphasis on Japan, China, and North and South Korea.
**Credits** 3
**Attributes**
Social Sciences
Writing Intensive
**Cross Listed**
HIST 253, WGSS 253

## JPNS 261: Contemporary Japanese Poliics

Prime Minister Shinzo Abe publicly proclaimed with political swagger, "I am back, and so shall Japan be back," shortly following his return to power in 2012. His statement was a commentary about his readiness and eagerness to lead Japan into a new era of power and prestige under the ruling Liberal Democratic Party. Moreover, his statement was a commentary about the politics and policy agenda of his administration.
**Credits** 4
**Attributes**
Social Sciences
**Cross Listed**
POLS 261

## JPNS 305: Frenemy Politics: Conflict

This course is a study of international relations within the context of Japan and Asian-Pacific politics and foreign policy. This course examines past, present and emerging transnational and trans-regional issues, such as territorial disputes, trade agreements and imbalances, human rights, immigration management, regional militarization, and constitutional revisionism, by way of the political and policy action or inaction of state actors in Japan and Asia.
**Credits** 3
**Attributes**
Appropriate for First-year Students
Research Component
Social Sciences
Upper-Level
**Cross Listed**
POLS 305

## JPNS 310: Contemporary Japanese Literature

This is a companion course to JPNS 343 that will examine a selection of short stories and novels spanning the Shôwa and Heisei periods. The class will address questions of genre, legitimacy, canon, translation, the social role of the writer, and the place of female authors.
**Credits** 3
**Attributes**
Alternate Year
Diversity International
Social Sciences
Writing Intensive
**Cross Listed**
ENG 310, WGSS 310

## JPNS 312: Buddhist Ethics

This course explores the place of ethics and moral reflection in Buddhist thought and practice. As students examine sources that hail from across the Buddhist world, the class will inquire about what it means to think and act well according to different Buddhist visions of the ideal life and human flourishing.
**Credits** 4
**Attributes**
Diversity International
Humanities Division
Upper-Level
**Cross Listed**
REL 312

## JPNS 316: War, Magna, and Comics

We will read (in translation) manga and comics that depict warfare on a spectrum of speculative to journalistic. We will discuss the ethics of storytelling, faithfulness to history/reality, official vs. unofficial narratives, empathy and compassion fatigue and unrespresentable.
**Credits** 3
**Prerequisites**
JPNS 216: Introduction to Manga & Graphic Narrative
**Attributes**
Diversity International
Writing Intensive
Upper-Level
Pre-req
Cross-listed
**Cross Listed**
MCOM 316
PAGS 316

## JPNS 320: East Asian Migration & Diasporas

Introduces migration in East Asia within the global context of imperialism and colonialism, forced labor, refuge, and gender, from the 19th century to present. Topics include colonial migration, settler migration, forced migration, repatriation movements, and identity formation, domestically and internationally. Emphasis on Japan, China, and North and South Korea.
**Credits** 4
**Attributes**
Humanities Division
Upper-Level
Writing Intensive
**Cross Listed**
HIST 320
WGSS 320

## JPNS 342: Japanese Cinema

A survey of Japanese cinema from early films to anime, comparing the development of Japanese cinema with other national contexts. Develops analytical skills that focus on technical details of films and how they inflect narration, character and theme.
**Credits** 3
**Attributes**
Diversity International
Appropriate for First-year Students
Upper-Level
**Cross Listed**
FILM 342

## JPNS 343: Modern Japanese Literature

Introduces representative literary texts from modern Japan, mostly from 1900 to present. Develops more advanced skills for literary analysis. Some topics include: I-novel autobiographical fiction, women's writing and modern poetry.
**Credits** 3
**Attributes**
Diversity International
Upper-Level
Humanities Division
Alternate Year

## JPNS 344: Traditions in Japanese Lit

Introduces representative classic texts from premodern Japan, approximately from 9th to 19th century. Develops more advanced skills for literary analysis. Some topics include: Heian women's literature, war epics, waka/haiku poetry, and Edo popular literature and theater.
**Credits** 3
**Attributes**
Upper-Level

## JPNS 364: Music of Japan

Courses introduce specific repertoires and survey the music of a geographic region, with a consideration not only of local musics but also of translocal and transnational movements of cultural artifacts, ideas and processes. Students explore what is valued in these musics by the people closest to them (musicians, patrons, intended listeners), identify regional or historical styles, and seek to understand the factors contributing to their formation and reception. The ways music not only reflects but also acts as a formative part of culture are also considered, as well as how it affects and is affected by a global economy. Regions covered in any one semester are: Musics of Indonesia Musics of Africa Musics of Japan Musics of South America Musics of Java Musics of the Arab World
**Credits** 3
**Attributes**
Upper-Level
Visual & Performing Arts Division

## JPNS 368: Chinese Political Thought

Today the field of political theory is rapidly growing beyond the realm of the "western canonical" in finding non-western intellectual resources to expand the sphere of cross-cultural conversation. An important part of this conversation is about finding alternative perspectives in understanding concepts that are widely shared by exploring different modes of thinking in various culture contexts. This course introduces you to the great intellectual tradition of Chinese political thinking.
**Credits** 3
**Attributes**
Diversity International
Social Sciences
Upper-Level
Writing Intensive

## JPNS 374: Modern Japan

A study of Japanese historical and institutional development in the early modern and modern periods, from the 15th century to the present. Topics include the Tokugawa period; the Meiji Restoration and modernization; the periods of colonialism, imperialism and militarism; postwar recovery and the economic miracle; and the challenges of the late 20th and early 21st centuries. Explores economic, political, social, intellectual and international perspectives. Attention to prominent theories of development.
**Credits** 4
**Attributes**
Alternate Year
Diversity International
Required for the major
Social Sciences
Upper-Level
**Cross Listed**
HIST 374

## JPNS 488: Senior Seminar

Japanese Studies majors enroll in this course for both Fall and Spring semesters of their senior year. In Fall semester they complete the majority of their capstone project including project proposal, solicit faculty readers, development of project in consultation with faculty evaluators, penultimate draft and related reading assignments. In Spring semester they complete final revisions of project in consultation with faculty evaluators, student presentations, professional/career development and related reading assignments. Students develop their capstone project in consultation with faculty. Projects should reflect prior coursework and the student's major track focus: Japanese Culture and Society or Japanese Language and Linguistics. Submission of the final project and a public presentation take place in Spring Semester and are required for graduation.
**Credits** 4
**Attributes**
Required for the major
Upper-Level

## WGSS 228: Modern East Asia

A survey of East Asia since about 1800, with emphasis on Japan, China and Korea, and on East Asia as an international system. Attention to the historical development of politics, economics, society and social institutions, gender, thought, and international relations. Special attention to women's rights and social position in the modern period.
**Credits** 3
**Attributes**
Appropriate for First-year Students
Writing Intensive
Diversity International
Colonialism& Imperialism=Theme
Thought & Culture=Thematic
Alternate Year
**Cross Listed**
HIST 228
JPNS 228

# Jewish Studies

## JWST 128: Jewish/Christian Encounters

How does Christianity understand itself in relation to Judaism? How do Jews think about Christians? Has there always been conflict? Has there been mutual influence? An introduction to these traditions through themes of religious and cultural encounters. Themes include: sexuality and gender, race and violence, conversion, theology and politics.
**Credits** 3
**Attributes**
Appropriate for First-year Students
Diversity International
Social Sciences
**Cross Listed**
HIST 128
REL 128

## JWST 144: Bible in Politics, History, & Literature

The Bible is the foundational sacred text for more than 2 billion people — and a source of political conflict, ethical dispute and cultural inspiration. This introductory course focuses not only on the historical and geographical contexts in which the Bible arose, but on its "afterlives" as well. This course will consider the variety of ways in which the Bible is employed in contemporary political and geopolitical conflicts, and its influence on modern literature.
**Credits** 3
**Attributes**
Appropriate for First-year Students
Humanities Division
Social Sciences
**Cross Listed**
REL 144

## JWST 145: Readings in Jewish Texts I

Provides hourly study sessions once a week on important passages in key texts in Jewish culture. Recent classes have studied Torah portions, Talmudic tractates, selected Midrash, medieval poetry, Yiddish stories and Israeli poetry.
**Credits** 1

## JWST 151: Health & Healing: Religious Perspectives

How have Jews and Christians understood epidemics, illness, healing, and medical ethics in history? How are major life experiences like birth and death, conception, and sexual health understood in Jewish and Christian thought? This course will explore religious perspectives on controversial topics including eugenics, abortion, organ donation, circumcision, and dietary ethics.
**Credits** 3
**Attributes**
Appropriate for First-year Students
Diversity International
Humanities Division
Social Sciences
**Cross Listed**
REL 151
HIST 151

## JWST 214: Jerusalem: City of Faith, City of Conflict

Jerusalem is sacred for Jews, Christians, and Muslims. We will examine Jerusalem's long history, divisive politics, contested character, and possible futures from different religious, cultural, and political perspectives. The course honors Jerusalem's complicated role as a nexus for "Abrahamic" faiths, and explores how religion, nationalism, and identity shape the city in war and in peace.
**Credits** 3
**Attributes**
Diversity International
Social Sciences
**Cross Listed**
REL 214
PAGS 214

## JWST 215: The Holocaust

This course examines the Nazi racial state and the genocide perpetrated against Europe's Jews and other so-called "racial enemies." Using primary sources including laws, identity papers, diaries, photographs, maps, testimonies, and much more, we will consider many voices and experiences from this era.
**Credits** 3
**Attributes**
Diversity International
Appropriate for First-year Students
Social Sciences
**Cross Listed**
REL 215
HIST 215

## JWST 225: Race & Judaism

Are European Jews white? Is Zionism racism? Is Judaism just a religion? This course surveys Jewish history, religion and politics through the lens of race in Israel, Europe, and America. Topics include: race and difference in the Bible, Africa and Asian Jews, antisemitism, Jews and/in Black freedom struggles.
**Credits** 3
**Attributes**
Diversity Domestic
Humanities Division
**Cross Listed**
PAGS 225

## JWST 244: The Modern Jewish Experience

Explores major intellectual, political, and historical movements that define the modern Jewish experience in Europe, America, and the Middle East. Considers topics like emancipation and assimilation, Zionism, race, migration, and the Holocaust to understand the radical shifts of the Jewish diaspora.
**Credits** 3
**Attributes**
Appropriate for First-year Students
Social Sciences
Diversity International
**Cross Listed**
REL 244
HIST 244

## JWST 286: Rabbis and Rebels: An Offbeat Introduction to Judaism

An introduction to the major texts, themes, ritual practices, and holidays of the Jewish tradition from its inception to the present. The course is divided up into three main sections: 1) the Jewish textual tradition; 2) the Jewish liturgical calendar; and 3) Jewish life-cycle events and daily practices. By looking at a variety of accounts of the tradition – textual, theological, autobiographical, ethnographic - we will examine the similarities and differences between Judaism as it is presented "on the page" and the way it is understood and practiced by Jews today. We will also consider some themes and events in twentieth-century Jewry including the Holocaust, the creation of the State of Israel, and Jewish participation in the feminist movement.
**Credits** 4
**Attributes**
Diversity International
Humanities Division
**Cross Listed**
REL 286

## JWST 304: Judaism, the Other & State: Encounters in Modern Jewish Thought

What does it mean to be Jewish in the modern world? This seminar considers the political and theological challenges of modern Judaism, from European Jewish emancipation to the present day. The class will discuss the rise of Jewish voices in the public sphere; the complex relationship between modern Jewish and Christianity, conflicts over history, science and biblical interpretation and the rise of Jewish nationalism. Students also will consider how the Jewish minority experience compares to experiences of other religious and cultural minorities in the modern West.
**Credits** 3
**Attributes**
Diversity International
Upper-Level
Writing Intensive
**Cross Listed**
REL 304

## JWST 306: Creation, Gender, & Sexuality in Judaism

We will consider notions of gender, sexuality, and purity in the Hebrew Bible as well as Talmudic and later rabbinic sources. Reading through a critical-historical lens, we will explore the innovations and controversies that exist in Jewish texts and traditions regarding issues like women's leadership, LGBTQ+ inclusion, and interfaith marriage.
**Credits** 3
**Attributes**
Humanities Division
Upper-Level
Diversity International
**Cross Listed**
REL 306
WGSS 306

## JWST 313: The Jews of Spain and Portugal

From "convivencia" among Jews, Christians and Muslim to the Spanish Inquisition and Expulsion of 1492, this course will explore the explore the history and culture of Jews from the Iberian Peninsula from the medieval period through the modern day.
**Credits** 4
**Attributes**
Upper-Level
Diversity International
Social Sciences
Cross-listed
**Cross Listed**
HIST 313
REL 313

## JWST 484: Collaborative Research Project

**Credits** 1-3

# Management

## MGMT 240: Leadership Skills

## MGMT 310: Marketing Strategy

## MGMT 315: Introduction to International Business

## MGMT 333: Managerial Finance

## MGMT 346: Behavioral Economics

## MGMT 354: Entrepreneurial Marketing

The course is designed for students that are interested in the area of entrepreneurialism and have a passion for entrepreneurship outside of a "traditional" business field. The learning will be a mix of interactive lectures, experiential learning, small group activities and co-created learning opportunities. Prerequisites: MGMT 200 and MGMT 203.
**Credits** 3
**Prerequisites**
MGMT 200: Financial Accounting
MGMT 203: Introduction to Human Behavior in Organizations
**Cross Listed**
BUS 354

# Mathematics

## Either MATH 320 OR MATH 350: MATH 320 OR MATH 350

## MATH 120: Fundamentals of Statistics

Topics include exploratory data analysis; measures of central tendency, dispersion and correlation; nonparametric methods; confidence intervals; hypothesis tests; and the design of statistical studies.
**Credits** 3
**Attributes**
Appropriate for First-year Students
Natural Sciences Division

## MATH 130: Symbolic Logic

The study of formal, deductive logic emphasizing the methods for demonstrating the validity of arguments. Includes truth functional propositional logic and quantification theory through the logic of relations.
**Credits** 3
**Attributes**
Alternate Year
Appropriate for First-year Students
Natural Sciences Division
**Cross Listed**
CS 130, PHIL 130

## MATH 141: Diversity of the World's Mathematics

This course explores mathematical history across diverse cultures, including African, Middle Eastern, Indian, Chinese,
and Greek contributions. In particular, students will explore fractals, tessellations, the abacus, compass and
straightedge, along with their historical contexts.
**Credits** 3
**Attributes**
Diversity International
Appropriate for First-year Students
Natural Sciences Division

## MATH 160: Precalculus

## MATH 180: Calculus A

Calculus is the mathematical study of quantities that change with time and of areas and volumes. The development of calculus is one of the great discoveries of humanity, and the resulting discipline is of fundamental importance not only for students of the natural sciences, but also graduate work in the social sciences. Introduces major issues in calculus: functions, limits, derivatives and integrals. Concludes with the fundamental theorem of calculus, which relates areas to rates of change.
**Credits** 4
**Attributes**
Appropriate for First-year Students
Natural Sciences Division

## MATH 190: Mathematical Discovery

An introduction to the principal topics in mathematics needed by a Computer Science major, and intended for students of computer science. Topics include writing numbers in various bases, set theory, proof by induction, relations and functions, logic, matrices, complex numbers, recursion and recurrences, and rates of growth of various functions.
**Credits** 3
**Attributes**
Appropriate for First-year Students
Required for the major
Natural Sciences Division

## MATH 195: Math Toolkit

An introduction to the principal topics in mathematics needed by a Computer Science major, and intended for students of computer science. Topics include writing numbers in various bases, set theory, proof by induction, relations and functions, logic, matrices, complex numbers, recursion and recurrences, and rates of growth of various functions.
**Credits** 2
**Attributes**
Appropriate for First-year Students
Required for the major
**Cross Listed**
CS 195

## MATH 251: Number Theory

Number theory is the study of numbers and their properties. In this course, you'll explore topics such as prime numbers, modular arithmetic, Diophantine equations, and cryptography. Along the way, you'll develop problem-solving skills, get introduced to mathematical proof, and develop some computational proficiency with Sage Math. This course is ideal for students interested in abstract reasoning and its applications in computer science, cryptography, and other fields.
**Credits** 3
**Attributes**
Appropriate for First-year Students
Natural Sciences Division

## MATH 280: Calculus B

A continuation of MATH 180, including techniques of integration, applications of the definite integral, infinite sequences and series and elementary differential equations.
**Credits** 4
**Prerequisites**
MATH 180: Calculus A
**Attributes**
Appropriate for First-year Students
Required for the major
Natural Sciences Division

## MATH 288: Introduction to Proof

A transition into the upper-level study of mathematics. Strong emphasis on how to read mathematics at a variety of levels, and on how to write proofs and present mathematics clearly and correctly. Specific topics vary; set theory is a regular part of the seminar.
**Credits** 4
**Prerequisites**
MATH 190: Mathematical Discovery
**Attributes**
Required for the major
Natural Sciences Division
Writing Intensive

## MATH 300: Mathematical Statistics

Topics include exploratory data analysis; measures of central tendency, dispersion and correlation; nonparametric methods; confidence intervals; inference testing; probability distributions; and the design of statistical studies.
**Credits** 3
**Prerequisites**
MATH 180: Calculus A

## MATH 301: Euclidean & Non-Euclidean Geometry

This course explores Euclid's world of planar geometry and compares his work both to that of modern geometers and other mathematicians who did Euclidean geometry in a manner very far from Euclid's. This course also will look at non-Euclidean geometries, where parallel lines behave in unexpected ways, and finite geometries where restrictive worlds stretch the imagination.
**Credits** 3
**Attributes**
Natural Sciences Division
Upper-Level

## MATH 310: Linear Algebra

Topics include matrices, vector spaces, linear transformations and their applications.
**Credits** 3
**Prerequisites**
MATH 280: Calculus B
**Attributes**
Natural Sciences Division
Upper-Level

## MATH 320: Differential Equations

Topics include the standard exact and approximate methods for solving ordinary differential equations.
**Credits** 4
**Prerequisites**
MATH 280: Calculus B
**Attributes**
Natural Sciences Division
Research Component
Upper-Level

## MATH 330: The Art and Science of Math Modeling

The Art & Science of Mathematical Modeling (3 credits)This course will introduce students to fundamental concepts and methods of mathematical modeling, with emphasis on interdisciplinary problem-solving. Math models are used to describe and analyze a wide variety of real-world phenomena, ranging from common everyday events (synchronizing traffic-light timings), to highly complex systems (ocean-atmosphere-landmass interactions for climate modeling), to hypothetical scenarios (tumor growth & treatment strategies). A key goal of the course is to help students integrate and extend familiar mathematical tools and techniques in new and creative ways, resulting in a powerful framework for design and analysis applicable to a wide range of disciplines. topics include discrete and continuous dynamical systems; proportionality and geometric similarity models; fitting models to data; simulations; probabilistic modeling; discrete optimization and linear programming.
**Credits** 3
**Attributes**
Natural Sciences Division
Upper-Level

## MATH 350: Multivariate Calculus

An extension of the methods of calculus to functions of more than one variable, or functions returning vectors. Issues addressed include the theory and application of partial derivatives and multiple integrals, as well as the theorems of Green, Gauss and Stokes which represent multivariate analogues of the Fundamental Theorem of Calculus.
**Credits** 4
**Prerequisites**
MATH 280: Calculus B
**Attributes**
Required for the major
Natural Sciences Division
Upper-Level

## MATH 360: Mathematical Methods and Physics

Applies mathematical techniques to the study of physical systems. Examines topics such as vector analysis, complex variables, Fourier series and boundary value problems. These topics are studied in the context of modeling and understanding physical systems. Students will see how individual techniques, once developed, can be applied to very broad classes of problems. This course develops skills in communicating scientific results in written form as well as in an oral presentation.
**Credits** 3
**Prerequisites**
MATH 430
**Corequisites**
MATH 350: Multivariate Calculus
**Attributes**
Required for the major
Natural Sciences Division
Research Component
Upper-Level
**Cross Listed**
PHYS 360

## MATH 420: Abstract Algebra A

An introduction to modern algebra. Focuses on groups and homomorphisms; also covers rings and fields. Prerequisites: MATH 288.
**Credits** 3
**Attributes**
Required for the major
Natural Sciences Division
Research Component
Upper-Level
Writing Intensive

## MATH 425: Abstract Algebra B

A continuation of MATH 420 and treatment of a more advanced algebraic topic. Typical themes include ring theory, finite fields, Galois theory and group representations.
**Credits** 3
**Prerequisites**
MATH 420: Abstract Algebra A
**Attributes**
Alternate Year
Required for the major
Upper-Level
Writing Intensive

## MATH 425 OR MATH 435: Either MATH 425 OR MATH 435

## MATH 430: Analysis A

A careful and theoretical study of the real numbers and their functions including all the details you might have asked for in Calculus A, but probably did not. Topics include the construction and topology of the real numbers, sequences of reals, limits of sequences and of functions, and (uniform) convergence and continuity.
**Credits** 3
**Prerequisites**
MATH 280 AND 288
**Attributes**
Required for the major
Alternate Year
Upper-Level
Writing Intensive

## MATH 435: Analysis B

A continuation of MATH 430 and treatment of a more advanced analytic topic. Commonly this has been a careful treatment of differentiation and Riemann integration, including results like the Fundamental Theorem of Calculus, the termwise integrability and differentiability of power series, and perhaps the theorem that a function on a closed, bounded interval is Riemann integrable if and only if it is bounded and almost everywhere continuous.
**Credits** 3
**Prerequisites**
MATH 430: Analysis A
**Attributes**
Alternate Year
Required for the major
Upper-Level

## MATH 486: Comprehensive Independent Study

A student-led seminar in which students prepare to take their comprehensive examination. Meets several times with the supervising faculty member, but students are responsible for directing the preparation's focus. The grade for the course is the grade on the comprehensive exam. Offered Spring Semester.
**Credits** 1
**Prerequisites**
MATH 420 AND MATH 430
**Attributes**
Upper-Level

## MATH 488: Seminar

Individual and collective investigations into topics of common mathematical interest not covered in the department's regular course offerings. A significant part of this course is students' reading new mathematics and presenting it to one another. Offered Fall Semester.
**Credits** 3
**Corequisites**
MATH 420 AND MATH 430
**Attributes**
Required for the major
Upper-Level

# Media and Communications

## ART 236: Digital Photography I

This introductory course explores technical aspects of digital photography. Utilizing Photoshop, digital SLR cameras and apps, technical topics cover digital capture, image editing, and digital output. Students become familiar with historic and contemporary photography. Critiques are the central forum for students to develop their ability to speak about their own work and that of their peers. DSLR and (not zoom) lens- limited numbers are available- or manual camera apps are required.
**Credits** 4
**Attributes**
Appropriate for First-year Students
Visual & Performing Arts Division

## BUS 368: Business Communication

This skills-based business communication course equips students to effectively make oral presentations alone and in teams, lead meetings, and write for a business audience. Students will learn how to create a sensory experience in their oral presentations, while clearly presenting information, facts and data. Students will practice writing concise summary reports and adopt acceptable business conventions for various correspondence mediums. Prerequisite: Sophomore standing.
**Credits** 3
**Attributes**
Required for the major
Upper-Level
Writing Intensive

## CS 355: Computer Game Design

This course covers a variety of software engineering and user experience topics through the lens of game design. Students construct several games over the course of the term, first individually and then collaboratively, putting theory into practice.
**Credits** 3
**Prerequisites**
CS 256: Data Structures
**Attributes**
Natural Sciences Division
Upper-Level

## ENG 121: Intro to Creative Writing

An introduction to creative writing and the writing workshop process, focusing on the genres of poetry and short fiction but also occasionally exploring other genres (such as playwriting or creative non-fiction). Includes intensive writing and discussion of the craft and process of writing. Appropriate for first-year students.
**Credits** 4
**Attributes**
Appropriate for First-year Students
Humanities Division
Writing Intensive

## FILM 215: Introduction to Film Studies

Introduces film analysis skills that focus on technical details of the cinematic medium, and how they influence narration, character and theme. Highlights important topics in film history and film theory. Offered once every three years.
**Credits** 3

## FILM 222: Greece and Rome in Film

Did you know that Disney's Beauty and the Beast is based on a Latin novel written almost 2,000 years ago? Or that Chuck Palahniuk's Fight Club bears a striking resemblance to Sophocles' Oedipus Rex? Each week, students will read a selection of ancient literature and pair it with a screening of modern film to assess the continued influence that ancient narratives still exert across multiple genres.
**Credits** 4
**Attributes**
Diversity International
Research Component
**Cross Listed**
ANCS 222

## FILM 252: Film Theory: Dark Matters

Investigates the relationship between philosophical ideas and visual narratives. Examines the philosophical foundations of various theories of film and interprets visual narratives in terms of philosophical ideas. Prerequisite: Earlham Seminar.
**Credits** 4
**Attributes**
Appropriate for First-year Students
Visual & Performing Arts Division
Writing Intensive
**Cross Listed**
PHIL 252

## FILM 275: Introduction to Video Production

Provides a basic understanding of the theory, technologies, and practice of video production. Students will collaborate to conceptualize, record, and edit several video projects over the semester.
**Credits** 3
**Attributes**
Social Sciences
**Cross Listed**
MCOM 275

## FILM 299: Religion & Culture of Hip Hop

Bringing to bear written texts, music, film and other media sources, this course explores the definition and moral significance of Hip Hop as a religious and cultural phenomenon within popular culture. Specific issues explored in this course include the syncretism of religious symbols and sensibilities in Hip Hop; the racial, ethnic, sex-gendered, and class dynamics of Hip Hop; as well as the language and aesthetics of Hip Hop.
**Credits** 4
**Attributes**
Diversity Domestic
Appropriate for First-year Students
**Cross Listed**
AAAS 299, REL 299

## FILM 300: Topics in film studies

Topics determined by the instructor might consider particular filmmakers or cinematic movements and interdisciplinary or thematic concerns. It may be taken more than once with different topics.
**Credits** 3-4
**Prerequisites**
ENG 107: Film and Literature
FILM 215: Introduction to Film Studies
Prerequisite: ENG 207 or FILM 215 or consent of the instructor.
**Attributes**
Upper-Level
Diversity International

## FILM 342: Japanese Cinema

A survey of Japanese cinema from early films to anime, comparing the development of Japanese cinema with other national contexts. Develops analytical skills that focus on technical details of films and how they inflect narration, character and theme.
**Credits** 3
**Attributes**
Diversity International
Appropriate for First-year Students
Social Sciences
Upper-Level
**Cross Listed**
JPNS 342

## FILM 472: Orchestrating & Film Scoring

This course combines traditional approaches to composing and arranging for the Western symphony orchestra with a software-based approach using MIDI and sampled acoustic instruments. Both approaches will be taught in conjunction with analyses of classic and contemporary film scoring techniques. Projects can be realized using either traditional music notation or the MIDI system. Final project will include the scoring of an original short video or a video in public domain.
**Credits** 3
**Prerequisites**
MUS 271 or MUS 372
**Attributes**
Upper-Level

## MCOM 120: Intro to Media and Communication

Introduction to Media and Communication examines forms of social connectivity the supplement, replace and enhance face to face communication. The course will ask how long standing understanding of society and social life have been transformed by what some have called the digital revolution. Among the topics covered will be: data marketing, social movements, love and romance, government, and surveillance in the global world. Throughout the class a key question raised will be the consequences of being left in or out of the digital revolution for people's lives.
**Credits** 4
**Attributes**
Diversity Domestic
Appropriate for First-year Students
Social Sciences

## MCOM 211: The East Asian Female Gaze

Why has East Asian media 'perfected' the female gaze to the extent that it is fueling fandoms outside of the original target audiences? What conditions gave rise to BL, otoge, K- and J-drama, K- and J-pop, fanfic, shipping, shojo etc. that do not have equivalent popularity in the West.
**Credits** 3
**Attributes**
Diversity International
Social Sciences
Cross-listed
**Cross Listed**
JPNS 211
WGSS 211

## MCOM 240: Science, Medicine, and Media

How has evolution molded human biological evolution and cultural diversity? What are the broader implications of our evolutionary history? This class seeks answers to these enduring questions. Divided into four parts, we begin by examining Darwin's ideas about natural selection and the challenges his ideas have faced over the past 150 years. The second section examines how evolution has shaped the anatomy and behavior of our closest living relatives, non-human primates. The third part of the class is devoted to investigating the human fossil record and tracing the physical and behavioral evolution of our species over the past five million years. In the fourth section, we focus on the breadth of human variation and explore the broader social implications of our evolved behavior.
**Credits** 4
**Attributes**
Diversity Domestic
Social Sciences

## MCOM 275: Introduction Video Production

Video Production will create foundational skills and techniques with video equipment in both field and studio environments. This course will cover the basic utilization of post-production software to produce content. Through hands on experience students will grow their aesthetic understanding as it applies to filming and editing. During the semester students will complete a variety of individual and group projects, which may include documentary, experimental, fiction, commercial, and music video production.
**Credits** 3
**Attributes**
Appropriate for First-year Students
Required for the major
Social Sciences
**Cross Listed**
FILM 275

## MCOM 290: Public Speaking

Many people are filled with anxiety when even thinking about public speaking. This fear stems from the fact that communication in general, and public speaking specifically, is not something that most people naturally know how to do effectively. Introduction to Public Speaking provides students with a supportive, interactive environment in which to learn fundamental communication theory and to put theory into practice through a variety of formal and informal speaking opportunities. Each student will leave this course feeling more confident in his/her ability as a communicator and better equipped to create and present an effective oral message.
**Credits** 4
**Attributes**
Appropriate for First-year Students
Social Sciences

## MCOM 309: Sociology of Social Media

This course will introduce students to debates about the nature and effects of social media. How do online and offline worlds relate? What are the social consequences of new communications technologies? Students will learn the theories and methods that sociologists use to study online social interaction.
**Credits** 3
**Attributes**
Research Component
Upper-Level
**Cross Listed**
SOAN 309

## MCOM 310: Media & Surveillance in Contemporary Society

Examining the intersection of recent digital technologies and an intensifying social gaze on individuals, populations, spaces and activities, this seminar focuses on behavior as monitored. The course considers how surveillance practices serve as instruments of social political discipline, market competition, knowledge circulation, risk reduction, social sorting and resource management, as well as fostering new forms of social participation and individual expression.
**Credits** 3
**Attributes**
Upper-Level
Social Sciences
**Cross Listed**
SOAN 310

## MCOM 316: War, Magna, and Comics

We will read (in translation) manga and comics that depict warfare on a spectrum of speculative to journalistic. We will discuss the ethics of storytelling, faithfulness to history/reality, official vs. unofficial narratives, empathy and compassion fatigue and unrespresentable.
**Credits** 3
**Prerequisites**
JPNS 216: Introduction to Manga & Graphic Narrative
**Attributes**
Diversity International
Writing Intensive
Upper-Level
Pre-req
Cross-listed
**Cross Listed**
JPNS 316
PAGS 316

## MCOM 324: Anthropology of Sound

Much of human life is arranged around sounds and silences. Practices of listening, capacities for hearing and interpreting sound can define who we are. This course examines how anthropologists have thought about sound. Coursework is divided between readings, media content, and a project to create a podcast episode.
**Credits** 4
**Corequisites**
MCOM 324
**Attributes**
Diversity International
Social Sciences
Upper-Level

## MCOM 345: Social Research Methods

Introduces micro-social qualitative and focus group approaches in social research, preparing students to carry out original research projects in other Sociology/Anthropology courses.
**Credits** 4
**Corequisites**
SOAN 345
**Attributes**
Upper-Level

## MCOM 481: Internship

**Credits** 0-3

## MCOM 487: Senior Capstone Experience: Research Seminar

**Credits** 4

## MCOM 488: Senior Capstone Experience: Project

**Credits** 4

## MUS 371: Music Theory and Musicianship III: Composition, Analysis, and Ear Training

This course builds on the foundations of Music Theory II. Here, we study more advanced musical concepts through score analysis and the composition of short musical exercises. Emphasis is on the techniques found in 20th and 21st century musics, including late Chromaticism, Impressionism, Mixed-Mode techniques, Post-tonal approaches, Minimalism, and the current trend towards hybrid compositions that embrace both the club and the concert hall.
**Credits** 4
**Prerequisites**
MUS 271: Music Theory & Musicianship II
**Attributes**
Upper-Level

## MUS 473: Sound Design and Interactive Systems

This course focuses on developing multimedia software for music performance, human-machine interaction, and game design through the use of the object-oriented programming language "Max." After a thorough investigation of Max's approach to programming, students will study its use in a wide variety of new music and multimedia applications. Students will work towards a completed project in Max and, if interested, in its related programs Jitter (for video) and Gen (for algorithmic composition). This course also will explore the close relationship between Max and Ableton Live.
**Credits** 3
**Prerequisites**
MUS 372: Making Music with Computers
**Attributes**
Upper-Level

## SOAN 118: Inequalities, Power & Society

Introduces students to the sociological perspective and focuses on the connections between major social institutions and social inequality.
**Credits** 4
**Attributes**
Diversity Domestic
Appropriate for First-year Students
Social Sciences
WGSS Social Science

## SOAN 215: Identities & Social Movements

Explores contemporary social movements organized around gender, sexuality, ethnicity and place. Examines the pivotal role of culture in shaping identities and structuring relations of inequality. Explores empirical case studies of social movements and theories that have emerged to grapple with the place of these movements in creating social change. Particular attention to tensions between class-based analyses of social movements.
**Credits** 4
**Attributes**
Diversity Domestic
Appropriate for First-year Students
Required for the major
WGSS Social Science

## SOAN 345: Social Research Methods

Primarily for Sociology/Anthropology majors. Introduces micro-social qualitative and focus group approaches in social research, preparing students to carry out original research projects in other Sociology/Anthropology courses.
**Credits** 4
**Attributes**
Research Component
Upper-Level

## SOAN 347: Fieldwork & Ethnographic Methods

A self-designed ethnographic research project is carried out during the semester, with the members of the Practicum consulting with the group about their projects. Completes one of the options for the departmental methods requirement.
**Credits** 4
**Attributes**
Research Component
Upper-Level

# Medical Humanities

## ESEM 150: Medical Humanities

This course will explore the human side of medicine and health care through engaging humanities texts in which patients and health care practitioners confront the biological and existential realities of illness, disease, and mortality. Students will encounter texts which provide personal narratives of individuals seeking healing, wholeness, and dignity in the midst of crisis and vulnerability. This course is especially tailored to students who are interested in being health care practitioners as well as those who want to more fully understand what it means to be human. The course fulfills one of the requirements for the Medical Humanities applied minor.
**Credits** 4

# Museum Studies

## MUSE 114: Archaeological Theory, Method, and Practice

This course provides an introduction to the history of archaeological thought and to basic principles of archaeological research. Students will explore the foundations of the discipline as they "tour" major archaeological sites and cultures. Learning activities will focus on artifact and site analyses that teach the basics of archaeological interpretation with a goal of understanding how material remains and archaeological evidence offers a unique perspective on human history and everyday life.
**Credits** 3
**Attributes**
Appropriate for First-year Students
Social Sciences

## MUSE 115: Art Context & Meaning

Presents an introduction of world architecture, painting and sculpture from prehistoric times to the 14th century. Draws from a variety of academic disciplines and is designed to increase appreciation and understanding of art as it relates to its cultural context. Develops critical thinking and analytical skills in response to visual experience.
**Credits** 4
**Attributes**
Diversity International
Appropriate for First-year Students
Required for the major
Visual & Performing Arts Division

## MUSE 116: Art: Context and Meaning II

Presents an introduction of world architecture, painting and sculpture from the Renaissance to the present. Draws from a variety of academic disciplines and is designed to increase appreciation and understanding of art as it relates to its cultural context. Develops critical thinking and analytical skills in response to visual experience.
**Credits** 3
**Corequisites**
ART 116: Art: Context and Meaning II
**Attributes**
Diversity International
Appropriate for First-year Students
Visual & Performing Arts Division

## MUSE 204: American Cultures of Memory: Monuments, Memorials, Souvenirs

This course explores the role of memory, monuments and commemoration in American civic life throughout the 19th, 20th and 21st centuries. Examining a number of key sites, events and individuals that have been the subject of commemoration, we consider the role of visual culture in the establishment of historical narrative and the construction of national identity. Objects of study will include statues, battlefields, gathering places, national parks, photos, paintings and souvenirs.
**Credits** 4
**Corequisites**
ART 204: American Cultures of Memory: Monuments, Memorials, Souvenirs

## MUSE 210: Applied Museum Marketing and Communications

Students in this applied team use their communication and marketing skills by communicating with our communities through regular webpage, blog, Facebook and Twitter updates; coordinating with local press, including newspapers, for coverage of events; creating and distributing other advertisements around campus and Richmond; preparing an annual newsletter; and preparing a report covering the semester's marketing activities and their efficacy (including a comparative analysis of data related to web traffic and visitor attendance) and suggesting future directions (due during exam week each semester or prior to a JMM Advisory Board meeting). Members undergo IT training for managing Earlham-based web pages, and read and sign our Social Media Policy.
**Credits** 1-3

## MUSE 214: National Museum Tour Guide Certification

Do you want to teach kids, give museum tours, become a better speaker, and/or lead outdoor trips? This two-credit course is designed for anyone who wants to lead educational programs for the public or school groups in settings outside of a classroom. It combines both the theoretical foundations of the interpretive profession with practical skills in delivering quality educational programming for visitors to parks, museums, libraries and other cultural institutions. We will learn about the history, definition, and principles of interpretation; universal design and inclusive practices; making your programs purposeful, enjoyable, relevant, organized, and thematic; using tangible objects to connect audiences to intangible ideas and universal concepts; and presentation and communication skills. Students will complete the requirements to become a Certified Interpretive Guide through the National Association of Interpretation (official certification from the national board requires an additional fee, though students may also take the course without becoming certified). The course will involve highly active, hands-on learning, and field trips to informal education sites such as museums and nature centers. The course will culminate with students designing and leading an interactive educational station/ program for a public audience.
**Credits** 2

## MUSE 224: The Uses and Abuses of Museums

An inquiry into the development, philosophy and management of museums, especially as they relate to education, interpretation, research and conservation. Through lectures, discussions and field trips, students investigate science, natural history, art and history museums.
**Credits** 3
**Attributes**
Alternate Year

## MUSE 231: Museum Fabrication

Students in this applied team decreate and maintain objects used for exhibits, research projects, and education that support the Joseph Moore Museum. Students develop skills in project deteamwork, 3-D fabrication, degraphics, structures, woodworking, metalwork, scientific illustration and more. The team meets weekly, and members undergo training and certification on large equipment and hand tools.
**Credits** 1-3

## MUSE 239: Care and Use of Material Culture

Material Culture Studies explores how museums can interpret human-mediated objects. We will take an interdisciplinary approach to understanding humans and their things which can include everything from buildings and architecture to clothes and jewelry to sporting goods and everything in between. Objects are essential for humans --we use them to shape our world and give it meaning. In this class we focus on the interpretation of objects in historical and anthropological collections with some reference to art collections and archives.
**Credits** 4
**Attributes**
Social Sciences
**Cross Listed**
HIST 239

## MUSE 242: Care and Use of Collections

Collections Care and Management introduces core concepts in preserving biological, art, and historical materials in museum settings. The class will explore physical agents of deterioration, basic object conservation, current trends in data science and digitization in museums, and legal and ethical considerations for collections acquisition and care in domestic and international settings. Inclusive collections practices are emphasized. Students will complete projects in the cultural and biological collections of the Joseph Moore Museum.
**Credits** 4
**Attributes**
Alternate Year

## MUSE 315: Engaging Audiences with Outreach and Interpretation

Do you want to teach kids, give museum tours, become a better speaker, and/or lead outdoor trips? This four-credit course is designed for anyone who wants to lead educational programs for the public or school groups, particularly in settings outside of a classroom. It combines the theoretical foundations of the interpretive profession and the science of teaching and learning with practical skills in delivering quality educational programming for visitors to parks, museums, libraries and other cultural institutions. We will learn about the history, definition, and principles of interpretation; making your programs purposeful, enjoyable, relevant, organized, and thematic; using tangible objects to connect audiences to intangible ideas and universal concepts; audience evaluation; the science of how people learn; reflecting on your teaching practice; presentation and communication skills. Students will complete the requirements to become a Certified Interpretive Guide through the National Association of Interpretation (official certification from the national board requires an additional fee, though students may also take the course without becoming certified). The course will involve highly active, hands-on learning, and field trips to informal education sites such as museums and nature centers. Major projects include designing and leading interactive educational stations/programs for an external audience, design of educational materials, and audience evaluation. This course satisfies requirements for the Museum Studies and Environmental Sustainability Majors.
**Credits** 4
**Attributes**
Upper-Level

## MUSE 317: Museum Exhibit Design

This course introduces the principles of exhibition design. It will examine the role exhibitions have in communicating knowledge and explore a number of design techniques across disciplines. Students will consider the entire process from initial concept through research, design and fabrication with a considerable focus on narrative aspects of exhibition story telling and the various techniques available to enhance visitor experiences. Techniques for engaging diverse audiences including technology, furniture and lighting, flow, and programming will be considered. Includes lab period. MUSE 224 or another MUSE course is recommended.
**Credits** 3
**Prerequisites**
Sophomore standing or above
**Attributes**
Alternate Year
Upper-Level

## MUSE 347: The Body in Modern & Contemporary Art

This course examines the use of human bodies as subject matter, canvas, artistic material, and creative agent across the modern and contemporary eras. Using theoretical approaches from critical race studies, disability studies, queer theory, and feminist theory, we will consider how concepts of the body influence ideas of artistic agency and museum display. Objects of study will include painting, sculpture, photography, performance, installation, video, and participatory art.
**Credits** 4
**Attributes**
Upper-Level
Visual & Performing Arts Division
Writing Intensive
**Cross Listed**
WGSS 347
ART 347

## MUSE 359: Great Discoveries in Natural History Collections

Biological collections have underlaid major discoveries in public health, materials science, global and local biodiversity change and more. It was analysis of a hundred years of museum egg collections that provided the evidence that DDT, DDE and dieldrin were destroying bird populations by weakening egg shells, as described in Rachel Carson's landmark book, Silent Spring. The source of pathogen outbreaks from hantavirus to West Nile virus to coronavirus have been tracked using museum collections, informing public health initiatives critical to human safety. Learn about the scientific treasure trove in natural history museums where a specimen contains signatures of nutrients, heavy metals, pollinator interactions, predation, mimicry, mutualism, disease, migration, physiological processes and more. In this course, students will read primary scientific research using museum collections, design and conduct research using data from museum specimens and write a grant proposal detailing the design of your own collections-based research project. This course is designed to benefit from students' pre-class preparation via readings and videos, with classroom sessions devoted to hands-on activities and team-based learning. Because students will read scientific articles, they should feel comfortable with reading scientific papers and with ecological and evolutionary content covered in BIOL 111.

**Credits** 4
**Prerequisites**
BIOL 111: Ecological Biology
**Attributes**
Upper-Level
**Cross Listed**
BIOL 359

## MUSE 370: That Belongs in a Museum!

In an iconic scene in Indiana Jones: Last Crusade, Indiana Jones mutters the famous phrase, "That belongs in a museum!" when a relic is forcibly taken from him. Though the scene is Hollywood fiction, it does serve to highlight real tensions that exist in our culture surrounding antiquities. Simultaneously viewed as objects of material, cultural and aesthetic value, ancient objects occupy a nebulous space in the collective imagination. This course is designed to introduce students to the types of artifacts that survive from antiquity and to explore some of the special challenges associated with antiquities collections. Students will become familiar with the most common materials and methods used in antiquity to create artifacts, develop an understanding of the archaeological processes of deposition, excavation and on-site processing of objects, and study a range of issues associated with the conservation, storage, display and publication of ancient artifacts by museums and universities.

**Credits** 3
**Attributes**
Social Sciences
**Cross Listed**
ANCS 370

## MUSE 402: Curatorial Practicum

The student(s) will gain experience in many facets of museum practice including art handling, documentation, research, writing and presentation Working one-on-one with the Curator of the Earlham Art Collection, each student will select a group of works from the Collection to study. The course will culminate in curated presentation and discussion. Prerequisite: Permission of the instructor.

**Credits** 3
**Attributes**
Social Sciences
Upper-Level

## MUSE 481: Internship

(minimum of 130 working hours)
**Credits** 0-3

## MUSE 484: Faculty/Student Collaborative Research

Collaborative research funded by Faculty/Student Research Fund.
**Credits** 1-3
**Attributes**
Research Component
Upper-Level

## MUSE 485: Independent Study

Investigation of a specific topic conceived and planned by the student in consultation with a faculty supervisor. Culminates in a comprehensive report prepared in the style of a thesis or research paper.
**Credits** 1-3
**Attributes**
Upper-Level

## MUSE 486: Student Research

An investigation of a specific topic conceived and planned by the student in consultation with a faculty supervisor. Culminates in a museum exhibit, design or comprehensive report prepared in the style of a thesis or a scientific paper.
**Credits** 1-3

## MUSE 486: Student Research

An investigation of a specific topic conceived and planned by the student in consultation with a faculty supervisor. Culminates in a museum exhibit, design or comprehensive report prepared in the style of a thesis or a scientific paper.
**Credits** 1-3

## MUSE 488: Senior Capstone

**Credits** 1

# Music Courses

## MUS 161: Music of the World

A first introduction to the study of music. Students learn to talk and write about music effectively, notice musical features when listening and understand the variety of ways in which music is made and valued around the globe. Explores musics of several distinct regions or ethnicities.
**Credits** 3
**Attributes**
Diversity International
Appropriate for First-year Students
Required for the major
Visual & Performing Arts Division

## MUS 171: Music Theory I - Foundations

An introduction to contemporary Western musical design and notation. This course introduces terminology and symbolic notation for sounds and their properties of frequency, duration, volume, and timbre. Students will gain musicianship through introductory singing, keyboard playing, listening, analyzing, reading, and composition exercises. Topics include staff notation, solfege, scales, intervals, triads, 7th chords, harmonic function, and simple musical forms. No previous knowledge of music notation or theory required.
**Credits** 3
**Attributes**
Appropriate for First-year Students
Required for the major
Visual & Performing Arts Division

## MUS 173: Sight Singing

Provides opportunities for developing and practicing sight singing skills using the movable do pitch system.
**Credits** 1
**Attributes**
Visual & Performing Arts Division

## MUS 201: Thinking and Writing about Music

An introduction to the study of music as a scholarly pursuit, including the professional disciplines of ethnomusicology, historical musicology and popular music studies. This course explores diverse ways of thinking and writing about music using repertoires drawn from non-Eurogenic traditional, Western classical and mass-mediated musics as case studies. Reading, listening and writing projects pose core philosophical questions about music's nature, meaning, cultural significance and distinctiveness among the arts. After reading essays by musicians, composers, journalists and scholars, students will augment this body of literature with their own original research and writing project.
**Credits** 3
**Attributes**
Visual & Performing Arts Division
Writing Intensive

## MUS 241: Western Classical Music Survey

A one-semester overview of the Western classical music tradition from the Baroque Period to the present day. Listening to, analyzing, and understanding representative pieces of music in their historical, cultural, social, and political contexts will be the primary focus of the course. Problems of aesthetics (what makes great music great?), historical periodization (does music fit neatly into chronological boxes?) and canon formation (which pieces get to be famous and why?) will also be addressed.
**Credits** 3
**Prerequisites**
MUS 171 or Placement Exam
**Attributes**
Visual & Performing Arts Division
Art-Theoretical

## MUS 242: The Living Music of Bach

Trace the life of prolific German composer Johann Sebastian Bach, his major contributions to music history, and how
they impact classical music today. Explore his musical forms, ideas, and learn to write analytical studies of his works.
**Credits** 2
**Attributes**
Writing Intensive
Appropriate for First-year Students
Visual & Performing Arts Division

## MUS 243: Queer Music History

Explore Western music history through a lens of queerness, exploring prolific LGBTQ composers and how to frame their contributions to the musical canon through their lived experiences.
**Credits** 3
**Attributes**
Writing Intensive
Diversity International
Visual & Performing Arts Division
Cross-listed
**Cross Listed**
WGSS 243

## MUS 271: Music Theory & Musicianship II

This course covers core concepts in the study of music theory: scales and modes, intervals and ratios, two- and three-part modal counterpoint, staff notation, chord structures, chord progressions, and musical form. Musical examples are drawn from the world of Western classical music (especially Bach, Beethoven, Chopin and Debussy), American Jazz and popular musics, a well as from the worlds of Indian Classical and Javanese gamelan music and theory. Also included in the course is training in beginning musicianship, including solfege, sight singing, melodic and harmonic dictation, and keyboard harmony.
**Credits** 4
**Prerequisites**
MUS 171 or Placement Exam
**Attributes**
Required for the major
Visual & Performing Arts Division

## MUS 273: Sight Singing

This course is a continuation of MUS 173 Beginning Sight Singing. Students continue developing sight-singing skills using movable-do solfège, expanding into more complex rhythms, chromatic melodies, and multi-part textures. Intended for intermediate choir singers and other musicians seeking to improve their sight-reading skills.
**Credits** 1
**Prerequisites**
MUS 173: Sight Singing

## MUS 274: Jazz, Theory & Improvisation

The purpose of this course is to build and fortify ones understanding of harmony, melody and rhythm as it relates to jazz improvisation. We will employ in constant score analysis, creating practicing regiments, understanding jazz etiquette and playing transcriptions. Each student will gain information plus materials that kickstarts the journey of development and finding your sound.
**Credits** 3
**Attributes**
Diversity Domestic

## MUS 350: History of Rock

This course surveys Rock from its roots in Blues, Folk and Country music to "Postrock" and recent developments of the "noughties." In addition to the "classic" sounds of artists such as the Beatles, Bob Dylan, the Rolling Stones, Janis Joplin, Jimi Hendrix, Led Zeppelin and Bruce Springsteen, students will explore Rock's fragmentation into subgenres such as Glam, Prog, Punk and Indie. The class will discuss issues that have occupied Rock musicians, scholars and critics over the past 50 years. Through extensive listening assignments, students will become familiar with landmark recordings, learn to distinguish between musical styles, and to analyze popular songs. While previous experience with music is useful, it is not a requirement for success in this course.
**Credits** 3
**Attributes**
Diversity Domestic
Required for the major
Upper-Level
Visual & Performing Arts Division

## MUS 351: Topics in Jazz History

The purpose of this course is for students to gain an in-depth view within this important African American art-form and its relationship to social, economic, and political climates in which it developed. This course will delve into how various elements of music are utilized in this genre through iconic recordings, key musicians, and all the styles within the evolution of jazz. This course aims to foster an understanding, appreciation and enjoyment for jazz.
**Credits** 3
**Prerequisites**
MUS 271: Music Theory & Musicianship II
**Attributes**
Upper-Level
Visual & Performing Arts Division
Diversity Domestic

## MUS 352: Music Arranging

Music Arranging is an introduction to arranging existing music into performable, original settings on printed or written sheet music. Class time will generally consist of the following: listening to original music followed by a unique arrangement, then followed by class discussion on the strengths of the arrangement; melodic and harmonic dictation; lectures on part writing, instrumental/choral approaches, and other techniques in arranging.
**Credits** 3
**Attributes**
Upper-Level
Visual & Performing Arts Division

## MUS 360: Music of Japan

Courses introduce specific repertoires and survey the music of a geographic region, with a consideration not only of local musics but also of translocal and transnational movements of cultural artifacts, ideas and processes. Students explore what is valued in these musics by the people closest to them (musicians, patrons, intended listeners), identify regional or historical styles, and seek to understand the factors contributing to their formation and reception. The ways music not only reflects but also acts as a formative part of culture are also considered, as well as how it affects and is affected by a global economy. Regions covered in any one semester are: Musics of Indonesia Musics of Africa Musics of Japan Musics of South America Musics of Java Musics of the Arab World
**Credits** 3
**Attributes**
Diversity International
Visual & Performing Arts Division

## MUS 365: Music and Identity in South America

SERIES: TOPICS IN NON-WESTERN MUSICS AND ORAL TRADITIONS OF THE WEST — MUS 360-369 Courses introduce specific repertoires and survey the music of a geographic region, ethnicity or broad genre. Students explore what is valued in these musics by the people closest to them (musicians, patrons, intended listeners), identify regional or historical styles, and understand the factors contributing to their formation. *MUS 365 MUSICS OF SOUTH AMERICA (3 credits)
**Credits** 3
**Attributes**
Diversity International
Art-Theoretical

## MUS 371: Music Theory and Musicianship III: Composition, Analysis, and Ear Training

This course builds on the foundations of Music Theory II. Here, we study more advanced musical concepts through score analysis and the composition of short musical exercises. Emphasis is on the techniques found in 20th and 21st century musics, including late Chromaticism, Impressionism, Mixed-Mode techniques, Post-tonal approaches, Minimalism, and the current trend towards hybrid compositions that embrace both the club and the concert hall.
**Credits** 4
**Prerequisites**
MUS 271: Music Theory & Musicianship II
**Attributes**
Upper-Level

## MUS 372: Making Music with Computers

Builds skills in composing, arranging and performing with computer music technologies. Studies sound synthesis, digital audio concepts, MIDI, and the use of Digital Audio Workstations. Emphasis on the program "Abelton Live," coupled with an introduction to the programming language MAX, which now interacts with Ableton to enable live interactive performance and composition. The history of experimental electronic music is emphasized and built upon. Prior experience with computer music helpful but not required. Knowledge of music notation unnecessary. Course is limited to 25 students due to studio space.
**Credits** 3
**Attributes**
Upper-Level
Visual & Performing Arts Division

## MUS 376: Choral Conducting

An introduction to conducting classical music. Students learn the fundamentals of score study, score marking, and a robust conductor's gestural ability and vocabulary. Ample lab time is spent in workshop conducting for each other and providing feedback, as well as conducting Earlham's own musical ensembles.
**Credits** 3

## MUS 440: Topics in Western Classical Music

A topical study of various aspects of Western classical music, focusing primarily on Europe and North America during some portion of time from the early Middle Ages to the present day. Students may take the course more than once for credit, since the topic will be different each semester. Topics may vary from genre surveys (e.g. a history of the symphony) to geographic surveys (e.g. music in Italy) to historical surveys (e.g. Western classical music 1600-1827). Topics include Opera History Choral Music History of the Symphony Women Composers Western Classical Music to 1827 Western Classical Music since 1827.
**Credits** 3
**Prerequisites**
MUS 271: Music Theory & Musicianship II
MUS 201: Thinking and Writing about Music
**Attributes**
Upper-Level
Visual & Performing Arts Division

## MUS 450: Advanced Choral Conducting

Builds on the basic gestural vocabulary developed in MUS 376. Addresses more complex music and more demanding choral situations. Significant time devoted to ear training, choral score analysis, observation of other professional conductors in the area, and scholarly writings in the field. Individual tutorial sessions alternate with hands-on experiences with three- and four-part choirs and opportunities for conducting section rehearsals with existing student choirs.
**Credits** 3
**Prerequisites**
MUS 376: Choral Conducting
**Attributes**
Alternate Year
Upper-Level

## MUS 460: Ethnomusicology: Methods & Issues

A theoretical and practical introduction to the field of ethnomusicology. Theory taught through readings in linguistics, anthropology and musicology that reflect or have shaped the concerns of ethnomusicologists. Practical dimension explored mostly through an ethnographic field project. Increases understanding of musical processes from an anthropological or cross-cultural perspective, and provides students new insights into their own experience of music.
**Credits** 3
**Prerequisites**
MUS 161 or a course in MUS 36X
**Attributes**
Required for the major
Research Component
Upper-Level

## MUS 472: Orchestration and Film Scoring

The course explores the world of writing for a full symphony orchestra, with an emphasis on the techniques used in modern film scoring. Knowledge of Western music notation required. We study the techniques of writing for the string, woodwind, brass, and percussion families, both separately and in combination. The last portion of the course studies classic film scores and the techniques that composers such as John Williams, Hans Zimmer, Howard Shore, and Bernard Hermann used in their films, drawing on the work of classical composers that preceded them. Final project is the composition of an original film score.
**Credits** 3
**Attributes**
Upper-Level
Visual & Performing Arts Division

## MUS 473: Sound Design and Interactive Systems

This course focuses on developing multimedia software for music performance, human-machine interaction, and game design through the use of the object-oriented programming language "Max." After a thorough investigation of Max's approach to programming, students will study its use in a wide variety of new music and multimedia applications. Students will work towards a completed project in Max and, if interested, in its related programs Jitter (for video) and Gen (for algorithmic composition). This course also will explore the close relationship between Max and Ableton Live.
**Credits** 3
**Prerequisites**
MUS 372: Making Music with Computers
**Attributes**
Upper-Level

## MUS 474: Programming Music for Computer

This course combines traditional approaches to composing and arranging for the Western symphony orchestra with a software-based approach using MIDI and sampled acoustic instruments. Both approaches will be taught in conjunction with analyses of classic and contemporary film scoring techniques. Projects can be realized using either traditional music notation or the MIDI system. A final project will include the scoring of an original short video or a video in public domain.
**Credits** 3
**Prerequisites**
MUS 271 or MUS 372
**Attributes**
Upper-Level
Visual & Performing Arts Division
**Cross Listed**
CS 474

## MUS 483: Teaching Assistant

**Credits** 3

## MUS 484: Faculty/Student Collaborative Research

Collaborative research funded by Faculty/Student Research Fund.
**Credits** 1-3
**Attributes**
Research Component
Upper-Level

## MUS 487: Senior Seminar

Integrates what students have learned in their previous courses and provides opportunities to think beyond Earlham to broaden their knowledge. Class members present individual senior projects for comments and criticism. Professionals from outside the College sometimes participate.
**Credits** 1
**Attributes**
Required for the major
Upper-Level

## MUS 488: Senior Capstone

Students develop and complete a Senior Project.
**Credits** 2
**Attributes**
Required for the major
Upper-Level

## MUSG 121: Hand Drum Ensemble

*MUSG 121/221/321 HAND-DRUM ENSEMBLE (0-1 credit)
Open to all students. This 20-30 member ensemble encourages drummers of all ability levels. No prior experience required. Concert performances twice a semester in addition to impromptu events, jam sessions and collaboration with student groups (dance groups, brass groups, choral groups).
**Credits** 0-1

## MUSG 230: Alta Voce

**Credits** 0-1

## MUSG 320: Orchestra

**Credits** 0-1

## MUSL 331: Vocal Pedagogy

Vocal Pedagogy is a methods course (one-on-one) 30 minute per week applied lesson geared for students majoring in Music Education Preparation. Students develop methods of teaching basic vocal music. Required by major, upper level, Applied Lesson fees apply.
**Credits** 1

## MUSL 332: Piano Accompaniment

Piano Accompaniment is a methods course (one-on-one) 30 minute per week applied lesson geared for students majoring in Music Education Preparation. Students develop methods of accompanying other musicians such as vocalists and instrumentalists from the piano. Required by major, upper level, Applied Lesson fees apply.
**Credits** 1

## MUSL 334: String Methods

Piano Accompaniment is a methods course (one-on-one) 30 minute per week applied lesson geared for students majoring in Music Education Preparation. Students develop methods of accompanying other musicians such as vocalists and instrumentalists from the piano. Required by major, upper level, Applied Lesson fees apply.
**Credits** 1

### MUSL 336: Brass Methods

Brass Methods is a methods course (one-on-one) 30 minute per week applied lesson geared for students majoring in Music Education Preparation. Students develop methods of teaching basic brass instruments such as the trumpet and trombone. Required by major, upper level, Applied Lesson fees apply.
**Credits** 1

### MUSL 337: Percussion Methods

Percussion Methods is a methods course (one-on-one) 30 minute per week applied lesson geared for students majoring in Music Education Preparation. Students develop methods of teaching basic percussion instruments such as the snare drum, timpani, marimba and drum set. Required by major, upper level, Applied Lesson fees apply.
**Credits** 1

### MUSL 339: Woodwind Methods

Woodwind Methods is a methods course (one-on-one) 30 minute per week applied lesson geared for students majoring in Music Education Preparation. Students develop methods of teaching basic woodwind instruments such as the clarinet, flute and saxophone(s). Required by major, upper level, Applied Lesson fees apply.
**Credits** 1

## Neuroscience

### NEUR 242: Topics in Neuroscience

For declared and prospective Neuroscience majors (sophomore and above). Discussion of recent neuroscience articles in popular and scientific journals.
**Credits** 1
**Prerequisites**
PSYC 250, BIOL 341, or PSYC 353
**Attributes**
Natural Sciences Division

### NEUR 481: Internship, Field Study and Other Field Experiences

**Credits** 0-3

### NEUR 488: Senior Capstone Experience

Majors must successfully complete comprehensive examinations in the Spring Semester of the Senior year.
**Credits** 0
**Attributes**
Upper-Level

## Peace & Global Studies

### PAGS 118: Inequalities, Power & Society

Introduces students to the sociological perspective and focuses on the connections between major social institutions and social inequality. Also listed as SOAN 118
**Credits** 4
**Attributes**
Diversity Domestic
Appropriate for First-year Students
Social Sciences
**Cross Listed**
SOAN 118

### PAGS 124: Strike: Labor and Capitalism in U.S. History

We live in an era of labor conflict when strikes make headlines. This U.S. history class explains how anarchists,
communists, reactionaries, Black nationalists, radical feminists, and other dissidents have built a movement to
challenge the capitalist system.
**Credits** 3
**Attributes**
Diversity Domestic
Appropriate for First-year Students
**Cross Listed**
HIST 124

## PAGS 170: Diplomacy: Theory and Practice

An experiential course that examines political, economic and social issues in world politics by simulating the work of states in U.N. committees and organizations. Students serve as delegates to a regional Model UN. Scholarly readings on the practice of diplomacy.
**Credits** 3
**Attributes**
Diversity International
Appropriate for First-year Students
Subfield: International Relations
A.R.T. Designation: None
Social Sciences
**Cross Listed**
POLS 170

## PAGS 214: Jerusalem: City of Faith, City of Conflict

Jerusalem is sacred for Jews, Christians, and Muslims. We will examine Jerusalem's long history, divisive politics, contested character, and possible futures from different religious, cultural, and political perspectives. The course honors Jerusalem's complicated role as a nexus for "Abrahamic" faiths, and explores how religion, nationalism, and identity shape the city in war and in peace.
**Credits** 3
**Attributes**
Diversity International
Social Sciences
**Cross Listed**
REL 214
JWST 214

## PAGS 215: Identities & Social Movement

Explores contemporary social movements organized around gender, sexuality, ethnicity and place. Examines the pivotal role of culture in shaping identities and structuring relations of inequality. Explores empirical case studies of social movements and theories that have emerged to grapple with the place of these movements in creating social change. Particular attention to tensions between class-based analyses of social movements.
**Credits** 4
**Attributes**
Diversity Domestic
Appropriate for First-year Students

## PAGS 218: Politics, Philosophy and Peace

Explores the intersection of politics, philosophy and peace through one or various authors. Topics include discussions on the conceptions of community, communication, pluralism and migration. Re-assesses the meaning of the political. This course may be best for sophomore standing and above.
**Credits** 4
**Attributes**
Diversity International
Humanities Division
Cross-listed
**Cross Listed**
PHIL 218

## PAGS 221: Peace & Reconciliation in East Asia

A survey of peacebuilding and reconciliation in East Asia with global comparisons to conflict resolution studies and transitional justice. Students will seek a formula for sustainable peace for conflicts between Japan and China, Japan and Korea, and North and South Korea. Topics include imperialism and colonialism, war crimes and atrocities, territorial disputes, colonial and forced migration, and international relations.
**Credits** 3
**Attributes**
Diversity International
Social Sciences
**Cross Listed**
JPNS 221

## PAGS 225: Race & Judaism

Are European Jews white? Is Zionism racism? Is Judaism just a religion? This course surveys Jewish history, religion and politics through the lens of race in Israel, Europe, and America. Topics include: race and difference in the Bible, Africa and Asian Jews, antisemitism, Jews and/in Black freedom struggles.
**Credits** 3
**Attributes**
Diversity Domestic
Social Sciences
**Cross Listed**
JWST 225

## PAGS 240: Global Dynamics and World Peace

Builds upon the introductory sequence in PAGS and addresses the question of how to define what constitutes "peace," whether and how sustainable peace might be possible, and how to best contribute to peacebuilding efforts. Uses a variety of disciplinary and interdisciplinary lenses to explore the root causes of various forms of violence, including war, terrorism, ecological destruction and poverty, and in what ways these forms of violence are related.
**Credits** 4
**Prerequisites**
ECON 101 or POLS 111

## PAGS 260: Philosophy and Politics of Care

Explores and questions the various ways human beings are said to care about one another. It examines care as a mode of relationality in ethics, aesthetics, political philosophy, education, robotics, and medicine.
**Credits** 4
**Attributes**
Humanities Division
Cross-listed
**Cross Listed**
PHIL 260

## PAGS 290: Cuban History

The historical experience of Cuba is unique in the western hemisphere, and indeed in the world, for only Cuba underwent transformation from being a colony of Spain to being a neocolonial U.S. protectorate, then an independent republic, and finally a socialist country, all within less than a century. This course will neither praise or condemn Cuban socialism or U.S. imperialism, but instead help students appreciate and understand the complexities of the historical dynamics that gave rise to the current contours of the Cuban Revolution.
**Credits** 3
**Attributes**
Alternate Year
Diversity International
Social Sciences

## PAGS 306: History of Union Organizing

This course prepares students for work as labor and community organizing through a combined practice of historical case studies and hands on fieldwork. Each course meeting examines a dispute over work, ranging from political mobilization among enslaved people in the 18th century to resistance movements among factory workers in the 19th century to contemporary activism among undocumented workers in the food service and technology industries. Students will apply this knowledge to their own grassroots labor organizing project that will be carried out throughout the semester. Every student will come out of the class with grassroots labor organizing skills and a thorough, interdisciplinary knowledge of the history of workplace mobilization.
**Credits** 4
**Prerequisites**
300-level PAGS or HIST course
**Attributes**
Diversity Domestic
Gender=Thematic
Social Sciences
Upper-Level
US=Geographic
**Cross Listed**
HIST 306

## PAGS 307: Housing, Affordability, Wages and Crime

This course will ponder the relation of crime to housing affordability and wage stagnation. Karl Marx described how in nineteenth century England large scale farming huddled laborers into miserable dwellings where dear rents and minimal wages fostered crime. Dubbed “improvements”, these evictions also furnished lavish new places of business and residence for the wealthy. This course will consider actual and historical examples of “improvements” and crime, and their "intersectional" outcomes.

**Credits** 4
**Attributes**
Diversity Domestic
Writing Intensive
Upper-Level
Social Sciences
Cross-listed
**Cross Listed**
SOAN 307
AAAS 307

## PAGS 311: Anthropology in the Middle East

In this course, we will use anthropological approaches to the Middle East to combat commonplace narratives of timeless antagonisms, irrational and violent religiosity, and prehistoric misogyny. Historicizing and problematizing these assumptions opens us up to different kinds of questions: not, why is this region so much more violent than other places, but why do we consider this a region at all? What counts as Middle East/and why? Following a historical exploration of these issues, we will read contemporary ethnographic accounts of life in different parts of the Middle East, with particular attention to Egypt, Palestine, and Lebanon. This is a survey course; it should leave you with more questions than you started with. But at the same time, it aims to provide you with the tools to think critically about news coming out of the Middle East/whether on Fox News or in the New York Times/ including a basic background on Islam, questions of gender, and, topically, Israel-Palestine and the Arab Spring and its fallout.
**Credits** 4
**Attributes**
Diversity International
Social Sciences
Upper-Level

## PAGS 314: Colonialism, Post Colonialism & Settler Colonialism

We live in a postcolonial world — or is it still a colonial one? This course will explore the different forms that colonialism has taken across the globe. It will also interrogate the historical relationship between colonialism and anthropology. Is it possible to practice anthropology today without reproducing it as a colonial discourse?
**Credits** 4
**Attributes**
Diversity International
Upper-Level
**Cross Listed**
SOAN 314

## PAGS 316: War, Magna, and Comics

We will read (in translation) manga and comics that depict warfare on a spectrum of speculative to journalistic. We will discuss the ethics of storytelling, faithfulness to history/reality, official vs. unofficial narratives, empathy and compassion fatigue and unrespresentable.
**Credits** 3
**Prerequisites**
JPNS 216: Introduction to Manga & Graphic Narrative
**Attributes**
Diversity International
Writing Intensive
Upper-Level
Pre-req
Cross-listed
**Cross Listed**
JPNS 316
MCOM 316

## PAGS 329: Social Science Research Method

In this course, students will think systematically about ways to answer questions with different foci, but the skills developed will help students think more productively about the academic questions students find most pressing.
**Credits** 3
**Prerequisites**
POLS 111 or POLS 121
**Attributes**
Research Component
Social Sciences
Upper-Level
**Cross Listed**
POLS 329

## PAGS 330: Postcolonial Theory

A study of selected topics in Postcolonial Theory. Investigates the philosophical presuppositions of these topics and the relationship between modern philosophy and European Colonialism.
**Credits** 4
**Prerequisites**
Sophomore standing or above
**Attributes**
Alternate Year
Diversity International
Upper-Level
Writing Intensive
**Cross Listed**
FILM 330, PHIL 330

## PAGS 331: Mass Incarceration & Moral Vision

A critical examination of the social functions and theories of contemporary criminal justice in the United States. Special attention to the collateral social consequences of the "prison industrial complex," paramilitary policing and the death penalty. Fosters moral interpretations that contribute to popular movements for positive change.
**Credits** 4
**Prerequisites**
Sophomore standing or above
**Attributes**
Alternate Year
Diversity Domestic
Upper-Level
**Cross Listed**
AAAS 330, REL 330

## PAGS 332: Pan Africanism

In the context of the philosophical paradigm of Afrocentricity, this course traces and interrogates the trans-National solidarity activism of Africans and their descendants in the diaspora (North America, the Caribbean, Latin America, Europe and Asia) towards their political, economic, social and psychological freedom and/or unity from the 19th century to present. Some of its major themes include: Black Nationalism, Black Power, Ethiopianism, Negritude, Rastafarianism and Black Consciousness. The primary instructional methodology is the interpretation and critical analysis of Pan-African literature and films.
**Credits** 4
**Attributes**
Diversity International
Social Sciences
Upper-Level
**Cross Listed**
AAAS 332
HIST 332

## PAGS 341: Contemporary Social Thought

Explores emerging trends in social theory and their relation to classical theory. Each year emphasizes a different problem such as power, culture, structure and agency, or determinism and anti-essentialism. Readings and discussion focus on developing the students' ability to recognize subtle differences that define theoretical perspective.
**Credits** 4
**Attributes**
Social Sciences
Upper-Level
**Cross Listed**
SOAN 341

## PAGS 343: Conflict Resolution

Examines the problem of conflict in social theory and practice. Readings introduce types of alternative dispute resolution. Students practice mediation and negotiation skills through simulated conflicts. class and gender perspectives are presented in class activities, readings and films.
**Credits** 3
**Attributes**
Diversity Domestic
Required for the major
Social Sciences
Upper-Level

## PAGS 343: Conflict Resolution

Examines the problem of conflict in social theory and practice. Readings introduce types of alternative dispute resolution. Students practice mediation and negotiation skills through simulated conflicts. Class and gender perspectives are presented in class activities, readings, and films.
**Credits** 3
**Attributes**
Diversity Domestic
Required for the major
Social Sciences
Upper-Level

## PAGS 345: Urban Political Economy

A look at the political and economic processes that shape the uses of urban space. Attention to the rise of suburbanization in the United States and the problems of urban poverty, race and class segregation associated with it. Examines historical analysis and issues relating to the "revitalization" of older urban centers.
**Credits** 4
**Prerequisites**
ECON 101 OR ECON 103
**Attributes**
Diversity Domestic
Social Sciences
Upper-Level
**Cross Listed**
ECON 345

## PAGS 347: Marxism

An examination of Marxist intellectual traditions with heavy emphasis on the writings of Marx. Examines Marx's critique of capitalism and alienation in his early writing to his more formal analysis of capitalism in his work Capital. Looks at how later Marxists and critics of capitalism have used, criticized and reworked elements of the Marxian analysis to continue developing contemporary conceptions of a non-capitalist or classless society.
**Credits** 4
**Prerequisites**
ECON 100.

## PAGS 351: Workplace Justice: Readings in U.S. Labor History

Economic inequality in the United States has soared to its highest level since the "Gilded Age" of the 1880s. This course explores the social movement that, for two centuries, has aimed to close the gap between rich and poor: the labor movement. The class has two intellectual goals. First, it examines how historical phenomena like industrialization, urbanization, and racialization have shaped the work process. Second, it traces the theories and practices that working people have used to build a movement for economic justice. Prerequisite: Earlham Seminar or consent of the instructor.
**Credits** 3
**Attributes**
Diversity Domestic
Thought & Culture=Thematic
Upper-Level
US=Geographic
Writing Intensive
WGSS Social Science

## PAGS 353: Latin America to 1825

Examines the origin and development of Latin American civilization, with particular attention to the European Conquest and its effect on Native Americans; and the origin and development of colonial institutions and conditions which led finally to the demise of the colonial system.
**Credits** 3
**Attributes**
Alternate Year
Colonialism& Imperialism=Theme
Diversity International
Upper-Level
Peace and Conflict
**Cross Listed**
HIST 353

## PAGS 354: Latin America since 1825

Emphasizes the 20th century, examining particularly patterns of modernization, development and resistance. Sources include literature, religion and popular culture.
**Credits** 3
**Attributes**
Alternate Year
Diversity International
Social Sciences
Upper-Level
**Cross Listed**
HIST 354

## PAGS 363: Anarchism: Theory and Practice

The course introduces students to anarchism. It surveys philosophical and literary texts of both Western and non-Western traditions and examines empirical practices from across cultural contexts. It seeks to diversify students' understanding of anarchism as not only an important framework for understanding politics but also a crucial method of organizing socio-political life.
**Credits** 3
**Attributes**
Diversity International
Upper-Level
Social Sciences
Cross-listed
**Cross Listed**
POLS 363
SOAN 363

## PAGS 364: Power, Politics, Theory

This course surveys the classical texts and themes of political theory. Students will read selections of both the Western and Eastern canonical works in order to investigate a wide range of issues related to politics — power, state, citizen, justice, community, identity, rights, liberty, etc.
**Credits** 3
**Prerequisites**
POLS 111
**Attributes**
Diversity International
Upper-Level
**Cross Listed**
INST 364, POLS 364

## PAGS 365: Contemporary European Thought

An intensive study of a significant concept, set of ideas or philosopher. Recent topics include the search for utopia, Hobbes and Rousseau, contemporary political theory and freedom.
**Credits** 3
**Prerequisites**
POLS 111
**Attributes**
Upper-Level
**Cross Listed**
POLS 365

## PAGS 367: Non-Western Political Theory

Surveys the canonical texts from the non-Western tradition for political thinking. The course investigates how notions, concepts and theories that arise from the texts challenge the Western writings.
**Credits** 3
**Prerequisites**
POLS 111
**Attributes**
Diversity International
Social Sciences
Upper-Level

## PAGS 368: Political Economy of Development: Discourse & Desire: Latin America

Using an anthropological lens, examines "development" as a type of discourse formed under specific historical and sociological conditions. Examines the way relations between nations are imagined, the kinds of institutions that are born in the context of development, and the roles of those institutions in structuring power relations.
**Credits** 4
**Attributes**
Diversity International
Social Sciences
Upper-Level
**Cross Listed**
SOAN 368

## PAGS 371: Theories of International Relations

Examines classics, trends and innovations in empirical and normative theories of international relations, from Thucydides and Machiavelli to Galtung and beyond. Reading and writing intensive. Provides opportunities for students to apply theoretical perspectives to problems and issues of particular salience to them (e.g. questions raised by off-campus study). Designed for juniors and seniors.
**Credits** 3
**Prerequisites**
POLS 111
**Attributes**
Alternate Year
Diversity International
Social Sciences
**Cross Listed**
INST 371, POLS 371

## PAGS 374: Methods of Peacemaking

A practical course teaching methods for community organizing through interaction with Richmond community groups and educational centers. Analyzes influence of national and international popular culture within Richmond.
**Credits** 4
**Prerequisites**
PAGS 240: Global Dynamics and World Peace
PAGS 240 or consent of the instructor.
**Attributes**
Diversity Domestic
Upper-Level

## PAGS 375: Topics in International Relations

Offers an in-depth study of a current controversy or theoretical problem in IR. Past topics have included feminist theories of IR, the Bomb, and the Responsibility to Protect. Prerequisite: An Interpretive Practices course or consent of the instructor.
**Credits** 3
**Attributes**
Social Sciences
Upper-Level
**Cross Listed**
POLS 375

## PAGS 377: Politics of Global Inequality

Explores the problem of global inequality, its implications for human development, and possible solutions. Builds on concepts from International Political Economy and Comparative Politics. Defines inequality and development and discusses how to measure these phenomena. Explores competing explanations for the existence and persistence of global inequality and tackles issues important in the developing world.
**Credits** 3
**Attributes**
Alternate Year
Diversity International
Upper-Level
**Cross Listed**
POLS 377

## PAGS 440: Research Seminar: Cooperation

An advanced research seminar that focuses on the process of developing, researching and writing a substantial historical research paper. This year's seminar is devoted to the subject of Fascism. We will tackle the subject from theoretical perspectives, consider historiographical and methodological questions, and examine case studies. Student research projects will be historical in nature and might include such themes as spectacle, propaganda, the media, historical memory, memorials, festivals, the crowd, the courts, youth movements, or Antifascist resistance in any number of countries.
**Credits** 4
**Prerequisites**
One 300-level HIST course
**Attributes**
Europe=Geographic
Upper-Level

## PAGS 441: Movement & Movements: A Political Economy of Migration Seminar

This course is designed to provide robust insight into the global political and economic trends that drive and condition patterns of transnational migration in North America; to place current trends in historical and geographic context; to analyze the stakes and consequences of these phenomena; and to consider a variety of alternatives/solutions proposed by distinct sectors of society in Mexico and the United States.
**Credits** 4

## PAGS 481: Internship

An internship or practicum is organized by the student in consultation with the adviser. Credits for the experience must be negotiated between the adviser and the on-site supervisor. The experience involves one of the following: (a) teaching or tutoring a second language, (b) a special research project, or (c) interpreting / translation. Depending on the experience, students enhance their communicative skills, develop a critical understanding of linguistic and cultural differences, connect to other disciplines through languages, come to a deeper understanding of the role of translation in cross-cultural communication, and/or reflect on career and life goals.
**Credits** 1-3
**Attributes**
Required for the major
Upper-Level

## PAGS 486: Senior Research

In this student-led course, PAGS seniors choose a topic to research for a semester and present their results at a community-wide event. Recent topics have included labor organization in a post-globalization era and peace communities in Colombia.
**Credits** 2
**Attributes**
Required for the major
Research Component
Upper-Level

## PAGS 488: Senior Seminar

Focuses on an integrative writing project. Provides a setting in which majors can draw together what they have learned in all of their courses and off-campus experiences.
**Credits** 3
**Attributes**
Required for the major
Upper-Level

## PHIL 370: Philosophy of Social Science

Investigates the philosophical foundations of the Social Sciences. Introduces students to questions of theory, method, interpretation, ideology and the intersection of subjectivity, modern society and Social Sciences. Prerequisite: Previous study in Social Sciences or Philosophy or consent of the instructor. Also listed as PAGS 370.
**Credits** 3
**Attributes**
Required for the major
Upper-Level
**Cross Listed**
PAGS 370

# Philosophy

## PHIL 120: Philosophical Inquiry

Introduces students to philosophical thinking as well as to figures in the history of philosophy. Topics vary. Stresses careful reading of primary sources. Recent topics include philosophy and film, ethics and political life, and environmental ethics.
**Credits** 4
**Attributes**
Appropriate for First-year Students
Humanities Division

## PHIL 130: Symbolic Logic

The study of formal, deductive logic emphasizing the methods for demonstrating the validity of arguments. Includes truth functional propositional logic and quantification theory through the logic of relations.
**Credits** 3
**Attributes**
Humanities Division
**Cross Listed**
CS 130
MATH 130

## PHIL 155: Ancient Greek Philosophy

An examination of Greek philosophy beginning with the pre-Socratic period and emphasizing the works of Plato and Aristotle. Reading is mainly in the primary sources.
**Credits** 4
**Attributes**
Diversity International
Appropriate for First-year Students
Humanities Division
Writing Intensive
**Cross Listed**
ANCS 155

## PHIL 180: Existentialism

Explores the question of the meaning of human existence as it has been discussed primarily from the late 19th century to the present day. Draws on a variety of resources, including plays, short stories, films and traditional philosophical texts in the existentialist tradition. Topics may include the notion of individuality, the nature of freedom and its limits, one's relationship to God, and one's responsibility to the community.
**Credits** 3
**Attributes**
Alternate Year
Appropriate for First-year Students
Humanities Division
Writing Intensive

## PHIL 204: Women Thinkers of the 20th Century

Examines the thought of women of the 20th century born in the West and the East. Special attention to the influences and critiques within and across these two traditions. Sources include works in aesthetics, phenomenology, feminism and literature.
**Credits** 4
**Attributes**
Humanities Division
Cross-listed
**Cross Listed**
WGSS 204

## PHIL 206: Philosophy of Sport

This course serves as both an introduction to and a comprehensive study of the philosophy of sport. In addition to engaging with questions about ethical & aesthetic dimensions of sports, it will engage with political questions concerning race, gender and nationality as well as economic questions.

**Credits** 3
**Attributes**
Diversity Domestic
Writing Intensive
Wellness
Humanities Division
Cross-listed
**Cross Listed**
ESHS 206

## PHIL 207: From the Avant-Garde to the Aesthetics of the Familiar

Discusses the meaning of the avant-garde. De-canonizes the avant-garde through the perspective of everyday aesthetics. Artworks and texts range from a broad spectrum, e.g., Continental, Eastern, Black-American and Latino.
**Credits** 3
**Attributes**
Humanities Division
Cross-listed
**Cross Listed**
ART 207

## PHIL 218: Politics, Philosophy and Peace

Explores the intersection of politics, philosophy and peace through one or various authors. Topics include discussions on the conceptions of community, communication, pluralism and migration. Re-assesses the meaning of the political. This course may be best for sophomore standing and above.
**Credits** 4
**Attributes**
Diversity International
Humanities Division
Cross-listed
**Cross Listed**
PAGS 218

## PHIL 230: Topics in Aesthetics

Introductory course in aesthetics. Examines a topic or issue that is of importance to historical or contemporary philosophical aesthetics. Topics include the experience of art and the philosophical implications of its creation and reception; the relationship between politics and art; and the cultural impact of various art media, including but not limited to, literature, film and classical representational pieces. Depending upon the topic, readings chosen from works by classical and contemporary philosophers, art critics and artists themselves.
**Credits** 3
**Attributes**
Appropriate for First-year Students
Humanities Division
Research Component
Writing Intensive

## PHIL 250: Modern Philosophy

Focuses on European philosophers of the 17th and 18th centuries. Readings from primary sources introduce students to traditional epistemological and metaphysical questions in the western philosophical tradition.
**Credits** 4
**Attributes**
Appropriate for First-year Students
Humanities Division
Required for the major
Writing Intensive

## PHIL 252: Philosophy and Film Theory

Investigates the relationship between philosophical ideas and visual narratives. Examines the philosophical foundations of various theories of film and interprets visual narratives in terms of philosophical ideas.
**Credits** 4
**Attributes**
Appropriate for First-year Students
Humanities Division
Writing Intensive
**Cross Listed**
FILM 252

## PHIL 260: Philosophy and Politics of Care

Explores and questions the various ways human beings are said to care about one another. It examines care as a mode of relationality in ethics, aesthetics, political philosophy, education, robotics, and medicine.
**Credits** 4
**Attributes**
Humanities Division
Cross-listed
**Cross Listed**
PAGS 260

## PHIL 280: Seminar

An intermediate seminar on a single figure, topic or movement. Oral participation is as important as written work. Recent topics include feminist philosophies, skepticism, postcolonial theory, Heidegger and the ethics of belief.
**Credits** 4
**Prerequisites**
1 PHIL Course
**Attributes**
Appropriate for First-year Students

## PHIL 305: Psychoanalysis and Philosophy

This course investigates psychoanalytic theory of Freud and Lacan as well as feminist, postcolonial and cultural responses to it. In addition to reading primary texts, it will critically analyze how psychoanalysis understood, misunderstood and modified throughout its history.
**Credits** 3
**Prerequisites**
An Earlham Seminar
**Attributes**
Humanities Division
Diversity International
Writing Intensive
Pre-req

## PHIL 310: Philosophy of Law

"What is Law" in the context of legal structure, power, rule and obligation. This course examines the relations between legal rules and the rules of ethics and custom, the case for civil disobedience, the difference between law and mere coercion, the social and ethical foundation of law and legitimacy, the limits of law and the state, citizens' rights against the state and one another, and the norms of our legal system, their beneficiaries and alternatives.
**Credits** 4
**Prerequisites**
Sophomore standing or above
**Attributes**
Upper-Level
Writing Intensive

## PHIL 315: Marxism

An examination of the Marxist intellectual traditions with an emphasis on the writings of Marx. Examines Marx's critique of capitalism and alienation in his early writing to his more formal analysis of capitalism in his work Capital. Looks at how later Marxists and critics of capitalism have used, criticized and reworked elements of the Marxian analysis to continue developing contemporary conceptions of a non-capitalist or classless society.
**Credits** 4
**Attributes**
Alternate Year
Upper-Level
**Cross Listed**
ECON 315 and PAGS 315

## PHIL 330: Postcolonial Theory

A study of selected topics in Postcolonial Theory. Investigates the philosophical presuppositions of these topics and the relationship between Modern philosophy and European Colonialism.
**Credits** 4
**Prerequisites**
One PHIL course
**Attributes**
Diversity International
Research Component
Upper-Level
Writing Intensive
**Cross Listed**
FILM 330
PAGS 330

## PHIL 350: 19th Century Philosophy

Covers the movement of thought in Europe after Kant, focusing on such topics as the study of culture and the human sciences, the rise and fall of idealism, philosophy's turn to historicism, the concept and consciousness of modernity, and the fate of critical philosophy — or philosophy as critique — after Kant. Figures studied may include Fichte, Schelling, Hegel, Marx, Kierkegaard and Nietzsche.
**Credits** 4
**Attributes**
Required for the major
Upper-Level
Writing Intensive

## PHIL 362: Western Political Philosophy II

An examination of the central ideas of modern political philosophers. Attention to major primary works by Locke, Rousseau, Burke, Mill, Marx and Nietzsche.
**Credits** 3
**Attributes**
Alternate Year
Upper-Level
**Cross Listed**
POLS 362

## PHIL 363: Bioethics

Introduces students to the major theoretical discussions and practical actions in the field of bioethics, with a focus on the implications that these discourses and practices have for a diverse and multicultural world. Includes an introduction to essential bioethical terminology and to a breadth of ethical theories and perspectives. Specific topics covered may include: human subject research, genetic technologies, justice and health care allocation, end of life alternatives, and so on.
**Credits** 4
**Prerequisites**
Sophomore standing or above
**Attributes**
Diversity Domestic
Appropriate for First-year Students
Humanities Division
Upper-Level
Writing Intensive
**Cross Listed**
ENST 363

## PHIL 365: Philosophy of Language

Examines current topics in the philosophy of language as discussed in both the continental and analytic traditions of philosophy. Topics include the origin of language, question of meaning, relationship of language and the world, relationship between language and human subjectivity, question of ambiguity in dialogue, evolution of language in community and feminist critique of linguistic philosophy.
**Credits** 3
**Attributes**
Humanities Division
Upper-Level
Writing Intensive

## PHIL 460: Contemporary Philosophy

Covers a number of the main figures and movements in 20th- and 21st-century continental philosophy. Figures studied may include Derrida, Foucault, Gadamer, Habermas, Heidegger, Husserl, Merleau-Ponty, Sartre and Wittgenstein. Movements studied may include classical phenomenology, hermeneutics, existentialism, feminism, critical theory, philosophy of language and contemporary epistemology. Some analytic philosophers may be read to explore the relationship between analytic and continental philosophy.
**Credits** 4
**Attributes**
Humanities Division
Required for the major
Upper-Level

## PHIL 480: Seminar

An advanced seminar on a single figure, topic or movement. Oral participation is as important as written work. Recent topics include feminist philosophies, skepticism, postcolonial theory, Kant's second and third Critiques, Heidegger and the ethics of belief.
**Credits** 4
**Prerequisites**
PHIL 250: Modern Philosophy
**Attributes**
Required for the major
Upper-Level

## PHIL 481: Internships, Field Studies and Other Field Experiences

**Credits** 1-3

## PHIL 487: Senior Capstone Experience I

Students in this course will develop their research and writing skills in preparation for writing a thesis length essay in PHIL 488 Senior Capstone II. Participants will learn to do research and writing by way of library instruction, peer-review writing, and bibliographic development. This teaching-learning process will necessarily involve "awakening the 'teacher within'" by requiring all participants to assume the role of teaching the seminar some aspect of their research. The essays the students produce in this seminar will subsequently be evaluated by the Philosophy Department as a whole and not solely by the seminar's instructor of record.
**Credits** 3
**Prerequisites**
PHIL 350: 19th Century Philosophy
**Attributes**
Required for the major
Upper-Level

## PHIL 488: Senior Capstone Experience II

The second semester seniors in this course extends the research begun in PHIL 488 Senior Capstone Experience I with a view toward preparing the first semester's work for presentation at Earlham's Annual Research Conference and possibly for publication in an undergraduate philosophy journal. Additionally, this course will provide instruction preparing students for an oral exam at the end of the semester in the subject area they have been researching. If adjustments are needed to this schedule to allow for off-campus study or other reasons, students may petition the Philosophy Department in writing with a rationale supporting a proposal for a different schedule.
**Credits** 3
**Prerequisites**
PHIL 487: Senior Capstone Experience I
**Attributes**
Required for the major
Upper-Level

# Physics & Astronomy

## PHYS 115: Encounters with the Cosmos

Explore and discover the origin and evolution of the expanding universe that surrounds us, and the processes that created the "star dust" of which we are composed. Find out what really happens when you travel into a black hole and hear the latest discoveries from the Mars Rover! This course provides a descriptive study of the origin and evolution of the universe and the nature of the solar system, the stars and galactic systems.
**Credits** 3
**Attributes**
Appropriate for First-year Students
Natural Sciences Division

## PHYS 116: Encounters with the Cosmos (with Lab)

Explore and discover the origin and evolution of the expanding universe that surrounds us, and the processes that created the "star dust" of which we are composed. Find out what really happens when you travel into a black hole and hear the latest discoveries from the Mars Rover! This course provides a descriptive study of the origin and evolution of the universe and the nature of the solar system, the stars and galactic systems. Lab.
**Credits** 4
**Attributes**
Appropriate for First-year Students
Natural Sciences Division

## PHYS 118: Quantum Leaps & Relativity

If you travel fast, does time really slow down? What does an atom actually "look like"? And, what does E=mc2 really mean? Get the answers to these questions and so many more in this intro physics course exploring the weird science of our universe.
**Credits** 3
**Attributes**
Appropriate for First-year Students
Natural Sciences Division

## PHYS 118: Quantum Leaps & Relativity

If you travel fast, does time really slow down? What does an atom actually "look like"? And, what does E=mc2 really mean? Get the answers to these questions and so many more in this intro physics course exploring the weird science of our universe.
**Credits** 3
**Attributes**
Appropriate for First-year Students
Natural Sciences Division

## PHYS 120: Matter in Motion (no calculus)

How can we understand the complexities of motion? What determines the arc of a basketball free-throw, or how can we model blood pressure in the humans? This course develops concepts of force, momentum and energy and applies them to a variety of phenomena ranging from the motion of elementary particles to the motion of the planets. High school algebra and trigonometry are used. Lab.
**Credits** 4
**Attributes**
Appropriate for First-year Students
Natural Sciences Division

## PHYS 125: Matter in Motion (with Calculus)

What dictates the complexities of motion? How can we use physics to understand energy issues or medical biophysics? To control the path of a probe launched to rendezvous with Mars? This course develops concepts of force, momentum, energy and heat, and applies them to a variety of phenomena ranging from the motion of elementary particles to the motion of the planets. Throughout, we consider colonialism's impact on physics, and what it would mean to decolonise physics. Lab.
**Credits** 4
**Corequisites**
MATH 180: Calculus A
**Attributes**
Co-Req
Appropriate for First-year Students
Required for the major
Natural Sciences Division

## PHYS 230: Electromagnetism, Waves and Optics

You can change the direction of a baseball's motion by hitting it, but how do you curve light's motion to form the image on your retina? How can you move a beam of electrons without touching them? This course extends concepts like force and energy to realms that we cannot experience by touch. This course investigates the nature of electrostatics, electrical currents, magnetism, waves and optics, as well as a few concepts from modern Physics. Lab.
**Credits** 4
**Prerequisites**
PHYS 120: Matter in Motion (no calculus)
**Attributes**
Alternate Year
Appropriate for First-year Students

## PHYS 235: Electromagnetism, Waves and Optics (With Calculus)

How is electricity created or lightning modeled? What is the fundamental nature of light? How can we use mirrors to create three-dimensional images? In this course, electrostatics, electromagnetism, electric and magnetic fields, waves and optics are treated using analytical techniques of calculus and vector analysis. Lab.
**Credits** 4
**Prerequisites**
PHYS 125: Matter in Motion (with Calculus)
**Corequisites**
MATH 280: Calculus B
**Attributes**
Appropriate for First-year Students
Required for the major
Natural Sciences Division

## PHYS 282: Computational Astrophysics

Studying our universe and the gas, stars, and galaxies within it provides insight into physical processes at the extremes of physical scales. This includes phenomena from the subatomic level to scales spanning the visible universe, at extremes of temperature, denisty, and energy, with relevant timescales of 10^-35 seconds to billions of years. This course will apply students' knowledge of physics and mathematical methods to exploration of the processes that govern the formation of evolution of stars, galaxies, and the universe as a whole.
**Credits** 3
**Prerequisites**
PHYS 125 or PHYS 235
**Attributes**
Natural Sciences Division

## PHYS 305: Strength of Materials

This course will introduce students to the fundamental principles of the strength of materials and their application to engineering design. Topics will include stress, strain, torsion, bending, shear, and axial loading, with real-world applications in structural analysis, mechanical components, and failure criteria.
**Credits** 4
**Prerequisites**
PHYS 235: Electromagnetism, Waves and Optics (With Calculus)
An Earlham Seminar
**Attributes**
Pre-req
Upper-Level
Natural Sciences Division
Cross-listed
**Cross Listed**
ENGR 305

## PHYS 315: Introductory Astrophysics

Stars, planets, comets and black holes are all explained by the field of astrophysics. In this course, you will learn the fundamental science behind the myriad phenomena of the cosmos. Along the way, you will build computational models to develop your physical intuition and strengthen your programming.
**Credits** 3
**Prerequisites**
PHYS 235: Electromagnetism, Waves and Optics (With Calculus)
**Attributes**
Upper-Level
Natural Sciences Division
Pre-req

## PHYS 325: Biophysics

What sorts of patterns do we expect to find in biology? When molecules are diffusing randomly through a cell, and when are they being moved around actively? What are the main forces governing protein folding? We'll apply a small number of fundamental physical models to a broad range of biological problems. You'll explore your own interests through a significant independent project.
**Credits** 3
**Prerequisites**
PHYS 235: Electromagnetism, Waves and Optics (With Calculus)
**Attributes**
Writing Intensive
Upper-Level
Natural Sciences Division
**Cross Listed**
BIOL 325

## PHYS 345: Modern Physics

Few ideas stretch the imagination or challenge the intuition as much as Relativity and Quantum Mechanics. In this course, you'll investigate special relativity, quantum Physics, atomic and nuclear Physics with elementary classical Physics as a foundation. In the study of special relativity, students will reason through the implications of Einstein's postulate and find how the predictions of his theory can be put to experimental tests. Elementary quantum mechanics, on the other hand, will show how scientists have sometimes had to change their conceptual framework when confronted with phenomena that cannot fit into an earlier paradigm. Lab.
**Credits** 4
**Prerequisites**
MATH 280 and PHYS 235
**Attributes**
Required for the major
Natural Sciences Division
Upper-Level

## PHYS 350: Electronics & Instrumentation

This is a laboratory-oriented course dealing with analog and digital circuits. Circuit theory is developed for diodes, transistors, operational amplifiers and integrated circuits. These components are used to construct a range of devices, including power supplies, oscillators, amplifiers and logic circuits. Laboratory work will allow students to gain an operational understanding of these basic concepts. Skills debugging, circuit building, and reading circuit diagrams will be stressed. Lab.
**Credits** 4
**Prerequisites**
PHYS 230 or PHYS 235
**Attributes**
Alternate Year
Required for the major
Upper-Level
**Cross Listed**
CS 350
ENGR 350

## PHYS 355: Advanced Physics Laboratory

Explores experimental techniques, such as programming and machining, associated with advanced undergraduate physics courses. Studying a wide range of physical phenomena, students will be exposed to a wide variety of experimental techniques. Emphasizing individual initiative and deep investigation, students will be able to direct their work to areas or questions of particular interest. Students develop skills in communicating scientific results in journal article format as well as through oral and poster presentations. Lab.
**Credits** 3
**Prerequisites**
PHYS 345: Modern Physics
**Attributes**
Required for the major
Natural Sciences Division
Upper-Level
Writing Intensive

## PHYS 360: Mathematical Methods and Physics

Applies mathematical techniques to the study of physical systems. Examines topics such as vector analysis, complex variables, Fourier series and boundary value problems. These topics are studied in the context of modeling and understanding physical systems. Students will see how individual techniques, once developed, can be applied to very broad classes of problems. This course develops skills in communicating scientific results in written form as well as in an oral presentation.
**Credits** 3
**Prerequisites**
MATH 320: Differential Equations
**Corequisites**
MATH 350: Multivariate Calculus
**Attributes**
Required for the major
Natural Sciences Division
Research Component
Upper-Level
**Cross Listed**
MATH 360

## PHYS 375: Thermal and Statistical Physics

Examines basic concepts of thermodynamics such as internal energy, heat, work, temperature, reversibility and entropy. This course shows how the application of a few basic concepts from probability and statistics can elucidate a wide range of phenomena such as the kinetic theory of gases, osmotic pressure and changes in equilibrium states cause by variations in pressure or temperature. Quantum applications include Planck's theory of blackbody radiation and statistics for identical particles.
**Credits** 3
**Prerequisites**
PHYS 345: Modern Physics
MATH 280: Calculus B
**Attributes**
Alternate Year
Required for the major
Upper-Level

## PHYS 425: Classical Mechanics

Examines statics and dynamics of particles, rigid bodies and continuous media, along with Lagrangian mechanics and normal coordinates. Students will extend their ability to analyze mechanical systems through math techniques such as differential equations, Fourier series, and solutions to systems of linear equations. Approximation techniques are introduced for dealing with systems for which no analytical solution is possible.
**Credits** 3
**Prerequisites**
PHYS 235, MATH 320, MATH 350 AND MATH/PHYS 360
**Attributes**
Alternate Year
Natural Sciences Division
Upper-Level

## PHYS 435: Electricity and Magnetism

The development and application of electromagnetic field theory. This course covers material from PHYS 235 in greater detail, deepening the level of application of mathematical approaches that are useful in a wide range of Physics subjects, such as divergence, curl and Fourier techniques. The core of the course, Maxwell's equations, expresses the fundamental interrelationship between electric and magnetic phenomena, as well as radiation theory and an understanding of behavior of light.
**Credits** 3
**Prerequisites**
PHYS 345, MATH 320, MATH 350 AND MATH/PHYS 360
**Attributes**
Alternate Year
Upper-Level

## PHYS 445: Quantum Mechanics

An introduction to the techniques, problems and interpretation of quantum mechanics. The quantum conditions, Schrodinger's equation and other formulations are applied to the rectangular potential well, the harmonic oscillator and the hydrogen atom. Also considers perturbation theory, identical particles and multiparticle systems. Students will gain familiarity with quantum systems, and the implications of quantum theory. Mathematical skills such as integrating Gaussian functions and partial differential equations will be developed.
**Credits** 3
**Prerequisites**
PHYS 345, MATH 320, MATH 350 or MATH 360
**Attributes**
Alternate Year
Required for the major
Upper-Level

## PHYS 480: Senior Seminar

Students and faculty meet to discuss topics of current interest in physics. These topics focus either on some area of Physics or on an area in which Physics overlaps with other disciplines.
**Credits** 3
**Prerequisites**
PHYS 375 or PHYS 445
**Attributes**
Alternate Year
Upper-Level

## PHYS 484: Faculty/Student Collaborative Research

Collaborative research funded by Faculty/Student Research Fund.
**Credits** 1-3
**Attributes**
Natural Sciences Division
Not Attached to any Division
Research Component
Upper-Level

## PHYS 488: Senior Capstone

Majors must successfully complete comprehensive examinations during the Senior year. Offered both semesters.
**Credits** 0
**Attributes**
Required for the major
Upper-Level

# Politics

## POLS 111: Intro to Comparative Politics & International Relations

This broad introductory course launches the formal study of comparative politics and international relations at the college level, exploring these distinct yet complementary subfields of the discipline. Students in this course begin to address enduring questions about global phenomena with both theoretical and practical implications. Students also engage in political debates about questions both historical and contemporary.
**Credits** 3
**Attributes**
Appropriate for First-year Students
Required for the major
Social Sciences

## POLS 121: Introduction to American Politics and Policy

This broad introductory course launches the formal student of American politics and public policy at the college level. It explores basic questions regarding the political philosophy that underpins the American system, investigates American political history and culture, examines American institutional arrangements, and surveys the six-step policymaking process. Students also engage in political debates about questions both historical and contemporary.
**Credits** 3
**Attributes**
Appropriate for First-year Students
Social Sciences

## POLS 146: The American Legal System

This course provides an introduction to the American legal system, covering key legal principles, institutions, and processes. Students will examine fundamental areas of law, judicial decision-making, and constitutional interpretation. The course concludes with an exploration of landmark Supreme Court cases and their impact on civil rights, liberties, and legal reform.
**Credits** 3
**Attributes**
Diversity Domestic
Subfield: American Politics
Social Sciences
Appropriate for First-year Students

## POLS 170: Diplomacy: Theory and Practice

An experiential course that examines political, economic and social issues in world politics by simulating the work of states in U.N. committees and organizations. Students serve as delegates to a regional Model UN. Scholarly readings on the practice of diplomacy.
**Credits** 3
**Attributes**
Diversity International
A.R.T. Designation: None
Subfield: International Relations
Appropriate for First-year Students
Social Sciences
**Cross Listed**
PAGS 170

## POLS 226: Science & Technology Policy: Nukes, Jets, Space Exploration & Pandemic

This course explores science and technology policy developments within the United States. Scientific discoveries and technological innovations influence every aspect of contemporary human existence. As a result, making smart public sector investments in these areas is crucial. Students will investigate how well government has done this in the past century.
**Credits** 3
**Prerequisites**
POLS 121: Introduction to American Politics and Policy
**Attributes**
Writing Intensive
A.R.T. Designation: "R"esearch
Subfield: American Politics
Social Sciences

## POLS 242: Intermediate American Public Policy: Race, Social Insurance, and Security

This course examines the theoretical underpinnings of public policy. It also familiarizes students with the tools of policy analysis, ranging from descriptive and inferential statistics to cost-benefit analysis to policy history. Finally, the course provides a deep dive into three or four substantive domestic policy debates as we try to better understand the problems and solutions in each area.
**Credits** 4
**Prerequisites**
POLS 121: Introduction to American Politics and Policy
**Attributes**
A.R.T. Designation: "A"rguments
Subfield: American Politics
Social Sciences

## POLS 251: Intercultural Civic Engagement

Engaging thoughtfully and fluidly across cultures begins with one's own self awareness. This course helps prepare you to meet cross-cultural challenges during volunteer or social science research opportunities. With a mix of active learning and reflective exercises you will develop skills to advance a development project in a community.
**Credits** 3
**Attributes**
Social Sciences

## POLS 261: Contemporary Japanese Poliics

Prime Minister Shinzo Abe publicly proclaimed with political swagger, "I am back, and so shall Japan be back," shortly following his return to power in 2012. His statement was a commentary about his readiness and eagerness to lead Japan into a new era of power and prestige under the ruling Liberal Democratic Party. Moreover, his statement was a commentary about the politics and policy agenda of his administration.
**Credits** 4
**Attributes**
Social Sciences
**Cross Listed**
JPNS 261

## POLS 292: FCNL Spring Lobby Weekend

This field trip-centered course is designed to help students learn first-hand about the legislative and lobbying process through a hands-on experience with the Friends Committee on National Legislation, focusing on a topic of current legislative opportunity. Past Lobbying Weekends have focused on the Authorization for the Military Use of Force, Climate Change, and Mass Incarceration. This course meets once a week for the first half of the semester and over Spring Break.
**Credits** 1
**Attributes**
Social Sciences

## POLS 305: Frenemy Politics: Conflict

This course is a study of international relations within the context of Japan and Asian-Pacific politics and foreign policy. This course examines past, present and emerging transnational and trans-regional issues, such as territorial disputes, trade agreements and imbalances, human rights, immigration management, regional militarization, and constitutional revisionism, by way of the political and policy action or inaction of state actors in Japan and Asia.
**Credits** 3
**Attributes**
Subfield: International Relations
A.R.T. Designation: "R"esearch
Upper-Level
Social Sciences
**Cross Listed**
JPNS 305

## POLS 322: Climate Policy & Energy Policy

Climate and energy policy are highly complex issues with profound consequences for human society. This is particularly true when one considers the role hydrocarbons play in creating anthropogenic climate change. If not addressed by government in the near-term, the climate crisis will prove to have catastrophic impacts. As a result, climate and energy will be the most important policy issues facing national leaders during the coming decades. This class will start by examining the contours of the climate crisis, before transitioning to the policy solutions that might be adopted to mitigate an exponential increase of greenhouse gases in the Earth's atmosphere (many of which fall within the realm of energy policy).
**Credits** 3
**Prerequisites**
POLS 121: Introduction to American Politics and Policy
ENSU 141: Environment, Society and Sustainability
**Attributes**
A.R.T. Designation: "A"rguments
Subfield: American Politics
Alternate Year
Social Sciences
Upper-Level

## POLS 327: Urban Politics, Policy & Sustainability

By the end of the semester, students will have a solid grounding in the basic theories of urban planning. They also will gain an understanding of the historical development of the city, both globally and in America. In addition, they will learn about evolving structure for regional municipal governing. Finally, they will learn about urbanism's role as a solution to the climate crisis.
**Credits** 3
**Prerequisites**
POLS 121: Introduction to American Politics and Policy
ENSU 141: Environment, Society and Sustainability
**Attributes**
A.R.T. Designation: "A"rguments
Subfield: American Politics
Writing Intensive
Alternate Year
Upper-Level
Social Sciences
**Cross Listed**
ENSU 327

## POLS 329: Social Science Research Method

In this course, students will think systematically about ways to answer questions with different foci, but the skills developed will help students think more productively about the academic questions students find most pressing.
**Credits** 3
**Prerequisites**
POLS 111: Intro to Comparative Politics & International Relations
POLS 121: Introduction to American Politics and Policy
**Attributes**
A.R.T. Designation: "R"esearch
Subfield: Comparative Politics and Political Theory
Upper-Level
Social Sciences

## POLS 339: Approaching Political Puzzles

Designed to improve students' understanding of political science by enhancing critical thinking skills and exploring different theoretical approaches to political science. Students learn how to build on existing research and use “real world” examples in their own work. Experience gained in hands-on research and writing can be applied to the Senior Capstone Experience and other upper-division courses.
**Credits** 3
**Prerequisites**
POLS 111: Intro to Comparative Politics & International Relations
**Attributes**
A.R.T. Designation: "R"esearch
Alternate Year
Social Sciences
Upper-Level

## POLS 341: Political Parties & Elections

Examines the role parties and elections play in American politics. Students will develop an understanding of: the historical foundations of the two-party system in the United States, including the role of major realigning elections; the major contemporary coalitions supporting each major party; and, the who, what, where and when of American elections. Students will write a significant research paper examining the electoral situation in a specific state.
**Credits** 3
**Prerequisites**
POLS 121: Introduction to American Politics and Policy
**Attributes**
A.R.T. Designation: "R"esearch
Subfield: American Politics
Alternate Year
Social Sciences
Upper-Level

## POLS 342: The American Presidency: Leadership and Power

This course examines the primary responsibilities (lawmaking and representation) and relationships (with the president, bureaucracy, and special interests) of the United States Congress. The course also provides an introduction to the institutions (with Congress being the most important) and processes through which public policy is made and implemented.
**Credits** 3
**Attributes**
Upper-Level

## POLS 346: Constitutional Law I

Examines the historic foundations of the American legal system and its existing structural framework. Examines case law associated with defining federalism, democracy, and capitalism under the American Constitution. Examines case law associated with civil rights and civil liberties under the American Constitution. Students will learn how to write case briefs, a key skill for anyone considering law school.
**Credits** 3
**Prerequisites**
POLS 121: Introduction to American Politics and Policy
**Attributes**
A.R.T. Designation: "A"rguments
Subfield: American Politics
Writing Intensive
Diversity Domestic
Alternate Year
Social Sciences
Upper-Level

## POLS 351: Democracy and Democratization

Though Comparative Politics has been trying to understand why and how countries democratize for many years, the recent events in the Middle East and North Africa offer fresh opportunities to test old theories and develop new ones. In this course we will analyze definitions of democracy and various hypotheses that can help explain the timing of transitions from authoritarian rule, and why attempts at democratization succeed or fail, using examples from the Arab Spring and elsewhere.
**Credits** 3
**Prerequisites**
POLS 111: Intro to Comparative Politics & International Relations
**Attributes**
A.R.T. Designation: "A"rguments
Subfield: Comparative Politics and Political Theory
Diversity International
Writing Intensive
Alternate Year
Social Sciences
Upper-Level

## POLS 352: Africa & the World: What Does the West Owe Africa?

Investigates the unique situation of African countries in terms of economics and international relations, with a focus on development (economic and human development) and conflict and cooperation both on the continent and between the region and the rest of the world. Taking a thematic approach, the course offers an overview of the central debates on these crucial questions and invites students to focus on how all these issues play out in one country of their choice.
**Credits** 3
**Prerequisites**
POLS 111: Intro to Comparative Politics & International Relations
**Attributes**
A.R.T. Designation: "R"esearch
Subfield: Comparative Politics and Political Theory
Diversity International
Alternate Year
Social Sciences
Upper-Level
**Cross Listed**
AAAS 352

## POLS 355: Politics of the Developing World

What can developing countries do to promote economic growth and good governance? While development questions often focus on the relationship between the international donor community and aid recipients, looking at political and economic progress from a domestic perspective can be enlightening, as there is arguably greater space for reform in a domestic system than an international one. This course uses the tools of comparative politics to explore governance and economic management in the developing world, focusing on positive steps that countries can take to improve the lives of their citizens.
**Credits** 3
**Prerequisites**
POLS 111: Intro to Comparative Politics & International Relations
**Attributes**
A.R.T. Designation: "A"rguments
Subfield: Comparative Politics and Political Theory
Diversity International
Alternate Year
Upper-Level

## POLS 358: Contemporary Chinese Politics

This course provides students with a broad introduction to China's politics in the modern period. The focus will be on a wide array of topics ranging from communist revolution, economic development, political reform, social movement, and environmental policy to religion and foreign policy under the Chinese Communist Party (CCP). This course covers both the Mai and the post-Mai eras in the history of CCP rule.
**Credits** 3
**Prerequisites**
POLS 111: Intro to Comparative Politics & International Relations
**Attributes**
Upper-Level
Social Sciences

## POLS 359: African Democracy & Dictatorship

Explores the evolution of African dictatorships and asks whether democracy in sub-Saharan Africa is substantially different from democracy elsewhere in the world. Considers whether African countries' experimentation with different forms of governance—from military to civilian rule, from one-party states to multiparty democracies—has resulted in better governance.
**Credits** 3
**Prerequisites**
POLS 111: Intro to Comparative Politics & International Relations
**Attributes**
A.R.T. Designation: "A"rguments
Subfield: Comparative Politics and Political Theory
Alternate Year
Upper-Level
**Cross Listed**
AAAS 359

## POLS 362: Modern Political Theory

Examination of the central ideas of modern political philosophers. Attention to major debates over the origin, legitimacy and sustenance of state and society.
**Credits** 3
**Prerequisites**
POLS 111: Intro to Comparative Politics & International Relations
**Attributes**
A.R.T. Designation: "T"heory
Subfield: Comparative Politics and Political Theory
Alternate Year
Upper-Level
**Cross Listed**
PHIL 362

## POLS 363: Anarchism: Theory and Practice

The course introduces students to anarchism. It surveys philosophical and literary texts of both Western and non-Western traditions and examines empirical practices from across cultural contexts. It seeks to diversify students' understanding of anarchism as not only an important framework for understanding politics but also a crucial method of organizing socio-political life.
**Credits** 3
**Attributes**
Diversity International
Upper-Level
A.R.T. Designation: "T"heory
Subfield: Comparative Politics and Political Theory
Social Sciences
Cross-listed
**Cross Listed**
SOAN 363
PAGS 363

## POLS 364: Power, Politics, Theory

Surveys the classical texts and themes of political theory. Examines selections of both the Western and Eastern canonical works to investigate a wide range of political concepts that include power, freedom, citizenship, justice, community, identity, rights, etc.
**Credits** 3
**Prerequisites**
POLS 111: Intro to Comparative Politics & International Relations
**Attributes**
A.R.T. Designation: "T"heory
Subfield: Comparative Politics and Political Theory
Diversity International
Upper-Level
**Cross Listed**
PAGS 364

## POLS 365: Topics in Political Theory

An intensive study of a significant concept, set of ideas or philosopher. Recent topics include the search for utopia, Hobbes and Rousseau, contemporary political theory, and freedom.
**Credits** 3
**Prerequisites**
POLS 111: Intro to Comparative Politics & International Relations
**Attributes**
Subfield: Comparative Politics and Political Theory
A.R.T. Designation: "T"heory
Upper-Level
Alternate Year

## POLS 366: African American Political Thought

Introducing various dimensions of African American political thought, this course surveys texts in African American intellectual history to examine how they redefine important political concepts such as identity, power, institution, state, citizenship, freedom and community.
**Credits** 4
**Attributes**
A.R.T. Designation: "T"heory
Subfield: Comparative Politics and Political Theory
Diversity Domestic
Upper-Level
Alternate Year
**Cross Listed**
AAAS 366

## POLS 367: Non-Western Political Theory

Surveys the canonical texts from the non-Western tradition for political thinking. The course investigates how notions, concepts and theories that arise from the texts challenge the Western writings.
**Credits** 3
**Prerequisites**
POLS 111 or POLS 121
**Attributes**
A.R.T. Designation: "T"heory
Subfield: Comparative Politics and Political Theory
Diversity International
Upper-Level

## POLS 368: Chinese Political Thought

Introduces the tradition of Chinese political thinking. Surveys a wide range of schools of thought in early Chinese intellectual history such as Confucianism, Daoism, Mohism and Legalism. Investigates the origin of politics, power, authority, ethics through the lens of Chinese philosophy.
**Credits** 3
**Prerequisites**
Sophomore standing or above and POLS 111
**Attributes**
Subfield: Comparative Politics and Political Theory
A.R.T. Designation: "T"heory
Diversity International
Upper-Level
Alternate Year

## POLS 369: Politics of Authoritarianism

Examines the concept, type and strategy of authoritarianism. Explores issues related to ideology, coercion, cooptation, electoral manipulation, patronage distribution and political socialization in authoritarian politics.
**Credits** 3
**Prerequisites**
Sophomore standing or above and POLS 111
**Attributes**
Alternate Year
Subfield: Comparative Politics and Political Theory
Upper-Level
A.R.T. Designation: "A"rguments

## POLS 371: Theories of International Relations

Examines classics, trends and innovations in empirical and normative theories of international relations, from Thucydides and Machiavelli to Galtung and beyond. Reading and writing intensive. Provides opportunities for students to apply theoretical perspectives to problems and issues of particular salience to them (e.g. questions raised by off-campus study). Designed for juniors and seniors.
**Credits** 3
**Prerequisites**
POLS 111: Intro to Comparative Politics & International Relations
**Attributes**
Alternate Year
Subfield: International Relations
Diversity International
Social Sciences
A.R.T. Designation: "T"heory
Upper-Level

## POLS 377: Politics of Global Inequality

Explores the problem of global inequality, its implications for human development and possible solutions. Builds on concepts from International Political Economy and Comparative Politics. Defines inequality and development, and discusses how to measure these phenomena. Explores competing explanations for the existence and persistence of global inequality, and tackles issues important in the developing world.
**Credits** 4
**Prerequisites**
POLS 111: Intro to Comparative Politics & International Relations
**Attributes**
Alternate Year
Diversity International
Subfield: International Relations
A.R.T. Designation: "R"esearch
Upper-Level

## POLS 378: International Political Economy

Explores the interactions and tensions between states and markets in the international political economy. Examines both current and past events with international political and economic ramifications and theories that seek to provide systematic explanations for the economic behavior of states, multinational corporations and international financial institutions.
**Credits** 3
**Prerequisites**
POLS 111: Intro to Comparative Politics & International Relations
POLS 170: Diplomacy: Theory and Practice
**Attributes**
Alternate Year
Diversity International
Subfield: International Relations
A.R.T. Designation: "T"heory
Upper-Level

## POLS 484: Faculty/Student Collaborative Research

Collaborative research funded by Faculty/Student Research Fund.
**Credits** 1-3
**Attributes**
Research Component
Upper-Level

## POLS 488: Senior Seminar

Designed to bring together both the substantive and methodological diversities of the discipline of Politics in an intensive, collegial format. Seminar topics vary. Students produce a final project that serves as the comprehensive examination for majors. Students must have taken at least 8 courses required for completion of a major in politics, public policy, or international studies before enrolling in this course.
**Credits** 3
**Attributes**
Required for the major
Upper-Level

# Psychology

## PSYC 115: Intro to Psychological Sciences

An introduction to various perspectives within psychology: physiological, learning, cognitive, developmental, social and clinical. Format is typically lecture and discussion. Note: Students cannot receive credit for both PSYC 115 and PSYC 116. Offered every semester.
**Credits** 3
**Attributes**
Appropriate for First-year Students
Required for the major
Social Sciences

## PSYC 116: Behavior, Health Care & Society

This course is designed for students interested in health professions and covers introductory topics in psychology and sociology. There will be discussions of how the foundations of behavior influence physical and mental health and how values guide decision-making, as well as exploration of the ethical issues that health care professionals face. Students will apply fundamental knowledge about people and culture to better appreciate how individuals interact with health care professionals, understand their health and illness, and make decisions about their care. This course helps students realize how psychological and social factors may influence the type of care they provide. Students must have taken or be currently enrolled in CHEM 111. Note: Students cannot receive credit for both PSYC 115 and PSYC 116. Offered every fall.
**Credits** 4
**Attributes**
Co-Req
Appropriate for First-year Students
Social Sciences

## PSYC 210: Social Psychology

Surveys major topic areas in social psychology including obedience, conformity, cognitive dissonance, social cognition, prejudice and interpersonal attraction. Offered every spring.
**Credits** 3
**Attributes**
Appropriate for First-year Students
Required for the major
Social Sciences

## PSYC 220: Adult Psychopathology

Develops knowledge of psychological disorders and mental illness as well as empathy for individuals with these disorders and their families. Focus will be on disorders commonly seen in adulthood, including cognitive decline. There will be discussion of the development and presentation of disorders and the role of family, communities and other contexts. Offered every spring.
**Credits** 3
**Prerequisites**
PSYC 115, PSYC 116 or 200-level PSYC course
**Attributes**
Required for the major

## PSYC 230: Human Development

Provides a general introduction to contemporary psychological theory and research of lifespan human development. This course focuses on the cognitive, emotional and social transformations that take place during infancy, childhood, adolescence and adulthood.
**Credits** 3
**Attributes**
Appropriate for First-year Students
Social Sciences

## PSYC 245: Research Methods & Statistics

Introduction to experimental design and the analysis of research data in psychology. Topics include methods for observing, measuring and describing behavior. Students will learn to use the statistical software JASP or R in data description and analysis. Offered every semester.
**Credits** 4
**Attributes**
Required for the major
Social Sciences

## PSYC 250: Introduction to Neuroscience

This course is an exploration of the biological bases of behavior. It covers the physiological bases of neural communication, sensory systems, learning and memory, sleep, stress and psychological disorders. Prerequisite: Sophomore standing or above. Offered every fall.
**Credits** 4
**Attributes**
Required for the major
Social Sciences

## PSYC 320: Psychology Junior Seminar

This course is designed for psychology students in their junior or senior year of study to help prepare students for professional life. Students will work to develop several skills essential for planning for transition to post-college life.
**Credits** 2
**Attributes**
Required for the major
Upper-Level

## PSYC 347: Psycholinguistics

This course provides an introduction to psycholinguistics, which is the study of the mental representations and processes involved in language comprehension, production, and acquisition. Class discussion will be based on academic articles, covering such issues as speech perception, lexical access, and sentence processing. Issues on bilingual language processing will also be discussed.
**Credits** 3
**Attributes**
Humanities Division
Research Component
Upper-Level
**Cross Listed**
CLL 347

## PSYC 348: How to Chill: Stress Reduction Science

This course explores the neurological mechanisms that support stress reduction methodology-including
pharmacological and nonpharmacological methods such as music, aromatherapy and meditation. Biological and
environmental factors that may impact the development of neural systems involved in stress will also be explored,
including chronic stressors such as racism, misogyny and poverty.
**Credits** 3
**Prerequisites**
PSYC 250: Introduction to Neuroscience
**Attributes**
Wellness
Pre-req
Social Sciences

## PSYC 352: Cognitive Psychology

This course covers the mental processes that underline human thought and behavior, such as attention, memory, comprehension, reasoning, problem-solving and language. Considers established and current theoretical models, research methods and experimental results.
**Credits** 3
**Prerequisites**
PSYC 245: Research Methods & Statistics
Or Junior standing and a declared major other than Psychology
**Attributes**
Social Sciences
Research Component

## PSYC 353: Behavioral Neuroscience

This course covers the physiological bases of neural communication, addiction, psychiatric disorders, sex and eating. During this course, students work in groups to try to replicate the findings of a published research article. Offered every fall.
**Credits** 3
**Prerequisites**
PSYC 245: Research Methods & Statistics
**Attributes**
Research Component
Upper-Level
WGSS Psychology
**Cross Listed**
BIOL 353

## PSYC 355: The Neuroscience of Stress Reduction

This course explores the neurological mechanisms that support stress reduction methodology-including pharmacological and nonpharmacological methods such as music, aromatherapy and meditation. Biological and environmental factors that may impact the development of neural systems involved in stress will also be explored, including chronic stressors such as racism, misogyny and poverty.
**Credits** 4
**Prerequisites**
PSYC 245: Research Methods & Statistics
**Attributes**
Upper-Level

## PSYC 356: Psychology of Prejudice

Through lecture, discussion and experimentation, this course explores the psychology of prejudice, stereotyping and discrimination. Analyzes the causes and consequences of prejudice and similarities and differences in types of prejudice. Offered every fall.
**Credits** 3
**Prerequisites**
PSYC 115 or PSYC 116 and PSYC 245
**Attributes**
Research Component
Social Sciences
Upper-Level
WGSS Psychology

## PSYC 358: Human-Animal Interactions

Anthrozoology, or Human-Animal Studies, is an emerging interdisciplinary field. This class will focus on the psychological ramifications of the interactions between human and non-human animals. Students will attempt to start understanding why people squeal over baby animals, salivate over meat, sob over the loss of pets, and more.
**Credits** 3
**Prerequisites**
PSYC 115 or PSYC 116 and PSYC 245, or Jr standing with major other than Psychology
**Attributes**
Research Component
Upper-Level

## PSYC 362: Cross-Cultural Psychology

This course examines the ways in which culture influences the ways that people think, feel and behave. Students will explore a variety of cultural contexts.
**Credits** 3
**Prerequisites**
PSYC 115 or PSYC 116, PSYC 210 or PSYC 230
**Attributes**
Diversity International
Social Sciences
Upper-Level

## PSYC 363: Children's Thinking

Focuses on how children's cognitive processes and mental representations change from infancy to adolescence. Theoretical claims, empirical findings and methodological issues are critically evaluated. Topics include children's visual and auditory perception, language and literacy, learning and memory, mathematical and spatial thinking, logical and scientific reasoning, problem solving, theory of mind and social cognition.
**Credits** 3
**Attributes**
Upper-Level
**Cross Listed**
EDUC 363

## PSYC 364: Psychology of Women

Examines women's lives and experiences through the lens of psychological research. Includes a variety of psychological perspectives and issues in women's lives, as well as discussions about gender as a social framework. Offered every other spring.
**Credits** 3
**Prerequisites**
Sophomore standing or above
**Attributes**
Diversity Domestic
Upper-Level
WGSS Psychology
**Cross Listed**
WGSS 364

## PSYC 365: Neuroscience of Fear

This course explores the nature of fear and anxiety and the brain mechanisms that support them. It will also examine how environmental factors may impact the development of relevant neural connections and physiological systems.
**Credits** 3
**Prerequisites**
PSYC 245: Research Methods & Statistics
**Attributes**
Required for the major
Upper-Level

## PSYC 366: Cradle & Grave

The first half of this course will focus on infant development from conception to toddlerhood. Topics during this part of the course will include prenatal development, neurological and motor development, language acquisition, and cognitive and socio-emotional growth. The second half of the course will focus on the psychology of death and dying. Topics will include physiological and psychological aspects of the dying process, and the psychology of grief and loss. Offered every spring.
**Credits** 3
**Prerequisites**
PSYC 115 or PSYC 116 and Sophomore standing or above
**Attributes**
Upper-Level

## PSYC 367: Psychology of Immigration

This course will focus on psychological theories and empirical research related to the acculturation process as well as helping students gain an understanding of the lived experience of immigration related challenges.
**Credits** 3
**Prerequisites**
Sophomore Standing or above
**Attributes**
Diversity Domestic
Upper-Level

## PSYC 368: Human Sexuality

Sexuality is central to our lives. It is involved in many of our most fundamental relationships and engages some of strongest emotions. This course provides an examination of human sexuality (encompassing sexual behaviors, sexual identity, social norms/attitudes, etc.) and the psychological, physiological and sociocultural influences upon human sexuality. Offered every other spring.
**Credits** 3
**Prerequisites**
Sophomore standing or above
**Attributes**
Alternate Year
Upper-Level
Wellness
WGSS Psychology
**Cross Listed**
WGSS 368

## PSYC 372: Psychology of Sport

Psychology of Sport is the scientific study of behavior, cognition, emotion and social dynamics of individuals involved in athletic performance and the practical application of that research. Topics covered include, but are not limited to, the development of mental skills that enhance athletic performance, motivation, goal setting, emotional regulation, group dynamics, mental imagery and character development. Students also will study the historical emergence and current status of the field of sport of psychology.
**Credits** 3
**Prerequisites**
Sophomore standing or above
**Attributes**
Social Sciences
Upper-Level

## PSYC 373: Moral Education

Examination of psychological theory and research on moral development, various techniques of moral education, and philosophical and psychological perspectives of moral goodness. Offered every other spring.
**Credits** 3
**Prerequisites**
Sophomore standing or above
**Attributes**
Alternate Year
Social Sciences
Upper-Level
Wellness

## PSYC 374: Introduction to Counseling

Surveys major approaches to psychotherapy and the most important contributions of each approach to contemporary clinical work. Includes videos and case readings of actual therapy sessions. Also includes a lab in which students learn basic listening and core counseling skills.
**Credits** 3
**Prerequisites**
Sophomore standing or above
**Attributes**
Social Sciences
Upper-Level
Wellness

## PSYC 375: Racism and Public Health

This course explores historical controversies over health disparities—access to health care, racialization of disease, inferior treatments—and relates these disparities to social inequalities structured by race, class, gender, sexuality, and citizenship status. This course will also examine how racism functions as a chronic stressor that contributes to current racial health disparities in the United States.
**Credits** 4
**Prerequisites**
Sophomore standing or above
**Attributes**
Upper-Level
Social Sciences
Diversity Domestic

## PSYC 376: Health Psychology

This course is an introduction to health psychology, which explores connections between physiology, behavior and health.
**Credits** 3
**Prerequisites**
PSYC 115 or PSYC 116
**Attributes**
Upper-Level
Wellness

## PSYC 377: Psychology of Happiness

The scientific study of what enables individuals and communities to thrive. Uses readings, lectures and discussions to investigate such topics as happiness, subjective well-being, character strength, gratitude and resiliency. Offered every fall.
**Credits** 3
**Attributes**
Social Sciences
Upper-Level

## PSYC 378: Psychoactive Drugs & Behavior

This course will cover the psychological, physiological and pharmacological aspects of both legal and illegal drug use as well as abuse. The class will examine the effects of drugs on both an individual level as well as a societal level.
**Credits** 3
**Prerequisites**
PSYC 115 or PSYC 116 and PSYC 250, and Sophomore standing or above
**Attributes**
Upper-Level
Wellness

## PSYC 481: Internship, Field Study, and Other Experiences

**Credits** 0-3

## PSYC 484: Collaborative Research Project

Collaborative research with faculty funded by the Ford/Knight Program.
**Credits** 3
**Attributes**
Research Component
Upper-Level

## PSYC 486: Comprehensive Research Project

All majors are required to design and conduct an independent empirical research project as part of the comprehensive exam. Usually these will be experimental or correlational research designs.
**Credits** 3
**Attributes**
Required for the major
Social Sciences
Upper-Level

## PSYC 488: Senior Capstone Experience

This is a 0 credit experience which includes the Comprehensive Exam.
**Credits** 0

# Public Health

## PBH 101: Introduction to Public Health

This course will provide an overview and basic principles of the context and scope of public health. Explore population health tools; examine causes of morbidity and mortality increasing the understanding of determinants, burdens and interventions on population health; discuss health-care and public health systems; and identify special public health education focus areas.
**Credits** 3
**Attributes**
Not Attached to any Division

## PBH 101: Introduction to Population Health

This course will provide an overview and basic principles of the context and scope of public health. Explore population health tools; examine causes of morbidity and mortality, increasing the understanding of determinants, burdens, and interventions on population health; discuss healthcare and public health systems; and identify special public health education focus areas.
**Credits** 3

# Quality Science

## QSC 250: Global Regulatory & Legal Requirements of Quality

This course, as part of the Quality Science Education curriculum developed by Pathway for Patient Health, will give students an understanding of the role of regulators with an overview of regulations as stated in the U.S. Code of Federal Regulations (CFR), EudraLex Directives and Annexes, and Emerging Market regulations for the life science industries. The faculty will demonstrate the relationship between regulatory requirements and legal accountability while introducing fundamental concepts in the regulations related to clinical trial development, management, ethics, data integrity, data security, privacy, change control, and validation. Topics such as the role of guidance documents and industry standards will be reviewed, and case studies utilized to support the program. The “why” of the regulations will support the student's ability to enter the life science industry with an understanding of how to optimize patient health and business success by mobilizing enterprise-wide quality effectiveness through innovative systems and critical thinking grounded in science, data, stakeholder awareness and regulatory intelligence. While the course content, developed by Pathway for Patient Health, will be provided online, regular meetings with the instructor are expected.
**Credits** 3

## QSC 350: Product Development and Validation

In this course, students will be exposed to the major design processes that are critical to life science product, process and specification development. Topics to be covered include: cradle to grave product and process development, prototype builds, scalability, design of experiments, variability, control, specification development and validation methodology. Instructors will explore how rigorous human factor engineering studies and clinical trials provide essential inputs into the product development process. The students will be introduced to concepts such as gap analysis, risk assessment, master plan, process characterization, installation qualification, operational qualification, measurement system analysis, repeatability and reproducibility (data collection / analysis), performance qualification/ validation. In a world of innovative technology, it is critical that the students gain an understanding of computer system and software validation to ensure the quality of data generation, data storage, and digital processes used in manufacturing and products with digital components using technical and practical aspects expected in the regulated life science industries. While the course content, developed by Pathway for Patient Health, will be provided online, regular meetings with the instructor are expected.
**Credits** 3
**Prerequisites**
QSC 250: Global Regulatory & Legal Requirements of Quality
**Attributes**
Natural Sciences Division
Upper-Level

## QSC 351: Risk & Failure Analysis

This course will dive into the nuances of the life science industries related to the specific regulations that apply to consumer health products. Through the use of historical risk analysis techniques, such as FMEA, Fault Tree, and 5 Why's, students will be able to analyze a holistic set of data (in-production, across product lines, across equipment, human variability, on-market, on-stability, validation studies, change control, etc.) that will lead to scientifically justified investigations supported by evidence, and the identification of effective corrective and preventative actions (CAPA). While the course content, developed by Pathway for Patient Health, will be provided online, regular meetings with the instructor are expected.
**Credits** 3
**Prerequisites**
QSC 250: Global Regulatory & Legal Requirements of Quality
**Attributes**
Upper-Level

# Religion

## REL 128: Jewish/Christian Encounters

How does Christianity understand itself in relation to Judaism? How do Jews think about Christians? Has there always been conflict? Has there been mutual influence? An introduction to these traditions through themes of religious and cultural encounters. Themes include: sexuality and gender, race and violence, conversion, theology and politics.
**Credits** 3
**Attributes**
Appropriate for First-year Students
Diversity International
Social Sciences
**Cross Listed**
HIST 128

## REL 129: Contemporary Issues in Religion

This course introduces students to the Study of Religion by focusing on a single issue of importance to the field and to contemporary society at large. Potential topics include the body, death and dying, cults, ritual, the sacred, and so on.
**Credits** 4
**Attributes**
Appropriate for First-year Students
Diversity Domestic
Humanities Division

## REL 130: Damn the Gods

In spite of the terrible behavior demonstrated by the Greek and Roman gods, they remained the focus of religious attention for millennia. By closely analyzing these mythological narratives, students will consider what these myths have to say about Greek and Roman religion, and about Greco-Roman conceptualizations of the world around them.
**Credits** 3
**Attributes**
Diversity International
Humanities Division
**Cross Listed**
ANCS 130

## REL 144: Bible in Politics

The Bible is the foundational sacred text for more than 2 billion people — and a source of political conflict, ethical dispute, and cultural inspiration. This introductory course focuses not only on the historical and geographical contexts in which the Bible arose but on its "afterlives" as well. This course will consider the variety of ways in which the Bible is employed in contemporary political and geopolitical conflicts and its influence on modern literature.
**Credits** 3

## REL 151: Health & Healing: Religious Perspectives

Is religious belief compatible with science and reason? How have Jews and Christians understood epidemics, illness, medical ethics, and the relationship of the Bible to science? In what ways have scientists defended or debunked "religion"? Topics also include controversies over evolution, racial science, public health, theologies of health care equity.
**Credits** 3
**Attributes**
Diversity International
Appropriate for First-year Students
Humanities Division
Social Sciences
**Cross Listed**
JWST 151
HIST 151

## REL 171: Hindu Traditions of India

An introduction to South Asia's diverse communities and religious traditions, especially Hindu, Buddhist, Sikh, Muslim, and Jain, through stories of and by several of the religion's most celebrated, sometimes most controversial, moral and spiritual adepts. Sources include works of narrative literature, visual art, drama, poetry and ethnography. Special attention to gender and the body as sites of ethical engagement, implicit theories of the self and selftransformation, and the role of the moral or spiritual adept in society and as an agent of social reform.
**Credits** 4
**Attributes**
Alternate Year
Diversity International
Appropriate for First-year Students
Humanities Division

## REL 172: Buddhist Traditions: Contemporary Masters

Introduction through teachings, films and videos, and memoir to the three Buddhist "turnings of the wheel": Theravadan Buddhism in India, Sri Lanka and Southeast Asia; Tibetan Tantric Buddhism; and Zen in East Asia. Students will learn methods of meditation, maintain a journal, and discuss readings and experiences together.
**Credits** 4
**Attributes**
Alternate Year
Diversity International
Appropriate for First-year Students
Humanities Division
**Cross Listed**
JPNS 172

## REL 180: Religions of East Asia

Topics include the early community and the life of Muhammad, portions of the Qur'an, the historical development of Islamic civilization, Sufism and issues in the contemporary Islamic world (such as the role of women, the nature of jihad and Islam's relationship to other religions).
**Credits** 4
**Attributes**
Alternate Year
Diversity International
Appropriate for First-year Students
Hybrid

## REL 204: The New Promised Land

The first Jews set foot on American soil in 1584, and Jewish understanding of the United States and its non-Jewish majority have been complicated ever since. This course explores the history, sociology and theology of American Judaism from the colonial period to the present day with a particular focus on the Jewish minority experience and the evolution of Jewish-Christian relationship. Students also will consider themes of Jewish activism, the rise of the congregational denominations, the appeal of nostalgia, and the development of a particularly Jewish-American culture and cuisine.
**Credits** 3
**Attributes**
Diversity Domestic
**Cross Listed**
JWST 204, HIST 204

## REL 205: Introduction to Quaker History

An introduction to the history of the Religious Society of Friends from the 1640s to the present. Particular attention will be given to Quakers as activists and reformers and the role of Earlham in Quaker history.
**Credits** 3
**Attributes**
Appropriate for First-year Students
Gender=Thematic
Humanities Division
Rev. & Social Justice=Thematic
US=Geographic
**Cross Listed**
HIST 205

## REL 209: Religion & Popular Literature in US

This course will examine popular religious literature published in the United States — such as The Autobiography of Malcolm X and the Left Behind series — and ask how it embraces or pushes against established religious traditions and literary norms. Students will investigate how authors use different literary genres to explore religious belief, practice and community. Appropriate for first-year students.
**Credits** 4
**Attributes**
Diversity Domestic
Appropriate for First-year Students
Humanities Division
Writing Intensive
**Cross Listed**
ENG 109

## REL 211: Religion & Spirit in African American Literature

This course looks at religious and spiritual elements in African American literature. How do literary texts embrace or push back against religious beliefs and communities? And, how have black American writers used religion and spirituality to think through race and inequality in the United States?
**Credits** 3
**Attributes**
Diversity Domestic
Humanities Division
**Cross Listed**
AAAZ 211, ENG 211

## REL 214: Jerusalem: City of Peace, City of Conflict

Jerusalem is sacred for Jews, Christians, and Muslims. We will examine Jerusalem's long history, divisive politics, contested character, and possible futures from different disciplinary perspectives. The course attends to Jerusalem's place in the "Abrahamic" faiths, and explores how religion, nationalism, and identity shape the city in war and in peace.
**Credits** 3
**Attributes**
Diversity International
Social Sciences
**Cross Listed**
JWST 214
PAGS 214

## REL 215: The Holocaust

This course examines the Nazi racial state and the genocide perpetrated against Europe's Jews and other so-called "racial enemies." Using primary sources including laws, identity papers, diaries, photographs, maps, testimonies, and much more, we will consider many voices and experiences from this era.
**Credits** 3
**Attributes**
Diversity International
Social Sciences
Appropriate for First-year Students
**Cross Listed**
JWST 215
HIST 215

## REL 230: History of African American Religious Experiences

An introductory survey of the central historical events, people and faith perspectives that have shaped African American (or Black) religious experiences in the United States. Includes the Middle Passage and "New World" Slavery, The Great Awakening and later Revival(s), Emancipation, Reconstruction, migration and urbanization; Jim/Jane Crow, Civil Rights, Black Power and Black Humanism.
**Credits** 4
**Attributes**
Diversity Domestic
Appropriate for First-year Students
Humanities Division
**Cross Listed**
AAAS 230

## REL 244: The Modern Jewish Experience

Explores major intellectual, political, and historical movements that define the modern Jewish experience in Europe, America, and the Middle East. Considers topics like emancipation and assimilation, Zionism, race, migration, and the Holocaust to understand the radical shifts of the Jewish diaspora.
**Credits** 3
**Attributes**
Appropriate for First-year Students
Social Sciences
Diversity International
**Cross Listed**
JWST 244
HIST 244

## REL 299: Religion & Culture of Hip Hop

Bringing to bear written texts, music, film and other media sources, this course explores the definition and moral significance of Hip Hop as a religious and cultural phenomenon within popular culture. Specific issues explored in this course include the syncretism of religious symbols and sensibilities in Hip Hop; the racial, ethnic, sex-gendered, and class dynamics of Hip Hop; as well as the language and aesthetics of Hip Hop.
**Credits** 4
**Attributes**
Diversity Domestic
Appropriate for First-year Students
**Cross Listed**
AAAS 299
FILM 299

## REL 304: Judaism, the Other & State: Encounters in Modern Jewish Thought

What does it mean to be Jewish in the modern world? This seminar considers the political and theological challenges of modern Judaism, from European Jewish emancipation to the present day. The class will discuss the rise of Jewish voices in the public sphere; the complex relationship between modern Jewish and Christianity, conflicts over history, science and biblical interpretation and the rise of Jewish nationalism. Students also will consider how the Jewish minority experience compares to experiences of other religious and cultural minorities in the modern West.
**Credits** 3
**Attributes**
Diversity International
Upper-Level
Writing Intensive
**Cross Listed**
JWST 304

## REL 306: Creation, Gender, & Sexuality in Judaism

We will consider notions of gender, sexuality, and purity in the Hebrew Bible as well as Talmudic and later rabbinic sources. Reading through a critical-historical lens, we will explore the innovations and controversies that exist in Jewish texts and traditions regarding issues like women's leadership, LGBTQ+ inclusion, and interfaith marriage.
**Credits** 3
**Attributes**
Humanities Division
Upper-Level
Diversity International
**Cross Listed**
JWST 306
WGSS 306

## REL 307: Radical Christianities

This course will examine American Christians and Christian groups who pushed back against large denominations, the American government, or American popular culture. We will look at conflicts, people, and groups in the U.S. from the 17th through 20th centuries. We will ask, how do radical forms of Christianity push back against or cement American values and power structures?
**Credits** 4
**Attributes**
Diversity Domestic
Upper-Level
Writing Intensive

## REL 308: Buddhist Ethics

This course explores the place of ethics and moral reflection in Buddhist thought and practice. As students examine sources that hail from across the Buddhist world, the class will inquire about what it means to think and act well according to different Buddhist visions of the ideal life and human flourishing. Prerequisite: consent of the instructor.
**Credits** 4
**Prerequisites**
ESEM 150: Medical Humanities
**Attributes**
Diversity International
Humanities Division
Upper-Level
Writing Intensive
**Cross Listed**
JPNS 312

## REL 309: Prophetic Black Women

This course is a study of Black religious women in the U.S., and how they wrote about their religious beliefs and experiences. Students will encounter leaders who changed or led established movements such as Zilpha Elaw and Jarena Lee, women who had religious visions such as Shaker Rebecca Cox Jackson, and literary writers who interrogated religious groups and practices such as Nella Larsen. Students will be asked to consider how religious belief and practice might shape the way people conceptualize what it means to be a Black woman in the U.S.
**Credits** 3
**Attributes**
Diversity Domestic
Upper-Level
WGSS Humanities
Writing Intensive
**Cross Listed**
AAAS 309
ENG 309

## REL 310: Is Religion "T(t)rue"

A critical survey of influential modern proposals concerning the nature, function and value of religion in human life. Engages students in close primary and secondary readings and analysis of (representative) major figures and themes in the global study of religion, both academically and confessionally. Incorporates resources from philosophy, theology, the social sciences and cultural studies.
**Credits** 4
**Prerequisites**
Sophomore standing or above
**Attributes**
Diversity International
Required for the major
Research Component
Upper-Level

## REL 311: Religion & Power in the US

This course examines how religious groups in the United States have defined and responded to the concept of power — religious power, political power, and cultural ideologies. Students will read theoretical, religious and historical texts to understand the complicated nature of power, and how it is enacted in everyday life.
**Credits** 3
**Attributes**
Humanities Division
Upper-Level

## REL 313: The Jews of Spain and Portugal

From "convivencia" among Jews, Christians and Muslim to the Spanish Inquisition and Expulsion of 1492, this course will explore the explore the history and culture of Jews from the Iberian Peninsula from the medieval period through the modern day.
**Credits** 4
**Attributes**
Upper-Level
Diversity International
Social Sciences
Cross-listed
**Cross Listed**
JWST 313
HIST 313

## REL 330: Mass Incarceration & Moral Vision

A critical examination of the social functions and theories of contemporary criminal justice in the United States. Special attention to the collateral social consequences of the "prison industrial complex," paramilitary policing and the death penalty. Fosters moral interpretations that contribute to popular movements for positive change.
**Credits** 4
**Prerequisites**
Sophomore standing or above
**Attributes**
Alternate Year
Diversity Domestic
Upper-Level
**Cross Listed**
AAAS 330
PAGS 331

## REL 345: Eco-Spirituality: Global Traditions

A course on the intersection of religion and ecology, focusing on (1) how diverse religious traditions understand and influence human relationships to the natural world; and (2) how responses to current ecological crises are informed and/or challenged by religious worldviews.
**Credits** 4
**Attributes**
Diversity International
Humanities Division
Upper-Level
**Cross Listed**
ENSU 345

### REL 488: Senior Capstone & Research Seminar

A two-semester research seminar designed to provide an informative, structured and supportive group environment for the preparation and oral defense of a major research project in the study of religion. Class time devoted to identifying, developing and accomplishing this project in conversation with one another and faculty. The paper and oral interview fulfill the Senior Capstone.
**Credits** 3
**Prerequisites**
Senior Standing
**Attributes**
Required for the major
Upper-Level

## Social Services

### SOSV 101: Introduction to Social Work

The course will introduce students to the many roles social workers play in the U.S. Students will be introduced to social work practice and will discuss issues of diversity, social justice and oppression. They will learn about strengths-based, culturally competent approaches to problem-solving as a social worker.
**Credits** 4
**Attributes**
Appropriate for First-year Students
Required for the major
Social Sciences

### SOSV 463: Field Study Internship

**Credits** 4
**Corequisites**
SOSV 488: Senior Capstone
**Attributes**
Co-Req
Required for the major
Upper-Level

### SOSV 481: Internship Practicum

In conjunction with the Senior Capstone (SOSV 488), students will do an 8-hour per week internship with a local organization.
**Credits** 3
**Prerequisites**
SOSV 101 and Senior Standing
**Corequisites**
SOSV 488
**Attributes**
Upper-Level

### SOSV 488: Senior Capstone

In this culminating course, students will receive off-site supervision of their internship experience from the instructor. Students will integrate their internship experiences with theory. Students will also learn from one another as they serve in their internship sites.
**Credits** 2
**Prerequisites**
SOSV 101 and Senior Standing
**Attributes**
Upper-Level

## Sociology/Anthropology

### SOAN 115: Introduction to Anthropology: Culture & Diversity

Introduces and critically examines selected approaches to understanding human diversity. Drawing on ethnographic studies, develops perspectives on how people cohere as groups, construct meaning, assert and resist influence and power, and orient themselves to a shifting terrain of images and relationships both global and local. Weekly film session required.
**Credits** 4
**Attributes**
Diversity International
Appropriate for First-year Students
Social Sciences
**Cross Listed**
AAAS 115

## SOAN 118: Inequalities, Power & Society

Introduces students to the sociological perspective and focuses on the connections between major social institutions and social inequality.
**Credits** 4
**Attributes**
Diversity Domestic
Appropriate for First-year Students
Social Sciences
WGSS Social Science

## SOAN 140: Urban Sociology

This course will introduce students to classic and contemporary urban social theories and empirical research on pressing urban issues such as segregation, environmental injustice, suburbanization, transportation, inequality. We will also examine the forces that shape urban space in ways that perpetuate inequality for African Americans.
**Credits** 4
**Attributes**
Diversity Domestic

## SOAN 212: Interdisciplinary Approaches to Literature

Every offering of Interdisciplinary Approaches To Literature explores a different category of texts (such as folklore, urban legends, or biographies) using approaches from more than one academic discipline (such as Theatre, Anthropology, or History).
**Credits** 4
**Attributes**
Diversity International
Appropriate for First-year Students
Social Sciences
**Cross Listed**
ENG 112

## SOAN 215: Identities & Social Movements

Explores contemporary social movements organized around gender, sexuality, ethnicity and place. Examines the pivotal role of culture in shaping identities and structuring relations of inequality. Explores empirical case studies of social movements and theories that have emerged to grapple with the place of these movements in creating social change. Particular attention to tensions between class-based analyses of social movements.
**Credits** 4
**Attributes**
Diversity Domestic
Appropriate for First-year Students
Required for the major
WGSS Social Science

## SOAN 216: Theory through Ethnography

Considers the time-honored practice of Ethnography, both as fieldwork and as textual form, that has traditionally defined cultural anthropology and qualitative sociology. Examines the politics, poetics and ethics of ethnographic research and writing, pushing beyond modernist assumptions about ethnographic fieldwork as objective scientific research. Reading and discussion of ethnographic texts / classical and contemporary, conventional and experimental / as well as critiques of ethnographic research and writing. Required of all SoAn majors, and restricted to SoAn majors and those who are seriously considering SoAn as their major.
**Credits** 4
**Prerequisites**
Sophomore standing or above
**Attributes**
Diversity Domestic
Writing Intensive

## SOAN 217: Foundations in Social Thought

The disciplines of sociology and anthropology as we know them today came into being during an exceptionally generative period between about 1870 and 1930. During this seminal time, theoretical constructs regarding the nature of the mind/self, social interaction and organization, power dynamics and inequalities, and cultural forms and functions were developed. Consequently, key ideas and insights from this earlier period continue to inform anthropological and sociological research and writing in the 21st century.
**Credits** 4
**Prerequisites**
Sophomore standing or above
**Attributes**
Required for the major
Social Sciences
Writing Intensive

## SOAN 240: Sophomore Seminar

Selected topics determined by the instructor for sophomore study.
**Credits** 3
**Prerequisites**
Sophomore standing or above
**Attributes**
Diversity Domestic
Social Sciences

## SOAN 244: Tourism in Japan & the Pacific

This course looks at Japan within the context of global processes and practices of tourism. Students will learn to employ social science perspectives to consider the political-economic, socio-cultural and environmental implications of tourist practices both in Japan and in the wider Pacific region, particularly Hawaii.
**Credits** 3
**Attributes**
Diversity International
Social Sciences
**Cross Listed**
JPNS 244

## SOAN 307: Housing, Affordability, Wages and Crime

This course will ponder the relation of crime to housing affordability and wage stagnation. Karl Marx described how in nineteenth century England large scale farming huddled laborers into miserable dwellings where dear rents and minimal wages fostered crime. Dubbed “improvements”, these evictions also furnished lavish new places of business and residence for the wealthy. This course will consider actual and historical examples of “improvements” and crime, and their "intersectional" outcomes.

**Credits** 4
**Attributes**
Diversity Domestic
Writing Intensive
Upper-Level
Social Sciences
Cross-listed
**Cross Listed**
AAAS 307
PAGS 307

## SOAN 309: Sociology of Social Media

This course will introduce students to debates about the nature and effects of social media. How do online and offline worlds relate? What are the social consequences of new communications technologies? Students will learn the theories and methods that sociologists use to study online social interaction.
**Credits** 3
**Attributes**
Research Component
Upper-Level

## SOAN 310: Media & Surveillance in Contemporary Society

Examining the intersection of recent digital technologies and an intensifying social gaze on individuals, populations, spaces and activities, this seminar focuses on behavior as monitored. The course considers how surveillance practices serve as instruments of social political discipline, market competition, knowledge circulation, risk reduction, social sorting and resource management, as well as fostering new forms of social participation and individual expression.
**Credits** 3
**Attributes**
Upper-Level
Social Sciences
**Cross Listed**
MCOM 310

## SOAN 311: Anthropology of the Middle East

Using anthropological approaches to the Middle East to combat commonplace narratives of timeless antagonisms, irrational and violent religiosity, and prehistoric misogyny. Historicizing and problematizing these assumptions opens us up to different kinds of questions: not, why is this region so much more violent than other places, but why do we consider this a region at all? What counts as Middle East and why? It aims to provide you with the tools to think critically about news coming out of the Middle East including a basic background on Islam, questions of gender, Israel-Palestine and the Arab Spring and its fallout.
**Credits** 4
**Attributes**
Diversity International
Social Sciences
Upper-Level

## SOAN 314: Colonialism, Post Colonialism & Settler Colonialism

We live in a postcolonial world — or is it still a colonial one? This course will explore the different forms that colonialism has taken across the globe. It will also interrogate the historical relationship between colonialism and anthropology. Is it possible to practice anthropology today without reproducing it as a colonial discourse?
**Credits** 4
**Attributes**
Diversity International
Upper-Level
**Cross Listed**
PAGS 314

## SOAN 320: Peoples/Cultures Selected Area

Explores patterns of social life in a selected region, including historical circumstances, social formations and case studies of cultural beliefs and practices. Seeks to understand the gaze through which the region has been viewed by observers over time, and how various groups have understood, defined and responded to their own experience.
**Credits** 4
**Attributes**
Diversity Domestic
Social Sciences
Upper-Level

## SOAN 324: Anthropology of Sound

Much of human life is arranged around sounds and silences. Practices of listening, capacities for hearing and interpreting sound can define who we are. This course examines how anthropologists have thought about sound. Coursework is divided between readings, media content, and a project to create a podcast episode.
**Credits** 4
**Attributes**
Diversity International
Social Sciences
Upper-Level
**Cross Listed**
MCOM 324

## SOAN 333: Medical Anthropology & Global Health

This course critically explores the intersection of medical anthropology, public health, clinical medicine, and local beliefs and practices in emerging regimes of global health. Drawing primarily on ethnographic case studies, the class considers how practices, technologies, and institutions of biomedicine engage established and emerging local ones. In particular, students will examine how inequalities of social power influence the circulation of biomedicine, the practice of humanitarian care, and the experience of health, illness and healing. A core focus is to evaluate the complex impacts and outcomes of medical and public health interventions.
**Credits** 3
**Prerequisites**
Sophomore standing or above
**Attributes**
Diversity International
Research Component
Social Sciences
Upper-Level
**Cross Listed**
PAGS 333

## SOAN 335: Health, Medicine & Society

Examines health, illness and medical care with a focus on both the social organization of health and health care institutions, and on the experience of illness and healing. Explores discourses of health and illness drawn on by professionals and patients, and the impact of social position on health and treatment.
**Credits** 4
**Prerequisites**
Sophomore standing or above
**Attributes**
Alternate Year
Diversity Domestic
Social Sciences
Upper-Level
Wellness
WGSS Psychology

## SOAN 339: Topics

Seminars on selected topics.
**Credits** 4
**Attributes**
Diversity Domestic
Upper-Level

## SOAN 341: Contemporary Social Thought

Explores emerging trends in social theory and their relation to classical theory. Each year emphasizes a different problem such as power and culture, structure and agency, or determinism and anti-essentialism. Readings and discussion focus on developing the students' ability to recognize subtle differences that define theoretical perspective.
**Credits** 4
**Attributes**
Required for the major
Upper-Level
**Cross Listed**
PAGS 341

## SOAN 345: Social Research Methods

Primarily for Sociology/Anthropology majors. Introduces micro-social qualitative and focus group approaches in social research, preparing students to carry out original research projects in other Sociology/Anthropology courses.
**Credits** 4
**Attributes**
Research Component
Upper-Level

## SOAN 347: Fieldwork & Ethnographic Methods

A self-designed ethnographic research project is carried out during the semester, with the members of the Practicum consulting with the group about their projects. Completes one of the options for the departmental methods requirement.
**Credits** 4
**Attributes**
Research Component
Upper-Level

## SOAN 349: Du Bois and Sociology

W.E.B. du Bois pioneered a liberatory sociology of emancipation grounded in rigorous empirical investigation of social problems. In this course, we will examine the Du Boisian roots of American sociology, studying some of his most influential texts for insights into how sociology can address important current public conversations about dismantling racist and exploitative structures of oppression.
**Credits** 4
**Attributes**
Diversity Domestic
Social Sciences
Upper-Level
**Cross Listed**
AAAS 349

## SOAN 356: Deviance, Transgression & Social Control

In seeking to understand significant departures from social norms, explores how deviance has been understood through a variety of perspectives, and the implications of these views for society and for those identified as "deviant." Significant attention to issues of social power and resistance, and changing forms of social control.
**Credits** 4
**Prerequisites**
Sophomore standing or above and one SOAN course
**Attributes**
Alternate Year
Appropriate for First-year Students
Social Sciences
Upper-Level

## SOAN 363: Anarchism: Theory and Practice

The course introduces students to anarchism. It surveys philosophical and literary texts of both Western and non-Western traditions and examines empirical practices from across cultural contexts. It seeks to diversify students' understanding of anarchism as not only an important framework for understanding politics but also a crucial method of organizing socio-political life.
**Credits** 3
**Attributes**
Diversity International
Upper-Level
Social Sciences
Cross-listed
**Cross Listed**
POLS 363
PAGS 363

## SOAN 365: Women, Gender & Sexuality

This course critically examines the discursive construction of a presumed natural link between sex, gender and desire, emphasizing connections between the naturalization of heterosexuality and the formation of nations and empires.
**Credits** 4
**Attributes**
Diversity Domestic
Research Component
Upper-Level

## SOAN 366: World Ethnography

In this course, students will read ethnographies that explore the relationships between human and non-human animals around the globe. Using a cross cultural lens, the readings will interrogate notions of the animal as shaped by concepts of what it means to be human.
**Credits** 4
**Attributes**
Upper-Level

## SOAN 368: Economy of Development: Discourse and Desire

Using an anthropological lens, examines "development" as a type of discourse that formed under specific historical and sociological conditions. Examines the way relations between nations are imagined, the kinds of institutions that are born in the context of development, and the roles of those institutions in structuring power relations.
**Credits** 4
**Attributes**
Diversity International
Social Sciences
Upper-Level

## SOAN 372: Sustainability in the Anthropocene

This course engages with a variety of practices, understandings and discourses associated with sustainability, nature, the environment and the Anthropocene in our local community and academic work. The class will discuss ethics of community-based research, collaboratively formulate research questions and approaches for a final project investigating a community sustainability initiative.
**Credits** 4
**Attributes**
Diversity Domestic
Research Component
Upper-Level
**Cross Listed**
ENSU 372

## SOAN 382: Emerging Perspectives in Anthrozoology

This course will explore human animal interactions drawing upon readings in philosophy, biology and anthropology. The course will address a range of questions pertinent to the emerging field of anthrozoology including how the animal is represented in social theory, the grounding, or lack thereof, of distinctions between humans and non-human animals in the field of ethics, and how socio-historical and cultural differences shape interactions between humans and non-human animals. The course is open to all levels.
**Credits** 4

## SOAN 481: Internships, Field Studies and other Field Experiences

## SOAN 484: Faculty/Student Collaborative Research

Collaborative research funded by Faculty/Student Research Fund.
**Credits** 1-3
**Attributes**
Research Component

## SOAN 486: Student Research

Collaborative research carried out by students and faculty.
**Credits** 3

## SOAN 487: Senior Capstone Experience: Research Seminar

Designed to enable seniors to make significant progress toward completing a senior paper or project or preparing for a comprehensive examination. Also addresses the transition to the worlds of work, graduate school, family and community.
**Credits** 4
**Attributes**
Required for the major
Upper-Level

## SOAN 488: Senior Capstone Experience: Thesis

Working closely with an assigned member of the department, Seniors complete work begun in the Capstone course. Note: Credits for this course do not count toward requirements for the Major.
**Credits** 4
**Attributes**
Upper-Level

# Spanish & Hispanic Studies

## SPAN 101: Basic Spanish I

The first semester of a year-long beginning Spanish program, intended for students who have no previous experience with Spanish or for those who have been placed into the course. The course provides a communicative approach to basic Spanish that emphasizes the development of language skills as well as the cultural competence needed to communicate effectively with native speakers. Offered fall semester.
**Credits** 4
**Attributes**
Diversity Language
Appropriate for First-year Students

## SPAN 102: Basic Spanish II

A continuation of SPAN 101. Offered fall and spring semesters.
**Credits** 4
**Prerequisites**
SPAN 101 or Placement
**Attributes**
Diversity Language
Appropriate for First-year Students

## SPAN 201: Intermediate Spanish

Students continue the development of conversational skills, review grammar, and engage in vocabulary building through structured and unstructured conversations, readings, and activities. Offered fall and spring semesters.
**Credits** 4
**Prerequisites**
SPAN 102 or Placement
**Attributes**
Diversity Language
Appropriate for First-year Students
Humanities Division

## SPAN 202: Spanish for Social Justice: Intermediate Spanish II

How do we study, analyze and discuss topics such as discrimination, human rights, social inequality, class, gender and race in Spanish? While we continue to develop our oral and writing skills as well as lexical and grammatical structures in Spanish, this class will focus on the topic of social justice movements through the study and discussion of different texts such as documentaries, newspapers, magazines and short stories.
**Credits** 3
**Prerequisites**
SPAN 201 or Placement
**Attributes**
Appropriate for First-year Students
Humanities Division

## SPAN 205: Super Intermediate Spanish

Accelerates the acquisition of intermediate competencies in Spanish while reducing the time required from two semesters to one. Through class and other activities, students learn how to be engaged global citizens. This course is ideal for students who want to continue their SuperSpanish experience, for CLL majors, or for students who are getting ready for a Spanish-speaking off-campus program. Offered spring semester.
**Credits** 6
**Attributes**
Diversity Language
Appropriate for First-year Students
Humanities Division

## SPAN 301: Advanced Spanish:Conver & Comp

Designed to introduce students to text analysis and effective writing in Spanish. May be organized around a cultural or literary theme. Required of all Spanish and Hispanic Studies majors and minors.
**Credits** 3
**Prerequisites**
SPAN 202 or Placement
**Attributes**
Humanities Division
Required for the major
Upper-Level
Writing Intensive

## SPAN 306: Spanish Linguistics, Language and Pedagogy

SPAN 306 SPANISH LINGUISTICS I (3 credits)
A general introduction to the field of linguistics as related to Spanish. Covers phonetics, phonology, morphology and syntax in Spanish, with special attention to practical applications for understanding and improving students' language skills as well as issues for teaching Spanish to English speakers or English to Spanish speakers. Includes a writing workshop component focusing on specific problems of grammar, vocabulary and expression in students' writing. Prerequisite: SPAN 301 or placement or consent of the instructor. (AY)
**Credits** 3
**Prerequisites**
SPAN 301: Advanced Spanish:Conver & Comp
**Attributes**
Alternate Year

## SPAN 336: Linguistics, Language and Pedagogy

A general introduction to the field of linguistics or pedagogy as it relates to Spanish. Topics vary. May be taken more than once if different topics. Topics may include phonetics, phonology, morphology and syntax in Spanish, practical applications for understanding and improving students' own language skills as well as issues for teaching Spanish to English speakers or English to Spanish speakers.
**Credits** 3
**Prerequisites**
SPAN 301 or Placement
**Attributes**
Alternate Year
Humanities Division
Upper-Level

## SPAN 346: Texts & Cultures

Designed to study aspects of the societies and cultures of the Spanish-speaking world. Topics vary. Students may take this course more than once if different topics. In this course, students will continue to sharpen their skills in textual and cultural interpretation.
**Credits** 3
**Prerequisites**
SPAN 301 or Placement
**Attributes**
Diversity International
Upper-Level

## SPAN 355: Creative Writing

Designed to allow advanced language students a chance to write original works in Spanish as well as read examples of texts from the Spanish-speaking world.
**Credits** 3
**Prerequisites**
SPAN 301 or Placement
**Attributes**
Appropriate for First-year Students
Upper-Level
Writing Intensive

## SPAN 356: Topics in Film Studies

Studies the development of movies and movie-making in the Hispanic world. Topics vary. May be taken more than once if different topics.
**Credits** 4
**Prerequisites**
SPAN 301 or Placement
**Attributes**
Diversity International
Upper-Level

## SPAN 406: Topics Advanced Spanish Linguistics II

Designed to study of aspects of Spanish linguistics, including semantics, historical linguistics, regional variations, dialects and creoles, translation, and Spanish in the U.S. Students will perform independent research projects in areas of their choice.
**Credits** 3
**Prerequisites**
SPAN 336: Linguistics, Language and Pedagogy
**Attributes**
Alternate Year
Diversity International
Upper-Level

## SPAN 407: Translation: Theory & Practice

Students consider a range of issues in translation, such as comparative stylistics, machine translation, and gender in translation. In addition to readings, discussion and research on particular aspects of translation, students design and carry out individual and group translation projects. May be team-taught with other languages.
**Credits** 4
**Attributes**
Alternate Year
Upper-Level

## SPAN 416: Topics in Cultural Studies

Designed to allow students to engage in serious cultural analysis of a specific topic. May be taken more than once.
**Credits** 4
**Prerequisites**
SPAN 346: Texts & Cultures
**Attributes**
Diversity Domestic
Research Component

## SPAN 418: Film, History & Fiction

Topics ranging from literature to history, including U.S. Chicano and Latino cultural studies. May be taught in English or Spanish.
**Credits** 4
**Prerequisites**
Vary according to topic and language in which the course is taught.
**Attributes**
Diversity International
Humanities Division
Research Component
Upper-Level

## SPAN 425: Blackness in the Americas

Designed to sharpen students' abilities in text analysis and critical theory. May be organized around a theme or geographic region or historical period.
**Credits** 4
**Prerequisites**
SPAN 346: Texts & Cultures
**Attributes**
Humanities Division
Research Component
Upper-Level

## SPAN 426: Topics in Literature & Text Anal

A study of texts written in Spanish, often through thematic approaches or historical periods or movements. May be taken more than once if different themes.General Education credit varies depending on the topic; see course schedule.
**Credits** 4
**Prerequisites**
SPAN 346: Texts & Cultures
**Attributes**
Diversity International
Humanities Division
Research Component
Upper-Level

## SPAN 487: Senior Thesis

Only students who have been invited by Department to write a senior honors thesis may enroll in this course. Credits for this course do not count toward requirements for the major. Offered spring semester.
**Credits** 4
**Attributes**
Upper-Level

## SPAN 488: Senior Seminar

Required of all majors, double majors, and interdisciplinary and interdepartmental majors. Part of the Spanish and Hispanic Studies majors' senior comprehensives and involves a substantial project or thesis. Offered Fall Semester and generally open only to Senior majors.
**Credits** 4
**Attributes**
Required for the major
Upper-Level

# Teaching English as a 2nd Lang

## TESO 344: Studies in Language Learning & Teaching

Combines theoretical foundations of second-language acquisition with practical classroom techniques and procedures. Examines principles of proficiency-oriented instruction, language functions, sociocultural variables, and comparison of first- and second-language acquisition.
**Credits** 4
**Attributes**
Required for the major
Upper-Level

## TESO 348: Sociolinguistics

Designed to help students interested in language learn how language functions in a social context. Topics include language and cultural meaning, connections between language variation and geographical/ethnic backgrounds, social class and social networks, age and gender, forms of address and politeness, non-verbal communication, language for social change, and language education and policy.
**Credits** 3
**Attributes**
Alternate Year
Diversity Domestic
Required for the major
Upper-Level

## TESO 383: TESOL Field Experience

In the field study, students gain first-hand experience in language teaching in such settings as a middle school in Japan, a rural village in Mexico, an Austrian school or a bilingual setting within the United States.
**Credits** 3

# Theatre Arts

## ENG 371: Playwriting

This course will focus on the tools and craft of playwriting - how to write dialogue, shape characters, create scenes and structure whole plays. Through reading, writing and discussion the class will seek practical application of the concepts we explore. In brief, this is a writing workshop – where the practice of playwriting begins not with brilliance, but by finding the time and space and presence of mind to write.
**Credits** 3

## THEA 122: Theatre Production Practicum

Practical experience in offstage positions for Theatre Arts productions. Open to any experience level, students will participate in various production roles involved in the theatrical process, including set construction, costume construction, run crew, lighting crew, dramaturgy and design. Credits are awarded for varying amounts of committed work time over the course of the semester, both inside and out of the classroom or shop setting. Students will commit to 60 hours for one credit or 90 hours for two credits.
**Credits** 1-3
**Attributes**
Appropriate for First-year Students
Visual & Performing Arts Division

## THEA 230: Theatre Production Practicum: Acting

Students cast in a main stage production or senior project collaborate as actors in the process of developing, rehearsing and performing the production for a public audience.
**Credits** 0-3
**Prerequisites**
Students must audition and be cast by the production's director. Instructor Signature Required.
**Attributes**
Appropriate for First-year Students
Visual & Performing Arts Division

## THEA 239: Intro to Theatrical Makeup

Students are taught vocabulary, application skills and visual awareness of a makeup artist for the stage. Through a series of projects, the student will gain the understanding of how makeup may affect the character's personality on stage.
**Credits** 3

## THEA 240: Theatre History

The course offers an overview of the formal elements that distinguish one theatrical period from another. By the end of the course the student will be able to 1) accurately list and define the scriptural and performance elements of most Western dramatic forms, 2) accurately identify the historical period of a play based on analysis of dramatic elements and 3) effectively develop and execute research of a play to gain greater depth of the knowledge concerning that play.
**Credits** 3
**Attributes**
Required for the major
Research Component
Upper-Level
Visual & Performing Arts Division

## THEA 250: Script Analysis

Students are introduced to the concepts, vocabulary, and interdisciplinary techniques of the process of developing theatre from page to stage. Cooperative discussions around the analysis of scripts from a variety of disciplines leads to student exploration of artistic, social and ethical questions in relation to season selection and specific audiences. Students also analyze and write response papers to both scripts and live theatre events.
**Credits** 3
**Attributes**
Appropriate for First-year Students
Required for the major
Visual & Performing Arts Division
Writing Intensive

## THEA 260: Foundations of Acting

Students learn and practice the fundamental principles of acting within a practical, disciplined approach to the creative process. Work begins by developing awareness of personal mind-body-voice connections and progresses to improvisation, scene study and monologues. No audition required. There will be a public performance.
**Credits** 4
**Attributes**
Diversity Domestic
Appropriate for First-year Students
Required for the major
Visual & Performing Arts Division

## THEA 261: Movement for the Stage

Students study, explore, and experiment with various modes of individual expression, group interactions and visual composition through the use of human bodies in time and space to embody a story on stage. After developing a basic awareness of personal movement habits, students study professional performances and practice techniques to expand their own movement vocabularies. Readings, observation, personal reflection, and group work lead to the creation of silent scenes, solo character pieces, and ensemble-developed performances.
**Credits** 3
**Attributes**
Art-Theoretical
Appropriate for First-year Students
Wellness Activity
**Cross Listed**
AWPE 261

## THEA 271: Intro to Theatrical Design

A scenographic approach to designing for theatre. In addition to creating theoretical designs for productions, perception, formal design analysis and non-verbal expressions based on the script are studies. Intended for directors, designers, filmmakers and all interested in the non-verbal methods of expression in the theatre.
**Credits** 3
**Attributes**
Alternate Year
Appropriate for First-year Students
Visual & Performing Arts Division

## THEA 322: Theatre Production Company

Students collaborate as members of a theatre production company; primary areas of concentration include acting, demanagement, and production. Each student will also gain practical experience in at least one additional theatre discipline. Qualified students will be cast in the production and/or assigned to leadership positions.
**Credits** 4
**Attributes**
Upper-Level
Visual & Performing Arts Division

## THEA 345: Intro to Stage Management

This course focuses on the principles and practices of contemporary stage management, and interpret the function of the stage manager in the entire production process. The class identifies the relationship of the stage manager to the director, designers, technical director, actors, stage crew, and wardrobe and properties managers, and specifies responsibilities and practices of a successful stage manager.
**Credits** 3
**Attributes**
Alternate Year
Upper-Level
Visual & Performing Arts Division

## THEA 358: Greek & Roman Drama

A study of Greek and Roman tragedies and comedies including canonical texts (e.g., Plautus' Menaechmi) alongside lesser-taught ones (e.g., Seneca's Oedipus). We consider the literary/historical aspects of each piece alongside their performative natures. Knowledge of Greek or Latin is not required.
**Credits** 3
**Prerequisites**
Sophomore standing or above
**Attributes**
Research Component
Upper-Level
**Cross Listed**
ANCS 358

## THEA 359: Shakespeare

This course focuses on Shakespeare's plays, and on the ways they represent an exacting storytelling craft filled with precise techniques: character webs and conflicts, symbols, and scene weaves. Along the way, students will team up to explore how Shakespeare pioneered some kinds of stories still read and seen today, and discover what Shakespeare's stories have to say about the how and why of human experience.
**Credits** 4
**Attributes**
Required for the major
Upper-Level
Visual & Performing Arts Division
**Cross Listed**
ENG 359

## THEA 360: Acting Styles

Students further develop and practice scene analysis, character development, rehearsal and performance skills through study of specific acting techniques required for various dramatic genres. Coursework begins with historical, contextual and social research as related to the world of the play that then informs exploration of physical, voice/diction and behavioral choices that embody the playwright's vision. Students also gain practical experience with staging techniques that effectively negotiate the desired relationship with the audience. May be repeated for credit.
**Credits** 4
**Prerequisites**
THEA 260: Foundations of Acting
**Attributes**
Upper-Level

## THEA 362: Audition Portfolio

Acting students select, develop and practice a portfolio of monologues to showcase their unique gifts. Students also will practice instant script analysis, cold-reading and improvisational audition skills, learn how to locate regional audition opportunities, and prepare a professional resume and marketing materials. (This course is strongly recommended for KCACTF Irene Ryan nominees.)

This is a 7-week course (2nd seven weeks.)
**Credits** 2
**Prerequisites**
THEA 230 or THEA 260
**Attributes**
Upper-Level
Alternate Year

## THEA 365: Speaking Your Truth

Student performers and presenters discover and develop their unique style of story-telling and increase their range of expression via practical exploration of the body-voice-emotional life connection and the mechanics of speech production.  Finding your voice and discovering your personal balance between preparation and improvisation is the ultimate self-empowerment.
**Credits** 3
**Attributes**
Diversity Domestic
Upper-Level
Visual & Performing Arts Division

## THEA 370: Directing

Students are taught the basic skills required to integrate script analysis, production decharacter development and staging techniques to realize a specific theatrical vision for an audience. Experiential learning opportunities arise as Directing students facilitate the work of Acting Styles students in classroom exercises, scene work and a final collaborative project for public presentation.
**Credits** 4
**Prerequisites**
THEA 250: Script Analysis
THEA 260: Foundations of Acting
THEA 250 and THEA 260
**Attributes**
Required for the major
Upper-Level

## THEA 371: Playwriting

This course will focus on the tools and craft of playwriting — how to write dialogue, shape characters, create scenes and structure whole plays. Through reading, writing and discussion the class will seek practical application of the concepts we explore. In brief, this is a writing workshop — where the practice of playwriting begins not with brilliance, but by finding the time and space and presence of mind to write. This class will require additional meetings to be scheduled during the semester for group work, writing instruction and other activities. These times will be flexible, but the class does require that students have some time available for such meetings, as well as time for extensive reading.
**Credits** 3
**Attributes**
Upper-Level
Writing Intensive
**Cross Listed**
ENG 371

## THEA 372: Intermediate Costume Design

Trains students in the methods used in the theatre for expressing their design ideas. Develops communication methods used to bring the design to fruition. Includes drawing, painting, model-building and drafting. Students are encouraged to select two areas of specialization from: scenic, costume, lighting, sound, makeup and prop design.
**Credits** 3
**Prerequisites**
THEA 250 and THEA 271
**Attributes**
Alternate Year
Research Component
Upper-Level

## THEA 375: Video Production II Editing

Videa Production II will be an in-depth exploration of the various creative roles involved in Production (Lighting, Sound, Photography, Directing, etc.) through collaborative, hands-on practice, with a special emphasis on Video Editing. Previous video production experience recommended.
**Credits** 3
**Attributes**
Upper-Level
Visual & Performing Arts Division

## THEA 380: Multicultural Theatre

This class will look at theatre as a way to discuss issues of race and identity in the United States. The course will look at the works of such playwrights as Baraka, Wilson, Hainsberry, Shange, Fusco, Moraga and Howe.
**Credits** 4
**Attributes**
Upper-Level
Visual & Performing Arts Division
**Cross Listed**
ENG 380

## THEA 382: Special Topics

Topics include theatre of non-Western countries, 20th-century theatre movements, theatre of class and gender, and theatre as change agent.
Prerequisites: Earlham Seminar.
**Credits** 3
**Attributes**
Appropriate for First-year Students
Required for the major
Upper-Level
Visual & Performing Arts Division
Writing Intensive

## THEA 386: Devised Theatre

This course provides a practical introduction to collaborative created theatre. Students will be exposed to devised theatre theory and practices (from Peter Brook to Anne Bogart to current experimental theater troupes) to apply to a variety of methods, including group writing, physical composition, improvisation, design-based work, as well as ways of offering critical feedback on works-in-progress. Through this course experienced theatre makers will discover an alternate approach to the creation of work and a supplemental set of artistic tools; for novices it provides an accessible entry point into application of valuable "soft skills" theater offers such as collaboration, communication, problem solving and self-expression.
**Credits** 4
**Prerequisites**
ESEM 1
**Attributes**
Alternate Year
Upper-Level

## THEA 387: Theatre For Social Change

Based on the belief that theatre requires both artists and audience members to exercise their compassion muscles, this course requires students to listen actively, research carefully and consult widely before setting performance goals for a target audience. Students must determine how best to achieve their goals through theatrical means, then spend the majority of their time in this class exploring and experimenting with different modes of presentation/audience interaction. Students will learn through class exercises, interviews, brainstorming, research, analysis and discussion, rehearsal, and presentation sessions both in and outside of the classroom setting.
**Credits** 3
**Prerequisites**
ESEM 1
**Attributes**
Alternate Year
Research Component
Upper-Level

## THEA 388: Junior Seminar

During this course, each student will focus on crafting their senior capstone experience. In this course, you will clarify your learning goals, project objectives, evidence of learning, and timeline as your individual senior capstone proposal. This is a 7-week course during the first seven weeks.
**Credits** 1
**Prerequisites**
Must have declared a Theatre Major
**Attributes**
Upper-Level
Required for the major

## THEA 422: Theatre Production Practicum: Leadership

Advanced practical experience in offstage positions for Theatre Arts productions. Students will participate in specialized leadership roles involved in the theatrical process, including direction, deset construction, costume construction, stage management, dramaturgy and more.
**Credits** 4
**Attributes**
Upper-Level

## THEA 470: Directing II

Directing students will further develop their script analysis, research, and interpretation skills as they prepare scenes from a variety of genres for exploration with Acting Style students. Directors will also explore a wide range of rehearsal techniques and practice developing, refining, and communicating effective production concepts.
**Credits** 3
**Prerequisites**
THEA 370: Directing
**Attributes**
Upper-Level

## THEA 473: Design Portfolio

Following an approved learning contract, students will work on assignments and projects personalized to their needs and goals. Assignments and projects include advanced design problems, continued technique development, and building the portfolio and resume. Intended for students clearly planning on a career in theatrical design or those interested in developing the advanced skills necessary for acceptance into graduate schools and professional internships.
**Credits** 3
**Prerequisites**
THEA 372: Intermediate Costume Design
**Attributes**
Research Component
Upper-Level

## THEA 481: Internship or Immersive Experience

**Credits** 0-3

## THEA 484: Faculty/Student Collaborative Research

Collaborative research funded by Faculty/Student Research Fund.
**Credits** 1-3
**Attributes**
Upper-Level

## THEA 488: Senior Capstone

Each student produces evidence of learning, including documentation of the experience and a written process reflection. Students also prepare their resume, portfolio, and website, research post-graduation opportunities, and prepare for the oral comprehensive examination.
**Credits** 4
**Attributes**
Required for the major
Upper-Level

# Women's Gender&Sexuality

## WGSS 112: Literature and Medicine

This course offers students the chance to engage with texts that raise some of the largest existential questions of human life, including the nature of health and disease, the doctor-patient relationship, the social aspects of illness, and the dimensions of a well-lived life. Through the works of authors like Mary Shelley, Lev Tolstoy, Michael Ondaatje, Atul Gawande, Eula Biss, and Anne Boyer, we will explore questions of sickness and health beyond the biomedical paradigm to consider these questions through a humanistic lens. Fulfills the humanities elective requirement for the applied minor in Medical Humanities.
**Credits** 4
**Attributes**
Appropriate for First-year Students
Humanities Division
**Cross Listed**
ENG 112

## WGSS 123: Prohibition: Alcohol Politics in U.S. History

Between 1920 and 1933, the United States banned drinking or selling alcohol. This class explores the ideas about family, religion, sex, immigration, and race that led to Prohibition. It examines the nightclubs and organized crime networks that sold illegal liquor, and it shows why prohibition failed so quickly.
**Credits** 3
**Attributes**
Diversity Domestic
Social Sciences
**Cross Listed**
WGSS 123

## WGSS 203: Women & Literature

An introduction to the study of literature by and about the lives of women, written in a variety of genres and periods, from a number of cultural traditions. Explores ways in which a study of a writer's ideas and techniques and a text's background (e.g., biography of the author, political climate, religious tradition) can lead to greater appreciation and understanding of a work, a writer, a reader and a time. A variety of critical points of view with particular attention to Feminist and Womanist theories. Prerequisite: An Earlham Seminar or consent of the instructor.
**Credits** 4
**Prerequisites**
Sophomore standing or above
**Attributes**
Alternate Year
Diversity Domestic
Appropriate for First-year Students
WGSS Humanities
Writing Intensive
**Cross Listed**
ENG 103

## WGSS 204: Women Thinkers of the 20th Century

Examines the thought of women of the 20th century born in the West and the East. Special attention to the influences and critiques within and across these two traditions. Sources include works in aesthetics, phenomenology, feminism and literature.
**Credits** 4
**Attributes**
Humanities Division
Cross-listed
**Cross Listed**
PHIL 204

## WGSS 211: The East Asian Female Gaze

Why has East Asian media 'perfected' the female gaze to the extent that it is fueling fandoms outside of the original target audiences? What conditions gave rise to BL, otoge, K- and J-drama, K- and J-pop, fanfic, shipping, shojo etc. that do not have equivalent popularity in the West.
**Credits** 3
**Attributes**
Diversity International
Social Sciences
Cross-listed
**Cross Listed**
JPNS 211
MCOM 211

## WGSS 216: Introduction to Manga & Graphic Narrative

Students will be introduced to manga and other forms of sequential art (comics/graphic novels/BD), and methodologies of analyzing multimodal media. The class will look at genre, relationships to other media, censorship, and representations of violence and sexuality. Also listed as JPNS 216.
**Credits** 4
**Attributes**
Diversity International
Appropriate for First-year Students
Social Sciences
**Cross Listed**
JPNS 216

## WGSS 241: Japanese Popular Culture

This course uses forms of Japanese popular culture as starting points for discussions of social class, gender and sexuality, globalization, nationalism, emotion, capitalism, and consumer culture. Rather than a survey of popular culture in contemporary Japan, this is a course in which we use popular music, sport, manga, anime, and other cultural forms to rethink the ways in which Japan is shaped from within and from outside.
**Credits** 4
**Attributes**
Diversity International
Social Sciences
**Cross Listed**
JPNS 241

## WGSS 243: Queer Music History

Explore Western music history through a lens of queerness, exploring prolific LGBTQ composers and how to frame their contributions to the musical canon through their lived experiences.
**Credits** 3
**Attributes**
Writing Intensive
Diversity International
Visual & Performing Arts Division
Cross-listed
**Cross Listed**
MUS 243

## WGSS 246: European Women's & Gender History

An examination of women's and gender history in the 19th and 20th centuries across a range of European countries with particular focus on politics, gender roles, sexuality, and culture. Allows students to question narrow (national, disciplinary, epistemological) boundaries, think critically about the gendered constructions of European society, and reflect upon the distinctive contributions of women's history.
**Credits** 4
**Attributes**
Diversity International
Europe=Geographic
Gender=Thematic
Social Sciences
WGSS History
**Cross Listed**
HIST 246

## WGSS 253: Citizenship & Minority Issues in East Asia

A survey of citizenship and minority issues in East Asia from the 19th century to the present within the global contexts of refuge and citizenship rights, legacy of colonialism, assimilation and cultural identity, ethnicity, and gender and disabilities. Emphasis on Japan, China, and North and South Korea.
**Credits** 3
**Attributes**
Humanities Division
**Cross Listed**
HIST 253
JPNS 253

## WGSS 290: Cuban History

The historical experience of Cuba is unique in the western hemisphere, and indeed in the world, for only Cuba underwent transformation from being a colony of Spain to being a neocolonial U.S. protectorate, then an independent republic, and finally a socialist country, all within less than a century. This course will neither praise or condemn Cuban socialism or U.S. imperialism, but instead help students appreciate and understand the complexities of the historical dynamics that gave rise to the current contours of the Cuban Revolution.
**Credits** 3
**Attributes**
Alternate Year
Diversity International
Hybrid
Social Sciences
**Cross Listed**
HIST 290
PAGS 290

## WGSS 306: Creation, Gender, & Sexuality in Judaism

We will consider notions of gender, sexuality, and purity in the Hebrew Bible as well as Talmudic and later rabbinic sources. Reading through a critical-historical lens, we will explore the innovations and controversies that exist in Jewish texts and traditions regarding issues like women's leadership, LGBTQ+ inclusion, and interfaith marriage.
**Credits** 3
**Attributes**
Humanities Division
Upper-Level
Diversity International
**Cross Listed**
JWST 306
REL 306

## WGSS 309: Sociology of Social Media

This course will introduce students to debates about the nature and effects of social media. How do online and offline worlds relate? What are the social consequences of new communications technologies? Students will learn the theories and methods that sociologists use to study online social interaction.
**Credits** 4
**Attributes**
Upper-Level

## WGSS 310: Contemporary Japanese Literature

This is a companion course to JPNS 343 that will examine a selection of short stories and novels spanning the Shôwa and Heisei periods. The class will address questions of genre, legitimacy, canon, translation, the social role of the writer, and the place of female authors.
**Credits** 3
**Attributes**
Diversity International
Social Sciences
Upper-Level
**Cross Listed**
ENG 310, JONS 310

## WGSS 320: East Asian Migration & Diasporas

Introduces migration in East Asia within the global context of imperialism and colonialism, forced labor, refuge, and gender, from the 19th century to present. Topics include colonial migration, settler migration, forced migration, repatriation movements, and identity formation, domestically and internationally. Emphasis on Japan, China, and North and South Korea.
**Credits** 4
**Attributes**
Humanities Division
Upper-Level
Writing Intensive
**Cross Listed**
HIST 320
JPNS 320

## WGSS 343: Modern Japanese Literature

Introduces representative literary texts from modern Japan, mostly from 1900 to present. Develops more advanced skills for literary analysis. Some topics include: I-novel autobiographical fiction, women's writing and modern poetry.
**Credits** 3
**Attributes**
Upper-Level

## WGSS 347: The Body in Modern & Contemporary Art

This course examines the use of human bodies as subject matter, canvas, artistic material, and creative agent across the modern and contemporary eras. Using theoretical approaches from critical race studies, disability studies, queer theory, and feminist theory, we will consider how concepts of the body influence ideas of artistic agency and museum display. Objects of study will include painting, sculpture, photography, performance, installation, video, and participatory art.
**Credits** 4
**Attributes**
Upper-Level
Visual & Performing Arts Division
Writing Intensive
**Cross Listed**
ART 347
MUSE 347

## WGSS 351: Workplace Justice: Readings in U.S. Labor History

Economic inequality in the United States has soared to its highest level since the "Gilded Age" of the 1880's. This course explores the social movement that, for two centuries, has aimed to close the gap between rich and poor: the labor movement. The class has two intellectual goals. First, it examines how historical phenomena like industrialization, urbanization, and racialization have shaped the work process. Second, it traces the theories and practices that working people have used to build a movement for economic justice. Although labor unions, strikes, and collective bargaining will be explored in detail, this class approaches the concept of labor broadly. It asks how intellectual life, the arts, sexuality, and global migration have shaped the way people think about work. The class is thus interdisciplinary, drawing on scholarly works in History, Political Theory, Anthropology, and Economics, as well as literature, film, and popular culture. Prerequisite: Earlham Seminar or consent of the instructor.
**Credits** 3
**Attributes**
Diversity Domestic
Upper-Level
**Cross Listed**
HIST 351
PAGS 351

## WGSS 352: Interracial in America

This class examines the history of United States cities as both physical and ideological spaces. Two methods guide the course's approach to urban history. First, readings and discussions engage the ideas of the intellectuals who have guided urban policy over the last two centuries, examining how the work of Daniel Burnham, Robert Moses, Jane Jacobs, and many others have influenced transportation systems, housing construction, and neighborhood design. Second, the class explores the mobilization of ordinary people who live in cities, tracing how poor people, immigrants, people of color, single women, LGBT people and other local groups have shaped sanitation systems, public housing projects, freeway construction, and urban redevelopment. The class situations U.S. urban and metropolitan history in context of broader social processes: industrialization, racialization, migration, the free market, the welfare state, middle class ideology, and the nuclear family, among many others.
**Credits** 3
**Prerequisites**
HIST 121 or HIST 122
**Attributes**
Upper-Level
Writing Intensive

## WGSS 355: Reading in African American Women History

Explores select topics in the history of African American women from the era of antebellum slavery to the present, using such primary sources as slave narratives, autobiographies, documents and historical monographs. Topics include gender relations in the slave community, the gendered nature of slave resistance and rebellion, the politics of economic emancipation, women's activism in the struggle against racial violence and segregation and the role of women in the Civil Rights and Black Power movements.
**Credits** 4
**Attributes**
Upper-Level
**Cross Listed**
HIST 357, AAAS 355

## WGSS 357: Gender & Sexuality in the Ancient World

This course explores ways the ancient Greeks constructed notions of gender and sexuality. Students examine a wide range of primary evidence (such as drama, poetry, philosophy, science or medical treatises, court documents, art, architecture and daily artifacts) in order to uncover Greek attitudes and practices. By confronting the assumptions of a culture that was in many ways radically different from our own, we address some of the fundamental ways that ideas about gender and sexuality inform and shape societal expectations and institutions, from personal identity and forms of self-expression to the legal, medical and political mechanisms that govern society. Knowledge of a classical language is not required. Prerequisite: Consent of the instructor.
**Credits** 3
**Attributes**
Alternate Year
Diversity Domestic
Upper-Level
Writing Intensive
**Cross Listed**
ANCS 357

## WGSS 358: Gender & Sexuality in Literature

Using key concepts from feninist, womanist and queer theorists, this course looks at how literature can be the site to document the intersections between issues of class, gender and sexuality.
**Credits** 4
**Prerequisites**
200-level ENG course
**Attributes**
Diversity Domestic
Upper-Level
WGSS Humanities

## WGSS 365: Women, Gender & Sexuality

Critically examines the discursive construction of a presumed natural link between sex, gender and desire, emphasizing connections between the naturalization of heterosexuality and the formation of nations and empires.
**Credits** 4
**Attributes**
Required for the major
Research Component
Upper-Level

## WGSS 367: Subjects of Desire

A survey of U.S. social history from 1607 to the present, focusing on the historical contours of female/male sex roles and the family. Topics include marriage, the family, child rearing, work, education, sexuality and gynecology, and reproduction. Analyzes the effects of war, racism, slavery, immigration, industrialization and consumerism, along with abolitionism, temperance, feminism, civil rights and other social protest movements.
**Credits** 3
**Prerequisites**
HIST 121 or HIST 122, and Sophomore Standing or above
**Attributes**
Alternate Year
Diversity Domestic
Gender=Thematic
Social Sciences
Upper-Level
US=Geographic
WGSS History
**Cross Listed**
HIST 367

## WGSS 368: Human Sexuality

Sexuality is central to our lives. It is involved in many of our most fundamental relationships and engages some of our strongest emotions. This course provides an examination of human sexuality (encompassing sexual behaviors, sexual identity, social norms/attitudes, etc.) and the psychological, physiological and sociocultural influences upon human sexuality.
**Credits** 3
**Prerequisites**
Sophomore standing or above
**Attributes**
Alternate Year
Upper-Level
Wellness
WGSS Psychology
**Cross Listed**
PSYC 368

## WGSS 373: Topics in Literary Theory

This course focuses on focuses on specific kinds of literary theory, critical techniques and/or interpretive approaches. It may be take more than one time for credit when the topics are different.
**Credits** 4
**Prerequisites**
200-level ENG course or one ENSU course
**Attributes**
Humanities Division
Upper-Level

## WGSS 382: Feminist Art & Theory

Selected topics determined by the instructor for upper-level study. Recent topics include: Art Since 1967; Matisse, Picasso and Early Modernism, and Renaissance & Baroque seminar.
**Credits** 3
**Prerequisites**
One Art History course
**Attributes**
Diversity Domestic
Upper-Level
Visual & Performing Arts Division
Writing Intensive

## WGSS 481: Internship

An internship or practicum organized by the student in consultation with the adviser. Credits for the experience must be negotiated between the adviser and the on-site supervisor. The experience involves one of the following: (a) teaching or tutoring a second language, (b) a special research project or (c) interpreting / translation. Depending on the experience, students enhance their communicative skills, develop a critical understanding of linguistic and cultural differences, connect to other disciplines through languages, come to a deeper understanding of the role of translation in cross-cultural communication, and/or reflect on career and life goals.
**Credits** 1-3
**Attributes**
Upper-Level

## WGSS 486: Student Research

**Credits** 1-3

## WGSS 487: Senior Demonstrative Project

Part of the Women's, Gender, Sexuality Studies Senior Comprehensive. The project requires students to synthesize the theory and practice and to demonstrate a nuanced understanding of an issue or problem relevant to the Earlham community. Students present their demonstrative project to the Earlham community in spring semester of the senior year. Recent projects include an investigation and discussion of abortion narratives in film, slam poetry, organizing a lecture series on minority women's health issues, and creating one-woman art shows.
**Credits** 2
**Attributes**
Upper-Level

## WGSS 488: Senior Capstone

Focuses on a question or theme selected by the instructor in consultation with the Senior students. Provides an opportunity to integrate the breadth of Women's, Gender, Sexuality Studies experiences and to make plans for living out a life that includes the intersection of our personal, intellectual and activist commitments. Recent seminar topics include women and violence, the limits of language, reproductive technologies, abortion, postmodernism and working-class women.
**Credits** 4
**Prerequisites**
WGSS 375
**Attributes**
Required for the major
Upper-Level