

# OXY

OCCIDENTAL COLLEGE

2015 - 2016

*Catalog*



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Welcome to Oxy's  
20th Reunion

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

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## The College

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

The first baccalaureate degree was conferred in 1893, and graduate instruction leading to the master of arts degree in selected fields was inaugurated in 1922.

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

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

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

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

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

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

Occidental College is accredited by the Western Association of Schools and Colleges  
985 Atlantic Avenue, Suite 100  
Alameda, California 94501  
(510) 748-9001

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

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## Mission

The mission of Occidental College is to provide a gifted and diverse group of students with a total educational experience of the highest quality—one that prepares them for leadership in an increasingly complex, interdependent and pluralistic world.

The distinctive interdisciplinary and multicultural focus of the College’s academic program seeks to foster both the fulfillment of individual aspirations and a deeply rooted commitment to the public good.

This mission is anchored by four cornerstones: excellence, equity, community and service. These building blocks, in one form or another, have long been the basis for the College’s commitment to providing responsible leaders and citizens for our democratic society. Choosing them to support the future helps to ensure that the College remains true to its mission while adapting to a changing world.

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## CIVIL RIGHTS REGULATIONS STATEMENT

The College does not permit discrimination or harassment in its programs and activities on the basis of race, color, national origin, ancestry, sex, gender, gender identification, sexual orientation, disability, age, religion, physical and/or mental disability, medical condition, veteran status, marital status or any other characteristic protected by institutional policy, state, local or federal law. The College values fairness and equity for all members of the College community. The following individuals have been designated to handle inquiries regarding the non-discrimination policies:

Sex Discrimination (Title IX)

**Ruth Jones**  
**Associate Dean/Title IX Coordinator**  
**email at [ruthjones@oxy.edu](mailto:ruthjones@oxy.edu)**  
**phone: 323-259-1338**

All other Protected Categories:

**Ella Turenne, Assistant Dean for Community Engagement. Email: [Turenne@oxy.edu](mailto:Turenne@oxy.edu);**  
**phone: (323) 341-4683**

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# Academic Calendar

## Fall 2015

Event	Day	Date
New Student Move-in	Friday	August 21
Orientation for New Students Starting Fall 2015	Fri-Wed	August 21-26
Returning Student Move-in	Monday	August 24
Transfer & Exchange Student Registration	Monday	August 24
New 1 <sup>st</sup> Year Student Registration	Tuesday	August 25
Clearance	Wed-Thu	August 26-27
1 <sup>st</sup> Day of Classes (starts at 11:45am)	Wednesday	August 26
Convocation (no morning classes)	Wednesday	August 26
Final day to withdraw for a 90% tuition refund	Tuesday	September 1
Last day to add 4 unit classes	Friday	September 4
<b>Labor Day</b>	<b>Monday</b>	<b>September 7</b>
Final day to withdraw for a 80% tuition refund	Wednesday	September 9
Applied Music ADD deadline	Friday	September 11
Final day to withdraw with a 70% tuition refund	Wednesday	September 16
Applied Music DROP deadline	Friday	September 18
Census Date	Monday	September 21
CR/NC Forms due	Thursday	September 22
Final day to withdraw with a 60% tuition refund	Wednesday	September 23

Final day to withdraw for a 50% tuition refund	Wednesday	September 30
Final day to change to part-time status with a tuition adjustment	Wednesday	September 30
Last day to drop classes without a "W"	Tuesday	October 6
Last day to audit a class	Tuesday	October 6
Withdrawal period begins	Wednesday	October 7
Graduation applications due for graduating seniors	Friday	October 9
<b>Fall Break</b>	<b>Mon-Tue</b>	<b>October 12-13</b>
Last day to add 1 & 2 unit classes	Wednesday	October 14
Mid-term	Wednesday	October 14
Advising Week	Mon-Fri	November 2-6
Registration Week for Spring 2016	Mon-Fri	November 9-13
<b>Thanksgiving</b>	<b>Wed-Fri</b>	<b>November 25-27</b>
Last day to withdraw from classes	Wednesday	December 2
Incomplete petitions due	Wednesday	December 2
Last day of classes	Wednesday	December 2
Reading Days	Thu-Sun	December 3-6
Final Exams ( <a href="#">view the schedule</a> )	Mon-Sat	December 7-12
Residence halls close at 10am or 24 hours after the last final (whichever happens first)	Sunday	December 13
Grades due	Monday	December 14
SPC	Thursday	December 17

Event	Day	Date
<b>Spring 2016</b>		
Orientation for New Students starting in the Spring 2016	Friday	January 15
Returning students move-in at 10am	Sunday	January 17
MLK Day	Monday	January 18
Clearance	Tue-Wed	January 19-20
1 <sup>st</sup> Day of Classes	Tuesday	January 19
Final day to withdraw for a 90% tuition refund	Monday	January 25
Last day to add 4 unit classes and Independent Studies	Friday	January 29
Final day to withdraw for a 80% tuition refund	Monday	February 1
Applied Music ADD deadline	Friday	February 5
Final day to withdraw for a 70% tuition refund	Monday	February 8
Applied Music DROP deadline	Friday	February 12
<b>President's Day</b>	<b>Monday</b>	<b>February 15</b>
Census Date	Tuesday	February 16
Final day to withdraw for a 60% tuition refund	Tuesday	February 16

Event	Day	Date
Final day to withdraw for a 50% tuition refund	Tuesday	February 23
Final day to change to part-time status with tuition adjustment	Tuesday	February 23
Last day to drop classes without a "W"	Friday	February 26
Last day to audit a class	Friday	February 26
Withdrawal period begins	Saturday	February 27
<b>Spring Break</b>	<b>Mon-Fri</b>	<b>March 7-11</b>
Mid-term	Monday	March 14
Last day to add 1 & 2 unit classes	Monday	March 14
Advising Week	Mon-Fri	March 21-25
Registration Week for Fall 2016	Mon-Fri	March 28- April 1
Senior Comps grades due to Registrar	Monday	April 18
Last day to Withdraw from classes	Thursday	April 28
Incomplete petitions due	Thursday	April 28
Last Day of Classes	Thursday	April 28
Reading Days	Fri-Sun	April 29-May 1

Event	Day	Date
Final Exams	Mon-Sat	May 2-7
Residence halls close for non-graduating students at 10am or 24 hours after the last final exam (whichever happens first)	Sunday	May 8
Senior grades due	Tuesday	May 10
Commencement	Sunday	May 15
Residence halls close for graduating seniors at 10am	Monday	May 16
Non-senior grades due	Monday	May 16
SPC	Thursday	May 19

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## Class Periods

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

LECTURE PERIODS	START TIME	END TIME	
Monday through Friday	8:30	9:25	am
Monday through Friday	1:55	2:50	pm
Monday, Wednesday and Friday	8:30	9:25	am
Monday, Wednesday and Friday	9:35	10:30	am

<b>LECTURE PERIODS</b>	<b>START TIME</b>	<b>END TIME</b>	
<b>Monday, Wednesday and Friday</b>	10:40	11:35	am
<b>Monday, Wednesday and Friday</b>	11:45	12:40	am
<b>Monday, Wednesday and Friday</b>	1:55	2:50	pm
<b>Monday, Wednesday and Friday</b>	3:00	3:55	pm
<b>Monday, Wednesday and Friday</b>	4:05	5:00	pm
<b>Tuesday and Thursday</b>	8:30	9:55	am
<b>Tuesday and Thursday</b>	10:05	11:30	am
<b>Tuesday and Thursday</b>	1:30	2:55	pm
<b>Tuesday and Thursday</b>	3:05	4:30	pm
<b>Tuesday and Thursday</b>	5:00	6:25	pm
<b>Monday and Wednesday</b>	8:00	9:25	am
<b>Monday and Wednesday</b>	4:05	5:30	pm
<b>Monday and Wednesday</b>	5:40	7:05	pm
<b>Monday and Wednesday</b>	7:15	8:40	pm
<b>Monday and Wednesday</b>	8:50	10:15	pm
<b>Monday and Friday</b>	8:00	9:25	am
<b>Monday and Friday</b>	4:05	5:30	pm

<b>LECTURE PERIODS</b>	<b>START TIME</b>	<b>END TIME</b>	
<b>Wednesday and Friday</b>	8:00	9:25	am
<b>Wednesday and Friday</b>	4:05	5:30	pm
<b>Tuesday or Thursday</b>	1:30	4:25	pm
<b>Tuesday, Wednesday or Thursday</b>	7:15	10:15	pm

<b>LABORATORY PERIODS</b>	<b>START TIME</b>	<b>END TIME</b>	
<b>Tuesday or Thursday</b>	8:30	11:25	am
<b>Tuesday or Thursday</b>	1:30	4:25	pm
<b>Wednesday, or Friday</b>	1:55	4:50	pm
<b>Monday or Wednesday</b>	3:00	5:55	pm
<b>Monday or Wednesday or Thursday</b>	7:15	10:10	pm

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## Admission Requirements

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

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

science. (Students interested in science or engineering should be sure to include both chemistry and physics.) Regular Decision applications for admission into to the first-year class are due by January 15.

Students for whom Occidental is their first-choice college may apply under one of two binding Early Decision programs. ED I applications are due November 15, with decisions mailed within a month, and ED II applications are due January 1, with decisions also mailed within a month.

Transfer applications for fall semester should be submitted by April 1, and for the spring semester, transfer applications should be submitted by November 1. *International transfer applications are accepted for fall semester only, and should be submitted by April 1.*

Detailed information on the College, its curriculum and programs, and admission and financial assistance is included in published materials available from the Office of Admission and online at [www.oxy.edu/admission-aid](http://www.oxy.edu/admission-aid).

First-year and transfer candidates may apply to the College using the Common Application. Prospective students are encouraged to experience Occidental firsthand by visiting the College. It is possible to attend an information session, tour the campus and visit classes. Although interviews are not required, they are strongly recommended. For more information, call 1-800-825-5262, email [admission@oxy.edu](mailto:admission@oxy.edu), or contact: Office of Admission, Occidental College, 1600 Campus Road, Los Angeles, CA 90041.

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## Academic Information

### Undergraduate Study

#### Bachelor of Arts Degree

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

1. Completion of a minimum of 128 units.
2. Attainment of a 2.0 grade point average or better for all courses undertaken at Occidental College and for the student's entire course of study.
3. Attainment of a 2.0 grade point average or better for all courses undertaken within a departmental major or minor.
4. Satisfaction of the writing proficiency requirement.
5. Completion of the Core Program by the end of the junior year.
6. Language 102-level proficiency in a language other than English by the end of the third year. See below for Languages Policy.
7. Completion of a major or an Independent Pattern of Study. It is possible to have a double major.
8. Passing of a final comprehensive requirement in the senior year in the major subject or area of concentration, or in the case of those studying under an Independent Pattern of Study, as designed by the student's advisory committee.

9. Fulfillment of all degree requirements, other than the comprehensive examination and work in progress in the final semester, at least six weeks prior to graduation.
10. No Incomplete grades, NR grades, or CIP grades on the student's transcript at the time of graduation.

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

Full-time student status is defined by enrollment in 12 or more units; part-time status is defined by enrollment in 11 or fewer units.

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

## **Proficiency in writing**

Students meet this requirement in two stages, the first of which is passing the first-stage Writing Proficiency evaluation in the Cultural Studies Program. Completion of the Cultural Studies courses does not by itself satisfy the writing requirement. There are three measures of proficiency: 1) fall semester professor evaluates the writing of each student using a rubric (1-6 scale with 4 or above considered proficient); 2) spring semester professor evaluates the writing of each student, using a rubric (1-6 scale with 4 or above considered proficient); 3) one additional measure of writing proficiency is required; most recently this measure has been participation in a shared intellectual experience with required reading that culminates in a timed writing exercise; professors evaluate each student's writing using the 1-6 score rubric. Frosh are expected to successfully score 4 or better on two of the three measures.

Those who do not pass the Cultural Studies Writing evaluations will be asked to pass with a C or better a course in the department of English writing (201) or another writing course designated by the director of writing programs in conjunction with the director of the Core program. The second stage of the requirement will be met in the student's major department. Each department at the College has specified its own writing requirement in the major; students should consult their department chair. For more information, see "Writing Program" in the "Special Programs" section of this Catalog.

## **Languages**

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

## **Placement Exams**

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

First-year students may take the Occidental College Placement Examination either online for French, German and Spanish, or during Orientation for other languages taught at Occidental if:

1. they have studied a language for a semester in college or for more than one year of high school (ninth grade does not count);

2. they have participated in afterschool or weekend language programs; or
3. they have extensive background in but no formal training in a language.

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

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

## **Foreign Language Exemption Policy**

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

## **The Honors Program**

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

Students accepted for the College Honors Program are exempt from the 8-unit limit in Independent Study and may take Advanced Research (499) courses on an independent study basis. The purpose of such research is to prepare a special project to be submitted to the major department for evaluation no later than the 10th week of the spring semester of the student's senior year. Evaluation of the completed project will be made by a committee of department faculty and may include readers from outside the department or College. Students wishing to be considered for participation in the Honors Program should contact the chair of the appropriate department during the spring semester of their sophomore year and, in any event, will be admitted to the program no later than the second week of the fall semester of their senior year.

Completion of an Honors project does not in itself guarantee the conferring of College Honors.

See also Honors in an Independent Pattern of Study.

## Honors at Graduation

*Summa cum Laude*: Grade point average of 3.90 or above. *Magna cum Laude*: Grade point average of 3.75 or above. *Cum Laude*: Grade point average of 3.50 or above. Grade point averages for Honors are based on work completed at Occidental College. Study-abroad courses taken in the fall and spring and approved by the International Programs Office are considered Occidental college courses and are calculated in the GPA for honors. No transfer courses are calculated in the Occidental college GPA (study-abroad courses taken in the summer are considered transfer courses).

## Major Concentration

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

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

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

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

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

To double major, a student completes all requirements for the major in each of two separate departments. Students must complete separate comprehensive examinations.

## Minor Concentration

A student is allowed to declare an academic minor, consisting of at least 20 units chosen from a list determined by each department. Students should consult the appropriate department for a list of courses acceptable for the minor. Students who wish to declare minors must do so no later than the fall semester of the senior year.

## Departmental Majors and Minors

Art History and the Visual Arts

Biology

Chemistry

Chinese Studies

Classical Studies (minor only)

Comparative Studies in Literature and Culture  
(Formerly titled "German, Russian and Classical Studies")  
Computer Science (minor only)  
Critical Theory and Social Justice  
East Asian Languages and Cultures  
East Asian Studies  
Economics  
Education (minor only)  
English  
French  
Geology  
Group Language (major only)  
History  
Interdisciplinary Writing (minor only)  
Japanese Studies  
Latino/a and Latin American Studies  
Linguistics (minor only)  
Mathematics  
Music  
Neuroscience (minor only)  
Philosophy  
Physics  
Politics  
Psychology  
Public Health (minor only)  
Religious Studies  
Russian (minor only)  
Sociology  
Spanish  
Theater

## **Interdepartmental Majors and Minors**

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

## **Interinstitutional Programs**

3/2 and 4/2 Combined Plan Programs in Liberal Arts and Engineering with California Institute of Technology and Columbia University  
Cooperative arrangement with Columbia University School of Law  
Cooperative arrangement with the Keck Graduate Institute  
Exchanges with Art Center College of Design and California Institute of Technology

## **Independent Pattern of Study**

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

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

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

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

## **Honors in an Independent Pattern of Study**

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

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

## **Pre-Professional Courses**

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

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# Graduate Study

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

The master of arts (M.A.) degree is offered in the biology department.

## Admission

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

Applications for the master of arts in biology are available in the Graduate Office.

Applications and all admission credentials for graduate study must be received by March 1 for students applying to begin study during the summer session or the fall Ssemester, and by October 1 for students applying to begin study during the spring semester.

Students seeking admission to the M.A. program must have significant successful experience in the discipline to be ready for graduate study. Evidence of readiness includes undergraduate grades, completion of an undergraduate major or minor in the discipline, successful completion of a significant amount of coursework at or above the advanced undergraduate level and Graduate Record Examination (GRE) general and subject test scores. Consultation with the department chair is recommended before completing the application, particularly for students who have not completed an undergraduate major in the discipline.

Completed applications must include the following:

1. A completed application form, including a statement of objectives for graduate work.
2. Application fee of \$60. (This fee is waived for current and former Occidental students.)
3. Official transcripts of all academic work at the college or university level, including previous graduate work.
4. Letters of recommendation from three persons. These should include, if possible, one letter from a professor in the applicant's major field of undergraduate study.
5. An official report of test scores from the Graduate Record Examination General Test.
6. An official report of test scores for the Graduate Record Examination Subject Test in Biology.
7. For applicants whose native language is not English, an official report of test scores from the Test of English as a Foreign Language. (This requirement is waived for current and former Occidental students.)

Applications for the M.A. in biology must be submitted directly to the Graduate Office.

## Financial Aid

Financial aid for graduate study is available from the College on the basis of financial need and academic promise. In order to be eligible for available funds, applicants must submit the Free Application for Federal Student Aid (FAFSA) online and a separate Financial Aid Application for Graduate Students to the Financial Aid Office by April 19, prior to the academic school year of intended matriculation. All other required

supplemental documents (tax returns, W-2s and verification documents) must be submitted to the Financial Aid Office by April 19. Application forms and a list of required supplemental forms may be obtained from the Graduate Office or the Financial Aid Office.

## **Candidacy for Advanced Degrees**

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

## **Plan of Study for Candidates for the M.A. Degree**

At the time of acceptance for graduate study, each degree candidate is assigned a major advisor. The student and the advisor share the joint responsibility to formulate a consistent plan of study that is within the policies of the College and the major department. The plan of study should include a schedule for meeting all degree requirements.

Credit for a graduate degree may be given for Occidental courses (including summer offerings) numbered 500 and above, but not for any course taken in fulfillment of requirements for a Bachelor's degree. As a general policy, the College does not accept transfer graduate credit from other institutions; however, students receiving Veterans Benefits should submit documentation of their prior graduate work to the Graduate Office for evaluation of potential credit toward their degree. Courses numbered 500 and above are ordinarily limited to graduate students. However, advanced and specially qualified undergraduates may be permitted to enroll in such courses by special petition to the instructor, the department chair and the director of Graduate Studies. In special circumstances, by additional petition to the director of Graduate Studies, credit toward the master of arts degree also may be granted provided the course is not required to fulfill a bachelor's degree.

Graduate full-time status is nine or more units.

## **Degree Requirements - Master of Arts**

1. Completion of a minimum of 30 units (six courses) of graduate work at Occidental, achieving a grade of B (3.0) or higher in every course.
  1. Not less than one-half of the work shall be completed in the student's major department. The remainder shall be chosen, with the approval of the advisor and the major department chair, from related upper-division courses in other departments to form a consistent plan of study.
  2. M.A. students in biology must register once for thesis credit by enrolling in Biology 590, Thesis for Master of Arts Degree (5 units). This course may count toward the 30-unit requirement.
2. Satisfactory completion of a thesis. The relevant material shall be presented to the Graduate Office in approved form as specified in the general instructions issued to degree candidates. The Special Collections librarian will issue an acknowledgment of receipt to the student. This receipt shall be submitted to the Graduate Office as proof that the thesis has been submitted.
3. Passing of a final examination demonstrating a thorough grasp of the candidate's field of emphasis. The supervising committee for this examination shall consist of three faculty members, with the

student's advisor as the chair. The committee shall include at least one faculty member of a department other than the student's major department.

4. Other degree requirements specified by the major department in the College catalog.
5. All degree requirements must be completed no later than five calendar years after the date of initial enrollment as a graduate student.

## **Thesis Candidate Status for M.A. Students**

M.A. students who have completed all coursework and are continuing thesis work may enroll in Thesis Candidate Status. This status grants student privileges and allows the College to certify enrollment. A student may enroll in this status for a maximum of two semesters and must be either normally enrolled or in Thesis Candidate Status in the semester in which he or she graduates.

## **Final Approval of Candidacy for the M.A. Degree**

The master of arts degree is conferred upon candidates formally recommended by the faculty on the basis of approval by (a) the candidate's supervising committee, and (b) the director of Graduate Studies. Such approval is contingent upon completing all degree requirements.

In addition, candidates must present to the Graduate Office an application for final approval of candidacy for the degree, including signed recommendations from the members of the supervising committee. Graduate degrees will be dated as of the end of the semester in which the registrar certifies that all College and departmental degree requirements have been met. For those candidates who wish to participate in May Commencement ceremonies, all evidence of degree completion must be received in the Graduate Office by April 1.

## **Probation Policy for Graduate Students**

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

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## **Academic Policies**

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

## **Courses**

Each unit of course credit at Occidental College requires a minimum of three hours of student work per week for every week over the duration of a semester. As such, each 4-unit course represents a minimum of 12 hours of involvement per week, and each 2-unit course represents a minimum of six hours of involvement per week. Students will typically spend a third of this time in direct interaction with faculty, and the remainder of the time will be spent preparing for class. Faculty may choose to set expectations for student involvement differently while maintaining a reasonable approximation of the minimum

requirement. Faculty might also require, or students might choose, to spend more hours than the minimum requirement. This definition holds for all types of courses (e.g., lecture, seminar, independent study, lab, practicum, etc.), regardless of the amount of credit offered.

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

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

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

Changes in course offerings after publication of the catalog for 2011-2012 will be reflected in the online catalog.

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

## Registration

Registration procedures are outlined in materials supplied by the registrar. The Business Office and the registrar must approve each student's enrollment. Students who clear their registration late will incur a Business Office fee. Registration must be completed within the first week of the semester, or the student may be denied credit for the semester's work. Spring semester registration for freshmen is considered final only upon verification in the Office of the Registrar that these students have met their requirements in the Cultural Studies Program for the preceding semester.

Regularly scheduled courses offered for 1 or 2 units may be available for registration through the seventh week of the semester (mid-term) with faculty approval. There is a 2-unit limit for courses added at this time. The registrar will announce the exact dates for the deadline.

## Adding, Dropping, and Withdrawing from Classes

**1) Adding Classes:** Students may add classes during the first week of each semester, with the permission of the instructor. Exact deadline dates are published by the Registrar in the online academic calendar. Students wishing to add a class during this period may do so by asking the instructor to submit an online override allowing them to register for the class online. (Alternatively, students may file a Schedule Adjustment form with the Registrar's Office, available from that office and online at the Registrar's web page, which must be signed by the instructor and the student's adviser.) Some 1 and 2 unit fractional courses have later deadlines for adding, as noted in the online academic calendar. Students wishing to add a class after its deadline must petition the Registrar and, if approved, pay a late add fee. **Students are responsible for verifying in their online records that they have in fact enrolled in and/or added all classes for which they expect to receive credit.**

**2) Dropping Classes:** Students may drop a course without a recorded grade through the **sixth** week of the semester. The exact Drop deadline is published by the Registrar in the online academic calendar. To drop a class, students must submit a properly completed Schedule Adjustment form (available in the Registrar's Office and online) to the Registrar in advance of the deadline. Students may not drop first-year CSP courses unless they are withdrawing from the College (see below). **Students are responsible for making sure that they have dropped or withdrawn from classes that they are not attending. They will receive a grade of F in any such class not dropped or withdrawn from.**

**3) Withdrawing from Classes:** After the **sixth** week (starting at the **seventh** week), students may withdraw from a course by submitting a completed Course Withdrawal form (available online and in the Registrar's Office) to the Registrar through the last day of classes. A notation of "W" will appear on the transcript. See the academic calendar for specific drop and withdraw dates. "W" grades are not calculated in the GPA. Students may not drop any freshman courses in the Cultural Studies Program except by special petition to the Core Office. **Course Withdrawal forms must be submitted to the Registrar by the end of the final day of classes.**

**Unless a course is officially dropped or withdrawn from, a grade of F may be incurred.**

**Students should be aware that dropping or withdrawing from classes may put them behind normal progress toward the A.B. degree, and may have significant consequences for financial aid, major completion, and graduation. Such decisions should be discussed with the academic adviser and, where appropriate, with the Financial Aid office.**

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

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

## **Study Plans**

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

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

## **Independent Study**

Independent Studies are courses designed for self-reliant and motivated students to pursue intellectual inquiry outside of regularly scheduled course offerings. These are to be supervised by faculty members, generally involving substantial, close student-faculty interactions. Each course shall be initiated on an

individual basis between a student and a faculty member. Enrollment shall be through courses numbered 197, 297 (lower division), 397 (upper division), or 597 (graduate) in the respective department, and must be accompanied by a completed independent study contract.

## Specifications

1. Advanced planning is essential. There should be some evidence that the student's background is adequate for the proposed study.
2. The independent study contract must be completed, signed and submitted to the Office of the Registrar by the deadline to add deadline of the appropriate semester.
3. Sophomore, junior and senior students may enroll in one independent study per semester. Freshmen interested in enrolling in an independent study must complete a petition for special consideration and have it approved.
4. Students are required to have a cumulative GPA of 2.0 or better.
5. An independent study course cannot be used to satisfy Core requirements.
6. All independent study courses are two units except those classified under 7 below. Requirements for a two-unit independent study:
  1. The contract must include a reading list or equivalent, along with the requirements to be met before a grade can be assigned.
  2. The contract requires the signature of the instructor, and the approval of the Student Progress Committee.
  3. The course will be graded CR/NC. If used for a major/minor and justified on the Independent Study form, a letter grade may be issued.
  4. If a major/minor has been declared and the department has accepted the independent study as meeting a requirement within that major/minor, the course will be assigned a letter grade.
  5. A course already graded CR/NC may not be used to satisfy major/minor requirements. Petitions for retroactively changing CR/NC grades will not be approved.
7. Four-unit independent study courses are to be taken only for fulfillment of approved major/minor requirements. Requirements for a four-unit independent study:
  1. Application for the course must be submitted prior to the end of the previous semester to allow time for approval.
  2. The student must have a declared major/minor recorded in the Office of the Registrar prior to enrolling in the independent study.
  3. The course must be used within the major/minor to meet a requirement approved by the department.
  4. The contract must include a reading list or equivalent, along with the requirements to be met before a grade can be assigned.
  5. The contract requires the signature of the instructor and the chair of the department, and the approval of the Student Progress Committee.
  6. A four-unit independent study will be assigned a letter grade. No CR/NC grades will be allowed.
8. A maximum of eight units of independent study courses may be applied toward graduation.

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

## Internships

### Overview

Occidental College offers a variety of internship opportunities. These include internships with community groups, public agencies, businesses, and social justice advocacy organizations, among others. The opportunities include course-related internships that provide connections to community organizations; career-oriented internships offered through the Career Development Center in all occupational areas of interest; summer research internships connected to various programs, such as through the International Programs Office, the Urban & Environmental Policy Institute (UEPI), the Undergraduate Research Center, the Center for Community-Based Learning, and other College entities; study abroad internships offered through various study abroad programs; and community engagement internships based on long term partnerships that are linked to courses and programs supported by the Center for Community-Based Learning, the student Office of Community Engagement, and UEPI. Internships are offered in Los Angeles, throughout the U.S., and in countries abroad such as China. Internships represent a crucial component of Occidental College's mission and vision associated with community engagement, collaborative relationships, critical thinking and reflection, participant observation, skill development, and career discernment and training. Each of those opportunities are described below.

### **Academic (practicums, etc.) Opportunities**

Several courses and practicums provide valuable internship experiences or fieldwork experience. Academic Practicums offer four units of credit provide faculty mentorship and allow students to thoroughly integrate applied learning in organizations of interest within the context of a given course. For example, the Urban and Environmental Policy Department offers a course on "Community Organizing" that includes an internship requirement with a community-based organization working on a key community objective. The Politics Department offers a course providing internships and linkages with Public Interest Law firms; Psychology offers fieldwork for psychology and social services-bound students, and several Departments have come together to create a Public Health cluster and create courses that include internships with places like health clinics and with such partners as *promotoras* (community health workers). These academic/course based opportunities, in turn, can lead to summer internships as well as continuing ties (and even future employment) with the partner community groups and organizations.

### **Career Exploration Opportunities**

The Career Development Center (CDC) supports internships that integrate knowledge and theory learned in the classroom and applied in a professional setting. Internship opportunities are available in all occupational sectors and may or may not directly correlate with a student's major. Internships are an opportunity to create learning experiences for the student by providing exposure in a career field or job function of interest. Through diverse occupational exposure, students can explore various careers, thereby greatly enhancing their progression towards career discernment while building transferable skills toward graduate and employment opportunities. Students can secure nonprofit, governmental and for-profit opportunities. Additionally, the CDC sponsors a broad-based, funded internship program in Los Angeles and Portland, that places students in full-time professional internships for ten weeks during the summer. Through the CDC, Occidental College offers both a two unit (INT 200) and a zero unit (INT 100) option for students. The CDC coordinates both courses and supports students during their INT 200 and INT 100 internship (see Career Center INT Program below).

### **Community-Based Learning (CBL) Opportunities**

Internships supported by the Center for Community Based Learning (CCBL) allow students to continue work initiated as part of a community based learning and/or research course. Internships are defined in partnership with community partners, faculty, and the CCBL. A CCBL internship allows students to continue to develop skills in community engagement, community based research, and other professional skills, while providing ongoing support for projects that cannot be completed within a single semester. Depending on the

focus and structure of the internship, a student can earn 2 units through the CDC internship program and receive a stipend from the CCBL. CCBL also supports community engaged courses through its Education in Action (EIA) program where students receive a stipend to support faculty in facilitating the community aspect of the course.

### **International Opportunities**

Over half of Occidental's four-dozen semester and summer study abroad programs include opportunities for internships or community-engaged projects. Participants test theories, concepts, and competencies encountered on campus in dynamic intercultural settings and set a course for global citizenship. Most earn academic credit and some tackle significant research projects. From Amsterdam to Rabat, from Cape Town to Lima, from Tokyo to Beijing, participants expect to grow in their capacity to lead in a complex world, contribute to solving transnational problems, compete in the global workforce, and thrive in intercultural situations. Students consider community engagement abroad among their most powerful learning experiences.

### **Career Development Center INT Internship Program**

Internships for credit must be educational experiential opportunities that meet the criteria established by Occidental and approved by the Career Development Center (CDC). Students must be able to complete a minimum of 80 hours per semester of experiential learning in order to enroll in either internship course and receive credit (INT 100 or INT 200). To meet this requirement, students are advised to register within the first two weeks of the semester; however, internships may be approved until mid-semester. Students must register in the appropriate internship course (see below) by listed deadlines. For either course option, it is required that students have sophomore, junior, and senior and at least part-time, registered in at least six units, status. Additionally, students must have a cumulative GPA of 2.0 or better at the time of application for internship credit. Only CR/NC grades will be given for internships. Students are only allowed to enroll in one internship course per semester. All students enrolled in an internship, whether for two units or zero units, must complete a reflective essay and internship evaluation, as instructed by the CDC. The CDC will also request two performance evaluations (mid and final) from the listed on-site internship supervisor. Students are obliged to notify CDC, faculty supervisor, and on-site supervisor before dropping or withdrawing from an internship as well as submit the appropriate paperwork to the Office of the Registrar. Retroactive enrollment will not be approved and credit not be issued even in cases where an internship has been completed. Students enrolling in an internship course for the summer will be charged reduced fees for units. See the summer website or consult the CDC, the Office of the Registrar, or the Student Accounts Office for fee information.

### **On-Campus Internship Policy**

In an interest to provide increased opportunities for students studying in Los Angeles, the institution is authorizing on-campus internship opportunities that would allow students to intern on campus and receive credit through the Career Development Center, Internship Program (INT100 and INT200). On-campus internships are distinct from the institution, Work Study Program and various on-campus leadership programs by providing project based exposure in professional occupational areas, whereby the primary goal is that the student intern is the beneficiary of professional learning. On-campus departments wishing to create internship positions or willing to host a student intern by student request, must work with the CDC to assure that they are developing an internship opportunity that ascribes to the department's criteria. To assure student learning of the highest caliber, the department's philosophy is to set on-campus internships to the same rigorous standard ascribed to internships available in for-profit and public service organizations. For a complete outline of requirements and policy surrounding on-campus opportunities, please contact the Career Development Center.

### **The College recognizes two categories of internships:**

1. Two-unit internship (INT 200) - The maximum credits awarded for an internship will be two units. The total units earned through internships may not exceed four units (students may take additional internships for zero units, which will appear on the transcript). In addition to the criteria listed above, the student must secure an on-campus faculty supervisor to assign, supervise, and approve the academic component of the internship. The faculty supervisor must be a full-time faculty member on-campus. The reflective component and performance evaluations, coordinated by the CDC, are shared with the faculty supervisor and may be used at the discretion of the faculty supervisor when grading the internship.
2. Zero-unit internship (INT 100) – This course is offered for no credits, but the internship will be listed on the student’s transcript. Course is coordinated and monitored by the CDC. Student and internship must meet the criteria listed above. Students failing to participate in the reflective component coordinated by the CDC will not receive credit for their internship.

## **Withdrawal from the College, Leave of Absence, and Readmission to the College**

**1) Withdrawal from the College:** A student experiencing severe academic or personal disruptions during a semester may petition to withdraw from all course work and receive grades of “W” in their classes. Students considering Withdrawal from the College should discuss their situations with academic advisers, the Dean of Students Office, and/or the Associate Dean of the College for Student Issues. A petition for Withdrawal must be filed with the Registrar’s Office before the final day of classes in the semester of withdrawal. The withdrawing student must complete a “leave/withdrawal” form (available in the Registrar’s Office and online) indicating that they have made appropriate arrangements with the offices of Student Accounts, Financial Aid, and Residential Education and Housing Services. **Any time a student withdraws from the college a grade of "W" will appear on each course the student is registered in for that semester. Students on Academic Probation who petition for Withdrawal from the College may be required by the Student Progress Committee to spend an additional semester’s Leave of Absence away from Occidental, take college courses elsewhere, and apply for readmission to the College (see below).**

**2) Leave of Absence:** Students may apply to take an approved Leave of Absence from Occidental College for academic or personal reasons. The Leave may be approved for one or more semesters, and it must be taken beginning in the semester immediately following its approval. Students considering a Leave of Absence should consult with their academic advisers, the Dean of Students Office, and/or the Associate Dean of the College for Student Issues. Application for a Leave of Absence should be made directly to the Registrar’s Office, which may consult with the Student Progress Committee before approval. If a Leave is approved, the student must complete a “Leave/Withdrawal” form (available in the Registrar’s Office and online) indicating that they have made appropriate arrangements with the offices of Student Accounts, Financial Aid, and Residential Education and Housing Services.

**3) Readmission to the College Following Withdrawal or Leave of Absence:** Students who have petitioned successfully to take a Leave of Absence, or who have been required to take a Leave of Absence following Withdrawal from the College while on Academic Probation, or who have been subjected to Academic Suspension (see “Academic Probation, Suspension, and Dismissal”), must submit a “Returning Student Application” at least thirty days prior to their intended return to Occidental, outlining (among other things) what they have done during their absence from the College and a detailed plan for academic success upon return. This form is available in the Registrar’s Office and online, and will be evaluated for approval by the Student Progress Committee. Students planning such a return are urged to consult in

advance with the Advising Center or your academic advisor. Students returning after a Leave of Absence or Withdrawal are subject to the new Policies at the time they return to Occidental.

## **Grades**

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

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

Students retaking a failed course will have both grades appear on the transcript and both grades averaged into the grade point average.

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

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

## **Academic Ethics**

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

## **Grade Appeal Policy**

This policy refers to procedures related to the dispute of a final grade in a class. Individual grades within a class may not be appealed and grade changes for additional work done after the semester has ended will not be approved. For grade disputes involving a claim of harassment or discrimination on the basis of disability, instead follow the Disability Services grievance policy described here.

The presumption at Occidental is that the instructor alone is qualified to evaluate the academic work of students in his or her courses and to assign grades to that work. Consequently, grades are not normally subject to appeal. However, when a student believes that a particular grade was assigned unfairly or in error, the student may appeal the assigned grade as follows:

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

## Credit/No Credit

The Credit/No Credit policy is intended to encourage students to explore classes in unfamiliar fields without the risk of incurring a low grade because of that unfamiliarity. It is not intended to allow students a partial exit from classes in which they are doing badly, and for that reason Credit/No Credit contracts must be completed early in the semester and are irreversible.

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

If the major or minor is changed to one that requires a course that has already been taken on a Credit/No Credit basis, the student may be required to take an examination in that course for a grade. The CR/NC grade will not change on the student's transcript.

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

## Physical Activities Credit

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

## Auditors

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

## Dean's List

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

## Class Attendance

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

## Scholarship Requirements

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

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

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

## Academic Probation, Suspension, and Dismissal

Occidental College requires 128 units of coursework completed with a cumulative GPA of 2.0 or better for graduation with the A.B. degree. At the close of each semester, the Student Progress Committee reviews the records of all students whose semester or cumulative GPA is below 2.0 or who have received at least one grade of F for the semester.

Students whose semester or cumulative GPA is below 2.0 will normally be placed on **academic probation** for the following semester. (First-year students finishing their first semester—not transfers—will be placed on probation if the GPA is below 1.85.) In addition, some students with GPAs at or slightly above 2.0 may be placed on probation if they appear to be making unsatisfactory progress toward meeting graduation requirements (through withdrawals, Incompletes, dropped courses, etc.). The purpose of academic probation is not punitive; its intention is to alert students to developing problems that may jeopardize their eventual graduation from Occidental, and to urge them to take immediate action to address these problems. Students placed on academic probation will receive a letter announcing this status, with

requirements that they consult with the Dean of Students Office and their academic advisers to devise a plan for academic success and a return to good academic standing.

Students who achieve a GPA below 2.0 for two consecutive semesters are subject to **suspension**. In making this determination the Student Progress Committee will consider not only the GPA but also progress toward the degree, patterns of academic improvement or deterioration, and special circumstances. Suspension is intended to provide students with serious difficulties with time to rethink their academic strategies and relation to Occidental College, with the purpose of having them either return for a successful academic career at Occidental or develop a more successful educational plan elsewhere. It may be assigned for one semester or two immediately following the Committee's decision. Suspended students are generally required to do coursework at another institution and complete it satisfactorily before readmission to Occidental, which must occur following the guidelines for readmission after a Withdrawal from the College or Leave of Absence (see "Withdrawal from the College, Leave of Absence, and Readmission to the College"). Specific requirements for suspended students are set forth in letters sent to them notifying them of the Committee's decision.

Students who achieve a GPA of 0.75 or below in any semester will normally be automatically suspended for the following semester.

Students earning GPAs below 2.0 for three consecutive semesters will normally be automatically suspended for one year.

When the Student Progress Committee determines that a student's chances of success at Occidental are minimal or none, it may impose **Dismissal**. Dismissed students are not given the option of applying for readmission.

## Examinations

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

## Comprehensive Examinations

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

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

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

works toward the objectives and embodies the characteristics described above, may be construed as meeting the intent of the Comprehensive requirement.

All departments, regardless of the nature and form of the comprehensive examination, are required to provide opportunities for students who fail their comprehensives to retake them before the end of the academic year in order that they might be given another chance to satisfy departmental expectations before graduation. Departments are granted the autonomy to determine the date and time of the initial examination as well as the re- taking of the examination.

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

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

## **Graduation Ceremony Participation Requirements**

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

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

## **Course Credit by Examination**

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

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

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

1. The student must have received no grade lower than a B in the two previous semesters at Occidental.
2. Preparation for the examination must be undertaken by the student independently and individually, as directed by the instructor involved, and the student will not be allowed to prepare for the examination by class attendance as an auditor in the regular course.
3. A student may not apply for Credit by Examination in a course in which previously enrolled for all or part of a semester, or in a course audited in a previous semester.
4. After a date is set for the examination, the student cannot be excused from taking the examination at that time except for reasons of health or grave emergency. Failure to take the examination will result

in a recorded grade of F. With the consent of the instructor, Credit by Examination may be taken on a Credit/No Credit basis.

5. A grade must be submitted to the Registrar for recording as Credit by Examination, which becomes part of the student's permanent record.
6. A fee for Credit by Examination must be paid at the time of filing the petition. In a semester when the student is enrolled for fewer than 11 units, the fee may be waived. See here for a schedule of fees.

## **Course Exemption by Examination**

It is possible for a student to be exempted from a course by examination, with consent of the instructor. No course credit is earned; however, notice of the exemption is entered on the permanent record to certify that the student has fulfilled a general college requirement or a course prerequisite. Students who wish to be exempted from a Core course by examination must make arrangements with the Core Office prior to the semester in which the course is offered. The instructor has the privilege of recording a grade of Credit/No Credit rather than a letter grade. A nominal fee is charged. Appropriate forms are available from the Registrar.

## **Transfer Credit**

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

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

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

## **Advanced Placement Credit and International Baccalaureate Course Credit**

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

A student completing an approved Advanced Placement examination in most subjects with a score of 4 or 5 will receive four units of credit toward the degree. These examinations may not be used to fulfill Core requirements. Not all Graduate and Professional programs accept AP credit of college courses.

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

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

## Summer Study at Other Institutions

Work taken elsewhere during the summer may be accepted for credit toward a degree from Occidental, subject to advance approval from the chair of the department with which the course would be identified, the student's advisor, and the Registrar. It is also possible through petition to the Registrar to have summer study elsewhere accepted without credit to fulfill prerequisites or general college requirements. A minimum grade of "C" is required for transfer. Occidental will accept credits from a regionally accredited college or university only.

## Classification of Students

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

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## Writing Program

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

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

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

**Proficiency in writing is a requirement for graduation.** Students meet this requirement in two stages, the first of which is passing the first-stage Writing Proficiency evaluation in the Cultural Studies Program. Completion of the Cultural Studies courses does not by itself satisfy the writing requirement. An additional measure of writing proficiency is required; most recently this measure has been participation in a shared intellectual experience with required reading. Frosh are expected to pass the writing exercise that culminates the experience. Those who do not pass the Cultural Studies Writing evaluations will be asked to pass with a C or better a course in the Department of English Writing (201) or another writing course designated by the

Director of Writing Programs in conjunction with the Director of the Core Program. The second stage of the requirement will be met in the student's major department. Each department at the College has specified its own writing requirement in the major; students should consult their department chair.

## **FIRST STAGE WRITING REQUIREMENT FOR TRANSFER STUDENTS**

In order to fulfill the First Stage Writing Requirement, transfer students must: 1) have completed two writing courses (minimum six semester units) with specific writing instruction (not simply a course offered in an English department, nor any literature, creative writing, "writing intensive" courses) prior to transferring to the College; any courses not approved by the Registrar upon entrance must be appealed through the Writing Program; or 2) complete English Writing 201 or 401 after entering the College; or 3) submit a petition and portfolio before the senior year. Students must contact Writing Programs at the CAE to receive instructions.

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

## **FIRST STAGE WRITING PORTFOLIO OPTION FOR TRANSFER STUDENTS**

Generally compiled over the sophomore and junior years, three papers are drawn from departmental work. Revisions are encouraged or may be required. The requirements for submitting a portfolio are available in the Writing Programs Office. The Writing Programs Department and the Director of the Core Program make every effort to work with an individual student's portfolio submissions.

## **SECOND STAGE WRITING**

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

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

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

Additionally, every other year a Remsen Bird Visiting Artist gives classes and/or workshops on campus. In the last few years the English Department has sponsored several literary Honors Projects in writing. Specific courses that address creative writing include English 380 (Creative Writing), English Writing 286 (Principles

of Journalism II), English Writing 301 (Creative Non-Fiction), English Writing 401 (Writing Across the Curriculum), French 343 (Theory and Practice of Translation), Theater 201 (Alternative Voices in American Theater), and Theater 380 (Playwriting). Writers also are invited regularly to English creative writing classes and to the Intercultural Community Center, events that are open to the campus at large.

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

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

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## Advising

Occidental students have two sources of general information and counsel about the curriculum: the Advising Center, which works closely with students during their first two years at Oxy, and a faculty advisor, assigned to each new student when they first arrive on campus.

Faculty advisors act as an individual resource until the student declares a major (by the middle of the second semester of their sophomore year) and obtains a departmental advisor. Although its focus is on first- and second-year students, the Advising Center is available to all students on a five-day-per-week, year-round basis.

The Advising Center helps students keep track of their Core requirements, offers general information about registration and concrete information about majors, minors, and College policies and procedures. The Advising Center also helps students connect with faculty members by making appointments and by identifying the appropriate faculty for specific questions.

Faculty advisors help students understand their intended major and may also help them identify the appropriate campus resources for further help. As student interests change, faculty contacts can be changed by the student at any time. Students are encouraged and expected to seek faculty counsel regularly.

## Other advising Opportunities

**National Awards – Fellowships and Scholarships** - First year students are encouraged to meet with the Director of National Awards and Fellowships for an individualized advising session to explore opportunities available to them early in their academic career.

**The Office of Pre-Health Advising** at Occidental College provides information and in-depth advisement to students and alumni who are interested in matriculating to professional graduate programs in health sciences.

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## Special Programs

### International Programs

International Programs endeavors to advance Occidental's strategic goal—to prepare “citizens of the world” skilled at negotiating its complexities, eclectic in their interests and tastes.

Occidental recognizes the important role of international experience in a liberal arts and sciences education and as a key component in preparing undergraduates for successful and satisfying participation in today's interdependent world.

International students bring diversity of perspectives to our campus. Academic experience abroad challenges undergraduate scholars to think beyond the cultural constructs implicit in their disciplines and socialization.

Through ongoing assessment of student learning outcomes, IPO documents how exchanges—both on and off campus—develop cross-cultural communication and analytic skills; a global perspective; and polished language proficiency, sharpened intellect, and broadened imagination.

All study abroad during the academic year or over the summer must be approved by Occidental's International Programs Office, [linked here](#). Generally, eligibility includes good academic and conduct standing and a 3.0 gpa. Programs may have additional eligibility or pre-requisites. Credits earned abroad during fall or spring semester are considered in-residence Occidental credits and therefore count in the GPA and honors calculations. Summer study abroad is [transfer credit](#). College Financial Aid transfers to Fall and Spring semester study abroad, but not summer study abroad.

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### Combined Plans in Liberal Arts and Engineering

Combined Plans in Liberal Arts and Engineering  
Liaison and Advisor for Physical Sequence

Professor Schramm (Physics)  
Advisor for Computer Science Sequence

Professor Lengyel (Mathematics)

Professor Crane (Chemistry)

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

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

The curriculum offers considerable freedom of choice of an eventual major. Students who, by the end of the first two years, find their interests developing in fields outside of science or technology, may still choose

most nonscience majors in the College and graduate after the usual additional two years of course work. Similar options also exist through the junior year for choosing majors in mathematics or most other sciences without loss of time. Thus, in contrast to many engineering programs, students choosing the combined plans do not commit themselves in the first year exclusively to an engineering major. This flexibility is particularly advantageous to capable students whose abilities and interests span many fields.

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

Students interested in the 3/2 program gain entrance into the engineering school through a strong academic record at Occidental and a recommendation by the Occidental liaison officer on behalf of the faculty. At least a 3.5 grade point average, both in science/mathematics and overall, is required. Those seeking entrance to Caltech must also receive approval from the Caltech Office of Admission.

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

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

#### **Course Requirements for the Combined Plans**

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

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

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

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

- Physical Sequence
- Aeronautics
- Applied Geophysics
- Applied Mathematics (3/2 only)
- Applied Physics
- Biomechanics
- Civil, Electrical, or Mechanical Engineering
- Communications and Control
- Computer Engineering
- Design Engineering
- Electrical Engineering
- Electronic Circuits
- Engineering Mechanics
- Fluids Engineering and Jet Propulsion

Industrial Engineering  
Nuclear Engineering  
Operations Research  
Quantum Electronics  
Solid State Electronics

**Chemical Sequence**

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

**Physical or Chemical Sequence**

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

**Computer Science Sequence**

Computer Science  
Operations Research  
Industrial Engineering

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## Exchange Program with the California Institute of Technology

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

A student in the exchange program must obtain prior approval from his or her advisor, the instructor of the course, and the Occidental and Caltech registrars. The program is usually not open to freshmen. Students must be full-time at Occidental (a minimum of 12 units). Additional tuition payments are not required, but the student may have to pay special fees in connection with certain laboratory courses.

Occidental College will add the course on the current registration as a placeholder but will remove it upon completion of the course and add it as a transfer course.

The Unit conversion from California Institute of Technology to Occidental College is as follows:

Cal Tech units	Occidental College Units
0 to 1 unit	0 unit
1 to 5 units	1 unit
6 to 8 Units	2 units
9 to 11 units	3 units
12 units to 15 units	4 units

16 units to 18 units      5 units  
19 units to 21 units      6 units

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

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## **Exchange Program with the Art Center College of Design**

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

A student in this exchange program must obtain prior approval from the chair of the Department of Art History and the Visual Arts at Occidental, his or her advisor, the instructor of the course, and the Occidental and Art Center registrars. Students must be full-time at Occidental (a minimum of 12 units). Additional tuition payments are not required, but there may be special laboratory fees.

Occidental College will add the course on the current registration as a placeholder but will remove it upon completion of the course and add it as a transfer course.

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

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## **Cooperative Arrangement: Columbia University School of Law**

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

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## **Cooperative Arrangement with the Keck Graduate Institute**

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

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

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## National Awards - Fellowships & Scholarships

The National Awards and Fellowships Office works with students and alumni interested in pursuing national scholarship and fellowship opportunities. We hold individualized advising appointments, publicize fellowship opportunities, and support Occidental College candidates in their pursuit of highly competitive and prestigious academic opportunities. Fellowships fund enriching and valuable opportunities to: pursue graduate study, develop professional skills, intern, develop leadership skills and experience, study abroad, conduct independent research, work as a research assistant in prestigious labs and research institutions, teach English as a second language, and implement independent projects.

First year students are encouraged to meet with the Director of National Awards and Fellowships to explore opportunities available to them early in their academic career as well as to prepare for future awards.

Each individual fellowship has its own set of criteria, but most seek the following qualifications in candidates:

- strong academic achievement (especially in your selected field)
- outstanding leadership roles
- demonstrated leadership effectiveness
- involvement community activities
- participation in extracurricular activities
- alignment with specific eligibility criteria for individual awards such as:  
research experience, internship/work experience, teaching/tutoring/mentoring experience, citizenship requirements, age requirements

The office works collaboratively with faculty and staff to introduce students and alumni to a range of national and international opportunities and support them throughout the application process, including interview practice and preparation. In addition, we offer fellowship writing workshops and information sessions. We work in partnership with the Center for Academic Excellence Writing Specialists, the Career Development Center, the Undergraduate Research Office, the International Programs Office, and the Office of Community Engagement to provide a range of resources to Occidental College candidates so that they may submit compelling and competitive applications.

Visit the office online at <http://www.oxy.edu/national-awards> or in person in South Trailer B, room 1

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## Pre-Health Advising

The Office of Pre-Health Advising at Occidental College provides information and in-depth advisement to students and alumni who are interested in matriculating to professional graduate programs in health sciences.

Through personal counseling sessions, group workshops and seminars, we assist students with the clarification of their professional and academic goals, and preparation for graduate level programs in health sciences. Throughout the application process, we provide individualized support to applicants to all medical and health sciences programs.

If you are interested in a career in health sciences, please attend workshops offered by this office throughout the year to gather information and network with others who share your interests. For private sessions, meet with the pre-health advisor on a regular basis to check your progress and to develop your short- and long-term strategies.

For more information, please visit: <http://www.oxy.edu/pre-health-advising>

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## **Reserve Officers Training Corps (ROTC)**

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

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## **Veterans Benefits**

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

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

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## **Disability Services**

Occidental College works to support students who are differently abled so that they have equal access to programs, activities, jobs, services, and courses. Students who need help related to their disability are encouraged to contact Disability Services by calling 323-259-2969 or emailing [accessibility@oxy.edu](mailto:accessibility@oxy.edu). This office offers services such as approval for accommodations, assistance with advocacy, ensuring adherence to state and federal disability laws, and basic support for academic skill building. By working closely with faculty, staff, and administrators, the Disability Services team works to create a supportive community that promotes awareness, sensitivity and understanding of students with disabilities.

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## **Summer Option**

While Occidental does not have a formal summer program, current Oxy students engage in independent study, research programs, and internships during the summer. The College also offers its distinctive Multicultural Summer Institute for select first-year students.

## ***American Studies***

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

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

### ***Requirements***

**MAJOR:** The American Studies major consists of a minimum of 10 courses (40 units) to include History 101 or 102 (or their equivalent), ENGL 189 or 289 (or their equivalent), AMST 290, 390, and 490, and five other courses selected in consultation with an advisor from the American Studies faculty. Two of the five courses are required to be in American Studies. They include AMST 240, 242, 270, 272, 280, and 295. Courses acceptable from other departments include 289, 356. Education 213, 215. History 206, 277, 307, 312, 395. Politics 208, 209, 362. Religious Studies 240, 245, 347. Sociology 350. Consulting with an American Studies advisor is essential for successful completion of the major.

**MINOR:** Five courses (20 units) to include AMST 290 or 390, History 101 or 102, ENGL 189 or 289 and two other courses in American Studies. They include AMST 240, 242, 270, 272, 280, and 295.

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

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

**HONORS:** Students meeting college requirements for honors may apply for admission to the

program by submitting a written proposal for an honors thesis by October 1 of their senior year. Those accepted may register for American Studies 499 during the fall or spring semester of the senior year; the thesis should be completed by the end of the senior year. In general it is expected that honors students will also take American Studies 490. For further information see the Honors Program and the department chair.

## **Courses**

### **197 - Independent Study in American Studies**

*Prerequisite: permission of instructor.*

2 or 4 units

### **215 - Discipline/Desire: History of Sexuality in the U.S.**

This course examines the history of the politics of sexuality in the United States since the American Revolution. It begins with theoretical works on the intersections of sexuality and politics, including writings by Sigmund Freud, Wilhelm Reich, Daniel Bell, Michel Foucault, Judith Butler, and Michael Warner. It then considers important moments in the history of American sexuality, including the growth of cities and erotic subcultures after the war for independence, the establishment of "republican discipline" and Victorianism in the early 19th century, blackface minstrelsy and the eroticization of slavery, the confinement of prostitution, the creation of domestic and public spheres, the explosion of working-class sexual entertainment during the industrial revolution, feminism and the social hygiene movement, etc. CORE REQUIREMENT MET: **US and US DIVERSITY**

### **240 - African American Women Writers**

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

CORE REQUIREMENT MET: **UNITED STATES and US DIVERSITY**

### **242 - Great Migration & Emergence of "New Negroes"**

This interdisciplinary course examines the migration and transformation of more than half a million African American southerners who left the south to move to cities in the northeast and midwest in search of greater freedom. We will also discuss the Harlem Renaissance when the art and literature of this era were seen as examples of racial progress. Political leaders and their organizations often clashed with one another and we will discuss those debates in this critical period in African American history.

CORE REQUIREMENT MET: **UNITED STATES and US DIVERSITY**

### **246 - African American Lit Tradition**

A socio-historical analysis of narratives and novels by African American writers. The course will examine the intellectual, political, and cultural influences on writers such as Frederick

Douglass, Harriet Jacobs, Charles Chesnutt, Nella Larsen, Zora Neale Hurston, Ann Petry, James Baldwin, Toni Morrison, and Charles Johnson.

CORE REQUIREMENT MET: **UNITED STATES and US DIVERSITY**

## **270 - Asian American Literature**

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

CORE REQUIREMENT MET: **UNITED STATES and US DIVERSITY**

## **272 - Asian Immigrants in American Society**

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

CORE REQUIREMENT MET: **UNITED STATES and US DIVERSITY**

## **280 - The United States and East Asia**

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

CORE REQUIREMENT MET: **INTERCULTURAL and GLOBAL CONNECTIONS**

## **290 - Rethinking the United States**

An introduction to the methods and theories of American Studies. In this course we will consider the myriad ways in which the politics of historical U.S. expansion, conflict, and resistance--across the North American continent and overseas--have shaped American culture. By close reading of literary works, historical documents, films, music, and photographic representations of culture, we will analyze the complexities and creation of the United States.

CORE REQUIREMENT MET: **UNITED STATES and US DIVERSITY**

## **295 - Topics in American Studies**

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

CORE REQUIREMENT MET: **UNITED STATES**

## **Black Literary History and the Archive**

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

CORE REQUIREMENT MET: **UNITED STATES**

**African American Literature: Race/Gender/Sexuality. AMST 295:** African American Literature: Interrogating Race, Gender, and Sexuality. This course is designed as a survey of African American literature. We will examine a multitude of genres including oral forms (spirituals, ballads, work songs), poetry, fiction, drama, and essays by authors such as Phillis Wheatley, David Walker, Sojourner Truth, Frederick Douglass, Booker T. Washington, Ida B. Wells, W.E.B. DuBois, Langston Hughes, Nella Larson, Zora Neale Hurston, Jean Toomer, Jessie R. Faucet, Claude McKay, Richard Wright, Ralph Ellison, James Baldwin, Ann Petry, and Gwendolyn Brooks. Beyond strictly a "greatest hits" or "major authors" course, this class will also consider the ways African American writers interrogate complex categories of personal identity, which requires an in-depth investigation into the intersections of race, gender, sexuality, and socioeconomic class. Through lectures, class discussions, and student presentations, we will highlight the critical impact of African American literature on American culture.

CORE REQUIREMENT MET: **UNITED STATES and US DIVERSITY**

## **310 - The American South**

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

*Prerequisites: one American Studies or American History course.*

CORE REQUIREMENT MET: **INTERCULTURAL**

## **346 - Beautiful Democracy: 19th Century Af Am Lit**

This course thinks through current debates over the relationship between literary aesthetics and harmony in American democracy. Do aesthetics foster a more harmonious or disharmonious national culture? Do aesthetics create more peaceful cities and craft a common culture? Should its subject matter be legal resolutions to conflict and representations of peaceful communities? Or, is disharmony ever important to progress? How does literature represent protests for social change that are often only possible outside the law, like the many freedmen and freedwomen escaping slavery and demanding the destruction of that system? How does this alter our understandings of what it means to be "fugitive"? How can the fugitive fighting for freedom be distinguished from the unprincipled outlaw? From another perspective,

we will consider how the complications of American society have altered certain traditional literary forms. While recent scholarship has addressed these questions in regards to early to mid 20th century literature, this course will look back further, starting from the early 19th century to the very beginning of the 20th. will complement the literature by reading relevant historical materials from the abolitionist movement, labor movements, government debates over Emancipation and Reconstruction, etc. The course will include literature from Frederick Douglass, Sojourner Truth, Walt Whitman, Ida B Wells, and Charles Chesnutt, among others, and will cover several genres, including oratory, autobiography, political pamphlets and short fiction. *Prerequisite: Any 100 or 200-level English course or junior or senior standing.* Major requirement met: Group II. Same as ENGL 346

CORE REQUIREMENT MET: **UNITED STATES, U.S. DIVERSITY**

### **375 - Sociopolitics of Race: Color-blind/Color-insight**

This seminar explores the social politics of race through the lens of color-conscious and color-blind ideologies. Topics focus on the construction of race; racial identity development and socialization for differently positioned group members; psychological impact of race and racial identification for academic achievement, esteem, and health; contemporary research on colorblind and color conscious ideologies and primes; and social policy. Interdisciplinary readings include Psychological theory and research (Steele's Whistling Vivaldi, Sue's Microaggressions, Contemporary journal articles), Critical Theory ( Delgado and Stefanie's Critical Race Theory), and Sociology (Bonilla-Silva's Racism without Racists). Heavily discussion-based. Prerequisites: Any American Studies course at the 200 or 300 level OR any of the following: Psychology 110, 321, 323, or 333. Same as Psychology 375.

CORE REQUIREMENT MET: **MATH/SCI** and **US DIVERSITY** and **UNITED STATES**

### **390 - Junior Seminar in American Studies**

#### **The 1960s**

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

CORE REQUIREMENT MET: **UNITED STATES** and **US DIVERSITY**

#### **American Experiments in Communal Living**

This interdisciplinary seminar explores American visions of utopia in fact and in fiction. Students will study the proliferation of American "utopian" societies, both religious and secular, from 1780 up to the 1930s before moving to an examination of more contemporary intentional communities, including dystopian separatists, and counter-culture communes. Readings include statements by charismatic founders, personal accounts of members, historical analyses, and utopian novels.

### **397 - Advanced Independent Study**

*Prerequisite: permission of instructor.*

2 or 4 units

### **490 - Senior Seminar in American Studies**

This course is designed to assist students with the completion of their research papers on

topics that reflect their areas of emphasis in American Studies. It will provide an opportunity for seniors to synthesize their area of specialization with an analysis of critical issues in the study of American culture and society.

## **499 - Honors in American Studies**

*Prerequisite: permission of instructor.*

2 or 4 units

## **S111 - Power and Identity**

This course revolves around the theme of power. This course considers how oppressive structures establish and sustain themselves -- and face opposition -- at local, national, and international levels. We will begin by addressing the question, how does opposition imply alternative forms of power, visions of freedom, self-identification, and belonging? Using historical, literary, theoretical, and social perspectives, we will focus on the tensions between power's oppressive and liberatory tendencies. For example, we will examine famous African American intellectual W.E.B. Du Bois's sole published biography, *John Brown*; test historical case studies through academic inquiries into British and Japanese imperialism; and take an intersectional approach to understanding identity, power, and domination. Throughout, students will build and develop their critical and interpretative skills through reading, writing, debate, and presentation. This course is taught by Professor Jaclyn Rodriguez (Psychology), Professor James Ford (English), and Professor Paul Nam (History).

*Offered during the Summer as part of the Multicultural Summer Institute.*

CORE REQUIREMENT MET: **UNITED STATES**

## ***Faculty***

### **Regular Faculty**

#### **Xiao-huang Yin**

*Professor, American Studies; Affiliated Faculty, East Asian Languages and Cultures; Affiliated Faculty, History*

B.A., Nanjing University; M.A., Ph.D., Harvard University

#### **John Swift**

*Associate Dean for Core Curriculum and Student Issues; English; Core Program; Advisory Committee, Urban and Environmental Policy*

B.A., Middlebury College M.A., Ph.D., University of Virginia

### **On Special Appointment**

#### **Thaddeus Russell**

*Adjunct Assistant Professor, American Studies*

B.A., Antioch College; M.A., M.Phil; Ph.D., Columbia University

#### **Amy Tahani-Bidmeshki**

*Adjunct Assistant Professor, Core Program*

B.A., Occidental College; M.A., CSU Los Angeles; Ph.D., UCLA

**Adrienne Tien**

*Adjunct Assistant Professor, American Studies*

B.A., Wellesley College; M.S., Syracuse University

## Advisory Committee

**Sharla Fett**

*Associate Professor, History; Advisory Committee, American Studies*

B.A., Carleton College; M.A., Stanford University; Ph.D., Rutgers University

**James Ford III**

*Assistant Professor, English*

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

**D. Keith Naylor**

*Professor, Religious Studies*

B.A., Stanford University; M.A., Pacific School of Religion; Ph.D., UC Santa Barbara

**Eric Newhall**

*Professor, English; Advisory Committee, American Studies*

A.B., Occidental College; M.A., Ph.D., UCLA

**Jaclyn Rodríguez**

*Professor, Latino/a and Latin American Studies*

A.B., Occidental College; M.A., Ph.D., University of Michigan

**Derek Shearer**

*Stuart Chevalier Professor, Diplomacy and World Affairs*

BA, Yale University; PhD, The Union Graduate School

**Ronald Solórzano**

*Professor, Education; Affiliated Faculty, Latino/a and Latin American Studies*

B.S., M.Ed., Loyola Marymount University; Ph.D., UCLA

**Dolores Trevizo**

*Professor, Sociology; Advisory Committee, Latino/a and Latin American Studies*

A.B., Occidental College; M.A., Ph.D., UCLA

**Raul Villa**

*Professor, English; Advisory Committee, American Studies; Advisory Committee, Latino/a and Latin American Studies*

B.A., Yale University; M.A., University of Michigan; Ph.D., UC Santa Cruz

## **Art History & Visual Arts**

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

We offer a broad range of courses in the history of Asian and Western art, visual culture, architecture, photography, media production and critical studies, and studio classes in drawing, painting, sculpture, printmaking, book arts, video, and digital media. The curriculum prepares students to become professional artists, art historians, media practitioners, critical scholars, and educators. Graduates have pursued a variety of professional activities, including: exhibitions and screenings in museums, galleries and film festivals; curatorial work and education in museums, libraries, archives, and other non-profit institutions. Students regularly attend graduate programs in fine arts, media production and critical studies and art history. By the nature of the subject, study of the visual arts requires close personal collaboration between students and faculty. Students should consult with their advisors frequently to determine their individual interests and goals, to assess the level of their artistic or scholarly abilities, and to plan individual programs of study designed to develop the aesthetic questions, technical skills, and research agendas required for the comprehensive project in the senior year.

## ***Requirements***

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

**Emphasis in Studio Art:** Minimum of 48 units, chosen in consultation with the major advisor. Three beginning courses: S102, S103 and S105; Two of the following intermediate courses: S203, S210, S216 or 217; Two of the following Advanced Projects courses: S310, S320, or S330; and S490 Senior Seminar; One 4-unit course, in Media Arts & Culture; Two Art History courses -H180 and H389. The sequencing of courses is crucial: students should take beginning and intermediate courses in the Frosh and Sophomore years; 300 level courses (Advanced Projects) in their junior year; and S490 (Senior Seminar) and any elective studio courses in the senior year. You may not take a required 100 level course as a Senior. In addition, the two Art History courses (H180 and H389), and one 300 level Advanced Projects course must be completed before the start of the senior year. S101, 104 and 106 may only be taken as electives and do not count as required beginning courses. Because the maturation of creative ability requires time as well as effort, students who may desire a major in studio art should consult with departmental advisors and begin taking studio courses as early as possible in their first year, and should declare a major early in the sophomore year.

**Emphasis in Media Arts & Culture:** Minimum of 48 units. AHVA's Media Arts & Culture Program fosters critical, historical, and practical exploration of audiovisual culture, with students producing senior comprehensives capstone work in either media production or critical media. All students, regardless of their project choice, are expected to push the boundaries of media scholarship, project form, and modes of audiovisual communication.

A minimum of twelve courses (48 units) are required for the MAC emphasis with students moving fairly freely between courses in production and those more focused on media history and critical analysis. Of the twelve required courses, students must take: at least three of the

four 100-level gateway courses (ArtM 140, 143, 145, and/or 146), at least three (4-unit) 200-level courses, and the junior and senior seminars (ArtM 390 and 490). In addition, majors must complete one 4-unit Arth (Art History) and one 4-unit ArtS (Studio) course. Please note additional track-specific requirements:

**Media Production Track:** All media production comprehensives students must have taken ArtM 140 and either 242 or 355 by the end of junior year, along with 220 if producing fiction. The 490 Senior Seminar in Media Production is a 4-unit fall course. Students must then enroll in ArtM 340 in the spring of senior year to scaffold post-production on their comprehensives project.

**Critical Media Track:** In addition to ArtM 390, all critical media comprehensives students must have taken at least two critical or historical media studies courses at the 200- or 300-level before the end of junior year. The 490 Senior Seminar in Critical Media is a year-long seminar with 2 units conferred in the fall and 2 additional units in the spring.

Students may take relevant courses offered in other Occidental departments such as Theater, Music, CTSJ, or English, which can be applied to the major upon approval of their faculty advisor. Eligible students may apply to study abroad in the Fall semester of Junior Year. Students may enroll for 2-unit internships through the Career Development Center. Students are also encouraged to explore the [Interdisciplinary Writing Minor](#). Occidental College also has a [cross-registration agreement](#) with Art Center College of Design, which offers various technical courses in media software which can count towards the major if preapproved by the faculty advisor.

**Emphasis in Art History:** A minimum of 48 units, including three survey-level courses (H160, H170, and H180, or H190); three courses at the 300 level, plus two additional electives at the 200 or 300 level (one of these may be replaced by a 200-level elective in the same area) or equivalent; at least one course above 300 in two of these areas: Asian, Early Western, and twentieth century (either H387 or H389); the Seminar in Art History (H390); and the Senior Seminar (H490); two additional art history courses above the 100 level, of which at least one is at the 300 level; at least two courses (8 units) in Media Arts and Culture Media Arts & Culture and/or Studio Art. In consultation with the advisor, a student may substitute a courses outside the department (such as history, literature, religious studies, politics, or philosophy, preferably related to the topic area of the senior thesis) for one of the art history

**Combined Emphasis:** Students may declare a combined emphasis in art history and studio art: A minimum of 48 units, including four introductory courses—two in studio art (chosen from ARTS 101, 102, 103, 105, 106) and two in art history (chosen from ARTH 160, 170, 180, 190); six courses at the 200 or 300 level—three in studio art and three in art history; and the Senior Seminar in studio art (ARTS490) or art history (ARTH490). Similar combined emphases between Art History and Media Arts & Culture or between Studio Art and Media Arts & Culture may be proposed in consultation with the faculty advisor.

## **MINOR:**

**Emphasis in Studio Art:** Five courses (20 units) in the department including any four studio courses and one art history course. No more than three 100-level courses. Studio courses must be selected from more than one professor.

**Emphasis in Media Arts & Culture:** Five Art M courses (20 units) determined in consultation with a Media Arts & Culture faculty member.

**Emphasis in Art History:** Five art history courses (20 units); at least three must be 200-level courses or above.

**THIRD-YEAR WRITING REQUIREMENT:** All students majoring in the department must successfully complete the third-year writing requirement by completing a junior-year 300-level course, with a grade of C or better, as follows: Studio Art – ArtH 389 or ArtS 301; Media Arts & Culture - Art M390; Art History - Art H390; Combined Emphasis - one of these 300-level courses, determined in consultation with Academic Advisor. For further information see page 40 and consult the department chair or your major advisor.

**HONORS:** A student with an overall GPA of at least 3.2 overall and 3.5 in the major who has demonstrated excellence in departmental courses can submit a proposal for an honors project in the fall of senior year for completion in the spring of senior year. For further information, consult your faculty advisor on honors requirements and timelines in your particular program.

**EXCHANGE PROGRAM WITH ART CENTER:** Occidental students may take courses in the Art Center at Night Program at the Art Center College of Design in Pasadena. See College Catalog Section on [Art Center Exchange](#). These classes can count towards general College units for graduation but cannot fulfill AHVA major or minor requirements without pre-approval of the AHVA faculty advisor.

## ***Courses***

Art History

### **H 340 - The Russian Avant-Garde and Soviet Modernism**

Two of the most explosively important geo-political events of modernity were World War I and the Russian Revolution(s) of 1917. This course investigates the theories and practice of the Russian Avant-Garde in the visual arts, literature, industrial design and architecture in relation to parallel international developments during the Revolutionary period through the rise of Stalin in the early 1930s. Topics include: fragmentation and shifts in artistic perception of time, space and reality; responses to advances in science, technology and industry; constructivist design, architecture and theater; montage and cinema; consumerism and materiality; artist collectives, manifesti, and the relationship of theory and ideology; cultural imports from Europe and America. Same as RUSN 340

CORE REQUIREMENT MET: **FINE ARTS**

### **H160 - Introduction to Asian Art**

Selected periods and monuments of Asian art from India, China, and Japan, and an introduction to the methods of art-historical analysis. Emphasis will be placed on the understanding of works of art in their original religious, intellectual, political, and social contexts, with particular attention to the ways each developed characteristics appropriate to

these contexts. Among the topics to be explored are ritual arts, Buddhist art (painting, sculpture, and architecture), secular painting, and garden architecture. Museum visits required. *Not open to seniors. Not open to students who have taken Art H261*

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

### **H170 - Introduction to Early European Art**

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

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

### **H180 - Introduction to Later Western Art**

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

**CORE REQUIREMENT MET: INTERCULTURAL • FINE ARTS and GLOBAL CONNECTIONS**

### **H190 - American Indian Art History: Contemporary Issues**

This course provides a thematic introduction to Native North American Indian Art drawing from historic (pre and postcontact) precedents. Class discussion and lectures are generated from the conceptual themes of contact, conflict, exchange, appropriation and re-appropriation of American Indian imagery, materials, and ideas, rather than from the more descriptive categories such as Southwest painting or Plains beadwork. A concern with the social production of art in specific episodic contexts serves as a means of critically examining the circulation and appreciation of American Indian arts and material culture as fine art, commodity, political critique, social marker, religious icon, and physical landmark. **CORE REQUIREMENT MET: US and US DIVERSITY and FINE ARTS**

### **H250 - American Indians in Film**

This course critically examines films by and about American Indian and First Nations peoples including art films, shorts, cinema, and documentaries. Themes addressed include: reflexivity, the portrayal of Native women, the urban experience, indigenous aesthetics, contemporary storytelling, silence, parody, re-appropriation and conventional representations. Students will be introduced to the diverse settings of Native film (including the Navajo Nation (Dine), and Mohawk nations of Canada) as well as core historical topics such as American Indian veterans, activism, the boarding school experience and the emerging Native film industry.

**CORE REQUIREMENT MET: US ? US DIVERSITY ? FINE ARTS**

## **H254 - Critical Perspectives in Museum Studies**

This course critically analyzes how the museum enterprise reflects and informs public culture. Students will gain an understanding of historical and current trends in museum studies and how these movements are impacted by shifting professional and popular standards. Topics include the collection and display of human beings as objects, the politics of national museums, racist memorabilia, indigenous curation methods, commodification and consumerism, repatriation, censorship and contested ideas about authenticity and authority. Case studies are drawn primarily from The United States and Canada and include the plantation museum, American Indian cultural centers, lynching postcards, the Holocaust Museum and performance art. The relationship of the museum to a diverse public with often-contested agendas will be explored through class discussions, independent student projects and written assignments.

CORE REQUIREMENT MET: **FINE ARTS ? US DIVERSITY ? US**

## **H256 - Memory and Place in Post-WW II Architecture**

This course examines memory and forgetting in the context of the post-World War II period. It will consider how massive physical destruction necessitated the reconstruction of urban landscapes in Germany, France, England, Japan, and the United States. We will study urban redevelopment in addition to architectural structures such as museums, memorials, and monuments in order to discern how governments, societies, and individuals attempt to come to terms with the historical past. We will ask the following questions: What role do museums, memorials, and monuments play in the architectural landscape of a city? What design restrictions are posed by these types of institutions? How are abstract and representational forms employed in the memorialization process? Through an examination of these questions students will gain an understanding of diverse built environments within an era marked by fundamental shifts in (post)modernism, technology, and aesthetics. To this end, emphasis will be placed on the ways in which memory and place are conceived within particular cultural and intellectual circumstances.

CORE REQUIREMENT MET: **FINE ARTS ? GLOBAL CONNECTIONS**

## **H257 - Architecture of the Asia/Pacific**

This course will interrogate 20th and 21st century architecture of the Asia Pacific. By concentrating on specific episodes of architectural production and urban development in the region, this course seeks to examine varying notions of the modern as it shifts across space and time. Considering theoretical and concrete modes by which modern societies and built environments have operated in tandem to create aesthetic, socio-political, economic, and technological networks will serve to frame the ways by which the Asia Pacific has come to be regarded as the crossroads for dynamic and experimental approaches to contemporary architecture.

CORE REQUIREMENT MET: **FINE ARTS ? REGIONAL FOCUS**

## **H259 - Modern/Contemporary Architecture**

A thematic course on the history, theory, and practice of Modern Architecture in Europe and the United States from the 1780s to the later 20th century. Themes we'll explore include the

following: architectural theory and design as social planning; competing notions of public and private space; modernist architectural theory and urban development; rural and urban ideologies in American architecture; the changing image of the architect in the 19th and 20th centuries; architecture and urbanism in Southern California. Coursework will include a required half-day field trip.

CORE REQUIREMENT MET: **INTERCULTURAL • FINE ARTS and GLOBAL CONNECTIONS**

### **H261 - Buddhist Art in South and East Asia**

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

CORE REQUIREMENT MET: **CENTRAL, SOUTH, AND EAST ASIA • PRE-1800 , Fine Arts and REGIONAL FOCUS**

### **H266 - The Arts of Japan**

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

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

### **H270 - Greek Art**

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

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

### **H274 - Roman Art**

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

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

### **H275 - Early Christian and Medieval Art**

An introduction to the major works and issues of the period through an examination of key

moments in Europe and the Mediterranean basin from c. 300 CE to 1500 CE. A study of the forms, language and uses of medieval visual culture will be related to the circumstances associated with the demise of the Roman Empire, migrations of Northern European peoples, the increasing power of secular rulers, the development of monasticism, and the theological perspective of the Roman Christian Church. Art and architecture associated with contemporary monotheistic religions (Judaism, Islam) will also be considered.

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

### **H278 - Islamic Art and Architecture**

A chronological survey of the visual art and architecture created within and for the Islamic cultures of Western Asia, North Africa, and Europe, ca 630-1630, from Spain to India. Covers sacred and secular architecture and architectural decoration, sculpture, painting, manuscripts, textiles, and metalwork, including objects in area collections. Readings will include primary sources, exhibition catalogs, and scholarly articles; visits to museums and a mosque is anticipated.

CORE REQUIREMENT MET: **AFRICA/MIDDLE EAST ? FINE ARTS** ? PRE-1800

### **H280 - Michelangelo**

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

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

### **H282 - Nazi Visual Culture**

The rise and fall of National Socialism is one of the most intensively studied topics in European history. Over six decades after its collapse, Nazi Germany continues to fascinate the general public, and with good reason. Although the fascist state lasted only for twelve years, it started history's most destructive war while committing crimes of unprecedented proportions. For the most part, it did so with the acquiescence of the German public. This class will investigate the rise of National Socialism as a political, social, and cultural phenomenon. The central focus will be on the decisive role of film and the visual arts as most popular means of mass manipulation. *Prerequisite: 1st year students cannot enroll in this class*

CORE REQUIREMENT MET: **EUROPE and REGIONAL FOCUS**

### **H283 - Renaissance Architecture in Italy**

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

structure, contemporary writing, and religious, political, and economic influences.

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

### **H285 - Nineteenth Century Art: Culture, Politics & National Identity**

This course will explore artistic practices in the US, North America, and Europe during the long 19th century, from roughly 1789 to 1900. Lectures, discussions, and readings are designed to provide a thematically-driven, chronological overview of the period. Yet the course will not be a traditional "survey"; rather, it will focus on some of the key changes in ideas about artistic culture, art practice, and practices of regional, national and transnational identity formation as expressed in visual art. Art's role in social and political revolution, as well as its formative status as an engine of cultural imperialism in the 19th century will be explored in addition to some of the more traditional approaches to studying the status of art, the role of the artist, and the transformation of the art "market" in the wake of the industrial revolution. Key debates within the field of art history will be explored as well. Museum visit required.

CORE REQUIREMENT MET: **INTERCULTURAL ? FINE ARTS and GLOBAL CONNECTIONS**

### **H287 - History of Photography**

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

CORE REQUIREMENT MET: **INTERCULTURAL • FINE ARTS and GLOBAL CONNECTIONS**

### **H291 - Arts in Los Angeles**

A 2-unit seminar course to be taught by visiting curators, critics, art historians or artists focused on some aspect of the arts in Los Angeles. Topics will change in light of availability of top quality visiting faculty, and will engage directly with current exhibitions, events, and issues relevant to the artistic culture of Los Angeles.

**History of Green Architecture.** This course will pursue, and ultimately aim to reconcile, two separate questions about sustainability and architecture. To begin with, what makes a

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

2 units

**Art and Crime: Plunder, Fakes, and Forensics.** This course explores the increasing use of forensic science to evaluate issues of authentication, sourcing and repatriation of works of art. From the uncovering of forgeries and looted antiquities, to the return of art stolen during WWII, science and history, law and ethics intersect in increasingly complex and interesting ways in this interdisciplinary art history course. Art Crime has received increasing attention over the past decade, especially in Southern California. Los Angeles Museums (The Getty, Bowers, and Norton Simon) Museums, dealers and collectors all face increased scrutiny as an ongoing series of scandals highlight weak points in our authentication systems. Forensic science and technical art history have helped address these important issues in art, history and material culture. This course encompasses issues such as how are forgers unmasked, how is plunder sourced, and when should it be returned? These questions often lead to larger discussions on the limits of expertise and science, the nature of authenticity, what is valuable and why, and who owns the past—that bring together art and science, material culture and sustainability.

2 units

## **H362 - Art in Early China**

### **H362. ART IN EARLY CHINA**

Chinese art and archaeology from the neolithic period through the Tang Dynasty. Readings in historical, literary, and religio-philosophical texts will contextualize the study of the formative period of Chinese art history. We will trace the emergence, florescence, and decline of ritual art in ancient China; the birth and ascent to dominance of the Confucian scholar-elite as consumers (and ultimately producers) of art; and the impact of the introduction of Buddhism on the history of Chinese art. Archaeological discoveries continue to deepen our understanding of ancient China, and we will examine the most important excavations of the past 30 years.

*Prerequisite: Art H160 or Asian history course, or permission of instructor.*

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

## **H364 - Art in Later China**

Chinese art of the last millennium. Primary attention will be paid to the arts of painting, calligraphy, and architecture (palaces and gardens), seen in the context of patronage groups and other intellectual, social, and political factors. The role of the scholar-gentry class in the consumption and production of art is particularly important, but we will also examine the impacts of the imperial court, the religious establishment (Chan or Zen Buddhist), and the

merchant class on the art of imperial China. The course will conclude with a consideration of art in contemporary China and its relationship to pre-revolutionary Chinese traditions.

*Prerequisite: Art H160 or Chinese history course, or permission of instructor.*

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

### **H368 - Japanese Painting**

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

*Art H160 or Art H266, or Japanese history course.*

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

### **H373 - Major Figures in the Italian Renaissance. Art and Biography of Michelangelo**

Painting, sculpture, architecture, and urban planning of Michelangelo Buonarroti. This course considers the development of the artist from his apprenticeship in the shop of Domenico Ghirlandaio through his late paintings in Rome. All works are considered for their stylistic, iconographic, and social context. Particular attention will be paid to the urban and specific patronage context of each work, which are critical for a more complete understanding of Michelangelo's art and intellectual development. This course requires travel to Italy during the winter break. *Prerequisite: permission of instructor.*

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

### **H374 - Art of the Early Italian Renaissance**

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

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

### **H376 - Sixteenth Century Italian Art**

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

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

### **H378 - Art of the Northern Renaissance**

An examination of the artistic traditions of Northern Europe from c. 1400 to 1600 CE. Points of consideration include significant artistic personalities and individual works, the relationship between patron and image, territorial distinctions, in addition to the connection between

northern and southern (Italian) visual developments during this period. *Prerequisite: Art H170 or permission of instructor.*

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

### **H387 - Modernism, Visual Culture, and the Avant-Garde**

This course will focus on modernism and the avant-garde in the United States and Europe in the 20th century. Definitions of modernity, the avant-garde, and visual culture will frame our analysis of painting, sculpture, photography, architecture and film. We will investigate these visual media paying close attention to the ways in which they engage with, critique, and negate the traditions of western art history. Issues of gender, sexuality, race, ethnicity and the politics of art will underscore our work together in this course. We will also explore how cultural and social revolutions, emerging theories of modernism, and the important role of art criticism and art exhibition have shaped not only 20th century visual culture, but also the discourse of art history itself. *Prerequisite: Any 100 or 200 level ArtH course, or instructor permission.*

CORE REQUIREMENT MET: **REGIONAL FOCUS • FINE ARTS**

### **H390 - Seminar in Art History:**

A research intensive course on a topic within the history of art; coursework will include the process of researching and writing a scholarly essay, and a focus on the methodologies of art historical scholarship. Required for Art History majors to fulfill third-year writing requirement. *Prerequisite: Any 100 or 200 level Art History Course, or permission of instructor.*

### **Colonial Urbanism**

In this course, we will examine the spatial legacy of colonial cities. The focus is on colonial urban spaces and architectural projects that were manifestations of the political, economic, and social relationships between the colonizers and the colonized. In relation, imperialism's role – as it transpired in both the colonies and colonizing societies of Europe and the United States – will reveal the ways in which the imperial imagination was visible in physical form. Through a range of case studies including sites in former European and American colonies of Asia and the Pacific, as well as former imperial centers such as London and Washington D.C., students will develop a theoretical toolkit for the critical study of urban colonial environments. *Prerequisite: ArtH180, 289 or 389 or permission of instructor.*

CORE REQUIREMENT MET: **INTERCULTURAL and GLOBAL CONNECTIONS**

### **Race, Gender, and Sexuality in American Art**

This seminar will explore 19th and 20th century American art and its histories by focusing on how issues of race, gender, sexuality and ethnicity have shaped the practices of visual artists working in the United States. We will also consider how these issues have impacted the field of art history itself, including close attention to current scholarly debates and exhibition practices.

CORE REQUIREMENT MET: **FINE ARTS • US • US DIVERSITY**

**Donatello** This course is an intensive examination of the career of the Florentine sculptor Donatello. Of particular interest will be his centrality in the development of public and private art in Florence, his relationship with the Medici family, and the interaction between religion and sexuality in fifteenth century Italy. *Prerequisite: Instructor permission required*

### **H391 - Curatorial Seminar in Art History**

A seminar focusing on a topic in the history of art taught by a practicing Curator at a Los Angeles cultural institution. Course topic(s) change annually, and will include off-campus, hands-on work within the context of curatorial and exhibition practices. Course may be repeated for credit. *Prerequisite: Any 100 or 200 level Art History course.*

CORE REQUIREMENT MET: **FINE ARTS**

2 units

**Modern Sculpture in LA.** Taught by a curator at the Huntington, this course has two goals: 1.) to introduce broadly the medium of sculpture as it has been practiced in the West for the past two centuries, and 2.) to take advantage of Los Angeles area collections and exhibitions. The course achieves the first through case studies, including units on materials and techniques, Greco-Roman sculpture, neoclassical American sculpture, Rodin, Giacometti and Noguchi, Minimalism, and the Light and Space artists; and the second by visits to local museums, including the Huntington, LACMA, the Norton Simon, and, perhaps, commercial galleries. 2 units.

**Appropriating Asia: The Depiction of the Exotic in Western Art.** Using artworks in collection of the J. Paul Getty Museum, this course analyzes the impact of Asia on Europe from the 15th to the 19th centuries. The examination of drawings, paintings, sculpture and tapestries from religious, mercantile, and political perspectives provides a nuanced understanding of appropriation and cultural translation. Readings and group discussions will address the inevitable misunderstandings that arose when European artists encountered Asian art and culture. Special attention will be given to notions of wonder and curiosity, globalization and exoticism, fact and fantasy. Taught by a Getty curator and Oxy alumnus, this course allows for a first-hand analysis of art by Bellini, Rubens, Rembrandt, Delacroix, and Gauguin. It also provides insight into curatorial research, exhibition display, and the writing of didactic texts. Class will take place at the Getty Museum every other Friday. 2 units

### **H392 - The Culture of Collections: Introduction to Museum Studies**

The history, purpose and varied practices of museums are examined cross-culturally in this introductory course designed as a community-based practicum. Core concepts of museology such as collections management, educational outreach and programming, standards and ethics, curation, exhibition strategies, and disciplinary standards are examined in case study scenarios supported by academic readings and collections-based inquiry. Students will work collaboratively with others in team based learning and problem solving while demonstrating critical thinking in written essays and oral debates. The class will make use of the resources of the Autry National Center of the American West. *Prerequisite: one 200 level art history course.*  
CORE REQUIREMENT MET: **FINE ARTS and US DIVERSITY**

### **H395 - Topics in the History of Art**

#### **Who Owns Art?**

As art objects--especially those from antiquity--have become increasingly valuable as both commodities and as national treasures, the question of who owns art, and who is best to care for them is essential to museum curators, academics, and politicians. There are several debates over who owns art of ancient civilizations like Greece and India. Do treasures like the Parthenon sculptures at the British Museum belong to Greece and should they be returned? Or

should they remain in the museum where more people have access to them? This seminar will introduce students to laws enacted by UNESCO (United Nations Educational, Scientific and Cultural Organization) to protect world cultural and national heritage as well as examine museum collecting policies in America. Specific cultural patrimony cases will also be examined and discussed. This seminar is for students who are interested in learning more about cultural patrimony, art law and museums.

### **H397 - Independent Study in Art History**

*Prerequisite: permission of department.*  
2 or 4 units

### **H490 - Senior Seminar in Art History**

*Prerequisite: senior Art History majors only.*

### **H499 - Honors Research in Art History**

*Prerequisite: permission of department.*

Media Arts and Culture

### **M110 - Introduction to Digital Design**

This 2-unit course focuses on the fundamental processes and tools involved in digital design for the media arts: color, resolution, image manipulation, compositing, typography, vector graphics, basic Web design, project workflow, and output/finishing formats. Students will become familiar with the interfaces of essential software platforms including Photoshop, Illustrator, and Dreamweaver and will apply concepts and techniques to various assignments. This course satisfies the Introduction to Digital Design prerequisite required for many courses at Art Center College of Design. *AHVA majors only Prerequisite: Instructor permission required*  
2 units

### **M140 - Introduction to Film and New Media**

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

CORE REQUIREMENT MET: **FINE ARTS**

### **M143 - Introduction to Visual and Critical Studies**

This course introduces students to key concepts and methodologies for the critical analysis and interpretation of a broad range of media forms across the visual field - including film,

television, social media, photography, games, advertising, etc. - and the cultural, historical and ideological forces that govern them. Drawing from select case studies in media and visual culture, the course emphasizes critical reading, discussion, and writing, with forays into digital scholarship. *Should be completed by the end of the sophomore year for AHVA Media Arts and Culture majors.*

CORE REQUIREMENT MET: **FINE ARTS**

### **M145 - Introduction to Digital Media and Culture**

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

CORE REQUIREMENT MET: **FINE ARTS**

### **M146 - Aesthetics of the Cinema**

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

CORE REQUIREMENT MET: **FINE ARTS**

### **M220 - Narrative Practices**

This course focuses on theory, form, and practice of audiovisual, time-based storytelling for screens. Through a series of screenings, critical readings, creative writing exercises, and the crafting of short screenplays, students will become versed in the critical, political, and creative potentials of writing for screen cultures, including manipulation of time, space, and point of view, character development, and narrative theory. *Prerequisite: permission of instructor.*

CORE REQUIREMENT MET: **FINE ARTS**

### **M240 - Sound Theory and Design**

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

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

*Prerequisite: Art M 140.*

CORE REQUIREMENT MET: **FINE ARTS**

### **M241 - The Politics and Poetics of Documentary Film**

What are the ethical responsibilities of a documentary filmmaker in relation to the history of atrocity such as the Holocaust and the Rape of Nanjing in WWII? What gives documentary films their unique voice in representing undocumented and underrepresented social groups including migrant laborers, racialized sexual minorities, and war widows? What are the types of documentaries that forge interethnic, intercultural, and intergenerational understanding? How can the blurring of boundaries between fiction and nonfiction inquiry serve progressive purposes in the public sphere? This course studies the history of the documentary film and its various modes through the key issues in social and political representation. *Prerequisite: Art M146 or 243, or permission of instructor.*

*Art M146 or 243, or permission of instructor.*

CORE REQUIREMENT MET: **INTERCULTURAL**

### **M242 - Projects in Documentary**

The course will explore a variety of approaches to documentary video, including both narrative and experimental forms. Hands-on projects will be supplemented by discussions of theoretical readings, screenings, and technical workshops. CORE REQUIREMENT MET: FINE ARTS

**Mockumentary.** This hybrid course blends theory, history, and practice to introduce students to the hands-on technical skills in mockumentary film production. Simultaneous to crafting your own video works, students will investigate the longstanding transnational and political history of mockumentary ranging from Buñuel to Borat. This analysis of mockumentary also proves invaluable in revealing, denaturalizing, and inspiring many of the conventions of documentary realism. Far from being polemical against documentary, this course not only examines how mockumentary can expose the lies and fakery already at work in claims to objectivity but also highlights the authenticity of film artifice. Art M140 or prior experience with media production or community-engaged field research is encouraged. Repeatable 2 times.

CORE REQUIREMENT MET: **FINE ARTS**

### **M244 - Topics in Media Representation**

This intermediate topical course of varying emphases focuses on representations of difference, while underscoring the connections between race, class, gender, and sexual identity. Through screenings and key texts from film and media studies, cultural studies, gender studies, and visual culture studies, students will learn critical methodologies for analyzing a range of media forms and the complex relationship between authors and spectators.

CORE REQUIREMENT MET: **FINE ARTS**

### **M246 - Topics in Film History**

**Classical and Post-Classical American Cinema (1930s to 1960s).** A survey course on American independent cinema and Hollywood studio productions from the emergence of

sound cinema and the fortification of business models and generic conventions in the studio system up through the social, political, and civil rumblings of the early 1960's. Topics include genre theory; gender, race, and class in American cinema and society; independent and experimental counter-cinemas operating outside the Hollywood model; censorship; and the evolution of film genres. The course will draw upon Occidental's location in Los Angeles as a source of research, screening, and programming opportunities. *Prerequisite: M146 or 243.*  
CORE REQUIREMENT MET: **FINE ARTS**

**American Cinema (1970s to the Present).** A survey course on American independent cinema and Hollywood studio productions from the late 1970s to the present. Topics include the response of independent and experimental cinemas to Hollywood's hegemony; the cultural significance of American cinema; the global success of American films and their impact upon production, stardom, distribution, and exhibition; the aesthetics of film image, sound, and narration; and the effects of new digital technologies on spectacle, and spectatorship. The course will draw upon Occidental's location in Los Angeles as a source of research, screening, and programming opportunities. *Prerequisite: M146 or 243.*  
CORE REQUIREMENT MET: **FINE ARTS**

**Modernity and the Rise of Cinematic Visuality.** Many have argued that the history of modernity has been, above all, a history of visualization. In this course, we will examine a diverse range of nineteenth and early twentieth century visual practices, technologies, and experiences—including train rides, panoramas, urban spaces, assembly lines, medical photographs, amusement parks, side shows, optical toys, and more—that helped shape the "modern observer" by altering both the perception and understanding of time and space, public and private, work and leisure, the normal and deviant, and the individual and collective. Through a combination of critical readings and screenings, we will ask how such practices of looking not only influenced early cinematic form and content, but also how they continue to inflect postmodern media culture, from television to the internet.

### **M248 - Topics in Global Media**

A survey course on the global language of film and media. Screenings and readings will cover a range of national contexts, examining questions of national identity, national cinema, alternative cinema, Third cinema, experimental ethnography, diaspora, postcoloniality, globalization, and transnationality. The course will take advantage of the international and intercultural makeup of Los Angeles as a means of exploring media and accessing practitioners who are working across national boundaries.  
CORE REQUIREMENT MET: **INTERCULTURAL • FINE ARTS**

#### **Topics in Global Media: African Cinema.**

This course is both a survey of African cinema and a survey of the academic traditions that have attempted to examine the history of African film and media. We will explore such traditions as National Cinema, Third Cinema, Diasporic Cinema, Transnational Cinema, and Experimental Ethnography. Within each of these often-conflicting traditions we will focus in on a particular regional case study. We are faced with several obstacles in this project, including the vexing difficulties of cross-cultural analysis. What if the cinematic practices in Africa and North America are so different that we cannot properly speak of a trans-cultural medium of film in general? Complicating things further is the fact that cinema itself has been crucial in the formation of the concept of race, the nation state, and Africa.  
CORE REQUIREMENT MET: **INTERCULTURAL • FINE ARTS**

## **M250 - Topics in Media Theory and Practice**

This hybrid media theory and practice course directly engages the interrelationship between discursive and creative production. Classes will include screenings, lectures, discussion, and hands-on experiences in producing and collaborating on digital media projects.

CORE REQUIREMENT MET: **FINE ARTS**

### **Remix Media and Culture Jamming**

Remix, Mash-up, Collage, Assemblage, Bricolage ... the reuse and repurposing of cultural objects, images, and sounds in works of art and activism has (at least) a century-old legacy that is realized most fully within the interchangeable world of binary code and digital technology. This course takes a critical look at the history of remix culture along with the gamut of aesthetic, political, and social concerns addressed by remix artists and musicians and the reception (and even appropriation) of their work by the corporate entertainment industry. It also explores issues around copyright and fair use in the sampling of both commercial and independently-produced works, as well as the opportunities for dissemination created by social media. Students will produce three remix projects over the course of the semester.

CORE REQUIREMENT MET: **FINE ARTS**

### **Media and Social Movements in Los Angeles**

This theory/practice course focuses on the relationship between media and social justice struggles in the greater Los Angeles region. Readings, class discussions, and creative assignments will address the use of media tools as a form of local and global resistance against various forms of economic, racial, sexual and gender oppression. Students will learn about the theoretical and material tensions between the global political economy and local grassroots media movements, ranging from Asian American video collectives of the 1970s to the Los Angeles School of Black Filmmakers (a.k.a. L.A. Rebellion film movement) of the 1980s. In the second half of the semester, we will examine contemporary sites of media activism on-line, including but not limited to #blacklivesmatter, QWOOCMAP, and the Asian American Oral History project. Weekly labs will provide opportunities to explore different media forms and strategies in order to critically analyze why certain platforms have emerged within different movements and what political possibilities still resonate. While labs will focus on audiovisual production and social media, there will be room to experiment with other forms of media resistance including 'zine-making, comic books, and musical performance (e.g. critical karaoke, flash mobs, etc.). We will be joined throughout the semester by media activists and local community organizers, who will share their perspectives on contemporary struggles and, at times, lead skills-based workshops. The course will culminate in a final project in which students conceptualize and begin to execute a media campaign with a Los Angeles-based community organization.

CORE REQUIREMENT MET: **FINE ARTS and US DIVERSITY**

### **Public Media and Alternative Exhibition Strategies**

For over 25 years Anne Bray and her Los Angeles organization FREEWAVES have created

public media art events that bring diverse audiences and independent media artists together in dialogue on current issues in nontraditional, community-focused exhibition contexts. This hands-on course will engage students in theoretically and practically exploring past precedents and future possibilities for innovative and people centered media curation and exhibition. Students will work with Bray to conceptualize and realize alternative public media programming interventions on campus, in Los Angeles, and online, examining critical questions of space/venue, audience/community, and outcome/social engagement. Can be repeated 3 times.

CORE REQUIREMENT MET: **FINE ARTS**

### **M255 - Media, Bodies, and Space**

This course examines the history, theory, and practice of integrating time-based media into three-dimensional space. This is a theory/practice course: students will study the history of video and audio installation and attendant theories around interactivity, virtuality, and site specificity, while experimenting with different methods of troubling the passive relationship of viewer to screen in traditional cinema. Through hands-on exercises, students will develop sensitivity to three-dimensional space, explore the relationship of the human body to aural and visual environments, and create a series of linear and non-linear narratives that take into account viewers in motion. The class will culminate in the production of a media object and/or installation that demonstrates a careful consideration of form and content in relation to space.

Prerequisite: *ARTM 140*.

CORE REQUIREMENT MET: **FINE ARTS**

### **M258 - Introduction to Film Scoring**

This course introduces students to the art of film scoring and provides an in-depth exploration of the field. We will discuss the functions of film music and analyze preexisting scores that demonstrate varying dramatic situations, while also investigating the aesthetic relationship between film and music. Students will be required to score several preexisting scenes throughout the course. *Prerequisite: Music 230 or basic experience using Logic or other DAW (Digital Audio Workstation)*

CORE REQUIREMENT MET: **FINE ARTS**

### **M260 - Topics in Digital Culture**

This intermediate topical course addresses new and evolving issues around digital technologies and networked publics, examining their social, cultural, political, and global ramifications both on- and off-line. Coursework will engage digital media theory and scholarship.

**Exploring Virtual Reality.** This theory/practice course takes a historical, critical, and experiential approach to the questions around virtual reality and the hopes and fears generated by technologically-simulated experiences. Through readings, screenings, field trips, and hands-on workshops, students will study the discourse around virtual reality, telepresence, hyperreality, and cyberspace; experience first-hand examples of the current state of the art; examine how authors and film-makers have depicted the relationship of the "virtual" to the "real" and one's avatar to one's self; and participate in small-scale collaborative projects that

attempt to map and conjoin the virtual and real spaces of Occidental College. Screenings will include: *The Matrix*, *Existenz*, *Sleep Dealer*, and *Avatar*. No Prerequisites.

CORE REQUIREMENT MET: **FINE ARTS**

**Who owns the Internet?** This course takes a historical, critical, and experiential approach to the competing sets of interests that have struggled over control of the internet since its inception. These players - military, academic, corporate, activist, regulatory, user, etc - will be explored through sets of readings, screenings, field trips, and hands-on workshops. Central to our inquiry will be questions of infrastructure, surveillance, and resistance, as they mark out the terrain on which digital culture thrives and through which major actors exert their influence. Students will have the opportunity to both learn about digital cultures and work in digital modes in this course, with hands on components emphasizing geo-spatial analysis, multimedia presentation, social media engagement, and webmaking.

CORE REQUIREMENT MET: **FINE ARTS**

## **M290 - Intermediate Productions**

### **Cinematography**

This course provides the opportunity to crew on an Art M490 Senior Comprehensives media project as the designated director of photography, receiving specialized cinematography training at the intermediate level from a professional cinematographer. Projects range in form from fiction and documentary to experimental and installation-based media. Through screenings, readings, hands-on workshops, and shoots, students will learn technical skills, research and develop an aesthetic plan, devise a production plan, and execute principal photography for their chosen senior comprehensives project. *Course may be taken up to two times for credit within the major. Prerequisites: M140.*

CORE REQUIREMENT MET: **FINE ARTS**

### **Producing**

This course provides the opportunity to crew on an Art M490 Senior Comprehensives media project as the designated producer, learning the logistics, ethics, business, and art of independent media producing. Producers will be working on a range of potential project forms, from fiction and documentary, to more experimental or new media works, each with its own producing particularities. No prior experience is required, but commitment to the class experience and the chosen student production is vital. *Course may be taken up to two times for credit within the major.*

## **M295 - Topics in Film and Media Studies**

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

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

genres and genre revisionism in film/media movements spearheaded by people of color, feminists, and LGBT communities as well as studios. The focus in the class is on genre theory studied through historical and technological shifts in media production. Screenings will introduce a range of genres, from classic films like the Western and noir to more recent genres like road films, television melodramas and war video games. *Prerequisite: M146 or 243, or permission of instructor.*

CORE REQUIREMENT MET: **FINE ARTS**

**Imagining War: Genre on Screen and Battlefield.** The war film has arguably been one of the most consistent and popular elements of cinema's history. It was a component of film from its beginnings and is now a regular mainstay amongst Hollywood blockbusters. It has also undergone several political revisions and technological shifts in media production, distribution and exhibition, making it ideally suited to study the theory and history of genre. Importantly, this course will not only look at how war figures in film, but how film also profoundly effects and configures war. Entertainment and war are the United States' primary exports. Militarism and the Hollywood studio system have had a long and deadly interdependence. By conceiving of the viewing screen as an extension of the battlefield (and vice versa), this course will look at the profound social and political implications of the classic genre system. We will do this by examining such films as *Apocalypse Now*, *The Deer Hunter*, *Hiroshima Mon Amour*, *Battle of Algiers*, *Black Hawk Down*, *Kandahar*, *Night and Fog*, *The Hurt Locker*, *Das Boot*, *Saving Private Ryan*, *All Quiet on the Western Front*, *Dr. Strangelove*, *Inglourious Basterds*, *Birth of a Nation*, *Rambo*, *MASH*, as well as a host of television shows, Websites, and video games. *rerequisite: M146 or 243, or permission of instructor.*

CORE REQUIREMENT MET: **FINE ARTS**

**The Western: From Colonialism to Gaming.** This course will primarily explore the classic Hollywood genre system through a detailed look at 'The Western.' However, before looking at how genre operates within cinema, we take a broad historical and theoretical examination of genre within literary studies, critical theory, Wild West shows, philosophy, travel literature, ethnographic photography, and cultural studies. The aim is to critically examine a wide array of generic conventions within The Western film, while simultaneously situating these conventions within the broader historical and ideological context of European colonization of North America. Particular attention will be placed on the role of racial and gender performances within The Western genre as both a founding American myth and a component of the Hollywood film system. We will analyze both the classic Western as well as revisionist films. Additionally, we will investigate how the genre transforms as it moves into other media, including fine art, television, gaming, and other digital contexts.

CORE REQUIREMENT MET: **FINE ARTS**

### **M320 - Advanced Narrative Practices**

This course emphasizes the advanced design and writing of long-form narratives for various audiovisual time-based media forms. Through a combination of screenings, critical readings, and creative exercises, students will develop a treatment for a long-form narrative screen work and commence writing scenes for its first act. *Prerequisites: M220.*

### **M340 - Advanced Editing**

This course provides technical training to media production comprehensives seniors on a range of post-production software platforms, best practices in sound and picture editing, and

skills in post-production finishing/project delivery workflow. Course assignments and deadlines scaffold the completion of media production senior comprehensives projects. The course also provides professionalization tools, training students in development and production of media portfolio materials. *Prerequisites: 140 and Senior MAC major status or Instructor Permission*

### **M355 - Advanced Projects in Video and Digital Media**

Advanced study in the ideation and execution of video and digital media projects, including developing a theoretical, historical, and practical exploration of form, function, and exhibition. Each student will direct a media project of their own devising and work in a range of rotating crew roles in realizing the projects of their peers. *Prerequisites: Art M140 and Junior Status in major.*

CORE REQUIREMENT MET: **FINE ARTS**

### **M390 - Junior Seminar in Film Theory and Criticism**

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

### **M397 - Independent Study in Media Arts & Culture**

*Prerequisite: permission of department. Laboratory fee: \$55 for projects in production.*  
2 or 4 units

### **M490 - Senior Seminar in Media Arts & Culture**

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

**Production.** Advanced course designed to provide guidance towards the development of a comprehensive project with production components. *Prerequisite: open only to senior AHVA majors who have a Film & Media emphasis. Art M242 or 355, and if making a fiction project Art M220 as well.*

### **M499 - Honors Research in Media Art & Culture**

*Prerequisite: permission of department.*

Studio Art

### **S101 - Drawing Fundamentals**

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

### **S102 - Painting Fundamentals**

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

### **S103 - Sculpture I**

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

### **S105 - Basic Printmaking**

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

### **S107 - Digital Photography**

The aim of the Digital Photography Course is to develop the conceptual, technical and historical tools to develop a critical photography practice. The course will consist of a combination of technical seminars, critiques, class readings, field trips, lab time and lectures in photographic history and contemporary art practice. The course will provide a technical introduction in the fundamentals of digital photography, including camera operation, file management, image processing, Photoshop, printing techniques and image presentation. Additionally, students will develop the critical skills needed to discuss photographs, productively participate in critiques, and generally situate their photographic production within a larger cultural and historical construct. Emphasis will be placed on student's ability to make, understand and discuss photographs in a substantive way. Lectures, critiques and personal consultations will stress the interdependent concerns of technique and content. Underscoring the course's outcomes of visual literacy are the centrality of photography to the historical development of modernity and the crucial role of digital photography in our image-centric globalized world. Throughout the course, students will be encouraged to integrate the breadth of their liberal arts studies in their image making.  
CORE REQUIREMENTS MET: **FINE ARTS**

### **S203 - Intermediate Sculpture**

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

CORE REQUIREMENT MET: **FINE ARTS**

### **S209 - Photography Against the Grain**

This course is a conceptual art class that takes photography as its subject. Using a wide range of photographs and photographic practices, the class will consider how photographs are instrumental in forming our notions of self, family, work, and nation. We will also grapple with the difference between analogue and digital photography, and photography's relation to the physical world. The class will read key photography essays that will challenge you to think critically about the role of photography in contemporary culture and modernity, historiography and science. We will use a broad range of art techniques like drawing, painting, printmaking, sculpture, digital alteration and even craft techniques to remake and rework photographs to reveal hidden truths, or create new meanings. Unlike some classes where you learn art techniques first, here you will be expected to adopt techniques and generate art from a set of ideas that arise from our readings, discussions, experiments, and field trips. *Prerequisite: Any studio art course.*

CORE REQUIREMENT MET: **FINE ARTS**

### **S210 - Intermediate Painting**

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

CORE REQUIREMENT MET: **FINE ARTS**

### **S215 - Silkscreen Printmaking**

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

CORE REQUIREMENT MET: **FINE ARTS**

### **S216 - Lithography**

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

CORE REQUIREMENT MET: **FINE ARTS**

### **S217 - Photo Processes in Printmaking**

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

CORE REQUIREMENT MET: **FINE ARTS**

## **S227 - Book Arts/Letterpress Printing**

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

2 units

## **S228 - Book Arts: The Handprinted Book**

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

*Prerequisite: ARTS 327 or permission of instructor*

CORE REQUIREMENT MET: **FINE ARTS**

## **S290 - Art Outside the Bounds: Wanlass Artists in Residence**

Thematic Focus for Fall 2015: "Power Play." This course, taught by the 2015/16 Wanlass Artists in Residence, CamLab, will examine the power dynamics of the way individuals come together in groups. Through making and using relational objects (a term coined in the 1960s by Brazilian artist Lygia Clark) we will experiment with how individuals can maintain their agency when scaling up from relationships with ourselves to large public groups. A relational object is used by participants in service of an experience beyond the immediate materiality of the object this can be a solo, collaborative or communal experience. For reference we'll look at the organizational strategies of movements such as 1970s feminist consciousness-raising sessions, 21st century horizontalism, and free schools. Students should be prepared to develop the following skills: critical thinking and speaking, basic hands-on making, and compassionate self-reflexivity. All those with an interest in contemporary art, psychology, social justice, activist history, transformation, and organizing are encouraged to register.

CORE REQUIREMENT MET: **FINE ARTS**

## **S301 - Writing ART: Manifestos, Essays & Criticism**

In this course, students will study the creative form of artistic manifestos/statements as a way to better understand the articulation of art practice and language, affect and contexts for collective artistic enunciation. Beginning with close readings of the primary texts of Euro-American and Latin American Avant-Garde movements, students will write individual and collaborative art statements as a way to clarify their own work, and think through larger issues in aesthetics and the role of art in society. Designed to explore key modes of address and issues in writing about art, this course will cover topics such as poetic/political tensions, resistance, audience, representation, collective/individual articulation, artists' relationship to art criticism, and the politics of art expression. Assignment exercises will encompass research and practice in experimental, collective and individual art writing.

CORE REQUIREMENT MET: **FINE ARTS and GLOBAL CONECTIONS**

## **S310 - Advanced Projects in Painting and Drawing**

Advanced study in painting and drawing, including developing a theoretical, historical and critical understanding of materials and media. Specific focus may vary from year to year.

*Prerequisite: Art S102 and Art S210, or permission of instructor.*

CORE REQUIREMENT MET: **FINE ARTS**

### **S320 - Advanced Projects in Interdisciplinary Arts**

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

CORE REQUIREMENT MET: **FINE ARTS**

### **S325 - Papermaking/Artists' Books**

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

CORE REQUIREMENT MET: **FINE ARTS**

### **S330 - Advanced Printmaking**

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

CORE REQUIREMENT MET: **FINE ARTS**

### **S380 - Providing Context: Practices of Making, Writing, and Curating Art**

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

2 units

### **S397 - Independent Study in Studio Art**

*Prerequisite: permission of department.*

2 or 4 units

## **S490 - Studio Senior Seminar**

Group critiques of individual projects in student's choice of medium. Discussion of techniques, exhibition problems, self-evaluation, and current art movements, in the context of the history of art. *Prerequisites: At least junior standing and ARTS 102, ARTS 103, ARTS 105, ARTS 203, ARTS 210; and ARTS 216 or ARTS 217*

## **S499 - Honors Research in Studio Art**

*Prerequisite: permission of department.*

## ***Faculty***

### **Regular Faculty**

#### **Broderick Fox**

*Associate Professor, Art History & Visual Arts*

B.A., Harvard University; M.F.A., Ph.D., University of Southern California

#### **Linda Besemer**

*James Irvine Distinguished Professor, Art History & Visual Arts*

B.A., B.F.A., Indiana University; M.F.A., Tyler School of Art

#### **Allison de Fren**

*Assistant Professor, Art History & Visual Arts*

B.A., Grinnell College; M.F.A., New York University; Ph.D., University of Southern California

#### **Eric Frank**

*Professor, Art History & Visual Arts*

B.A., Dartmouth College; M.A., Syracuse University; Ph.D., New York University

#### **Mary Beth Heffernan**

*Associate Professor, Art History & Visual Arts*

B.F.A., Boston University; M.F.A., California Institute of the Arts

#### **Ari Laskin**

*Assistant Professor, Art History & Visual Arts*

B.A., University of Victoria; M.A., York University; M.A., Ph.D. U.C. Irvine

#### **Amy Lyford**

*Associate Dean for Curriculum and Academic Support; Professor, Art History & Visual Arts*

B.A., Pomona College; M.A., Boston University; Ph.D., U.C. Berkeley

#### **Linda Lyke**

*Professor, Art History & Visual Arts*

B.A., M.F.A., Kent State University

**Nancy Marie Mithlo**

*Associate Professor, Art History & Visual Arts; Chair of American Indian Studies at the Autry National Center of the American West Institute*

B.A. Appalachian University; M.A., Ph.D. Stanford University

**On Special Appointment**

**Anne Bray**

*Part-Time NTT Assistant Professor, Art History & Visual Arts*

B.A. Colgate University; M.F.A., U.C.L.A.

**Eric Doehne**

*Part-Time NTT Assistant Professor, Art History & Visual Arts*

B.S., Haverford College; M.S., Ph.D., U.C. Davis

**James Glisson**

*Part-Time NTT Assistant Professor, Art History & Visual Arts*

B.A., New College of Florida; M.A. State University of New York, Stony Brook; Ph.D., Northwestern University

**Hollis Goodall**

*Part-Time NTT Instructor, Art History & Visual Arts*

B. A., University of Texas, Austin; M.A. University of Kansas

**Jessica Maxwell**

*Part-Time NTT Assistant Professor, Art History & Visual Arts*

B.A., Occidental College; Ph.D., Princeton University

**Anna Mayer**

*Wanlass Visiting Artist, Art History & Visual Arts*

B.A., Washington University; B.F.A., The School of the Art Institute of Chicago; M.F.A. California Institute of the Arts

**Kelema Moses**

*Mellon Postdoctoral Fellow, Art History & Visual Arts*

B.A., University of Virginia; M.A., Ph.D. Pennsylvania State University

**Keelan Overton**

*Part-Time NTT Assistant Professor, Art History & Visual Arts*

B.A., James Madison University; M.A., Williams College; Ph.D. U.C. Los Angeles

**Jocelyn Pedersen**

*Part-Time NTT Assistant Professor, Art History & Visual Arts*

B.A., Cal Poly, San Luis Obispo; M.A., U.C. Santa Barbara

**Ross Rudel**

*Part-Time NTT Assistant Professor, Art History & Visual Arts*

B.A., Montana State University; M.F.A., U.C. Irvine

**Janine Salinas Schoenberg***Part-Time NTT Assistant Professor, Art History & Visual Arts*

B.A., U.C. Santa Cruz; M.F.A. University of Southern California

**Mariangeles Soto-Diaz***Part-Time NTT Assistant Professor, Art History & Visual Arts*

B.A. Hampshire College; M.F.A. Claremont Graduate University; M.A. California Institute of the Arts

**Linda Stark***Part-Time NTT Professor, Art History & Visual Arts*

B.A., UC Davis; M.F.A., U.C. Irvine

**David Weldzius***Part-Time NTT Assistant Professor, Art History & Visual Arts*

B.F.A. University of Illinois, M.F.A. California Institute of the Arts

**Jemima Wyman***Wanlass Visiting Artist, Art History & Visual Arts*

B.A., Queensland University of Technology; M.F.A. California Institute of the Arts

## ***Athletics & Physical Activities***

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

Men's	Women's
Baseball (S)	Basketball (F,S)
Basketball (F,S)	Cross-Country (F)
Cross-Country (F)	Golf (S)
Football (F0)	Lacrosse (S)
Golf (S)	Soccer (F)
Soccer (F)	Softball (S)
Swimming and Diving (F,S)	Swimming and Diving (F,S)
Tennis (S)	Tennis (S)
Track and Field (S)	Track and Field (S)
Water Polo (F)	Volleyball (F)
	Water Polo (F)

(F) = Fall

(S) = Spring

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

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

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

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

**COURSE FEES:** Most courses do have equipment rental or instructor fees. These are noted below. Students may sign up for courses in advance during normal registration or may wait until the first day of the class. Check the college catalog supplement for instructor and meeting time/place.

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

Facilities may be reserved through the Department of Athletics.

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

## ***Requirements***

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

## ***Courses***

## **104 - Fitness, Advanced Conditioning**

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

1 Unit

## **110 - Fall Intercollegiate Athletics**

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

1 Unit

## **111 - Spring Intercollegiate Athletics**

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

1 Unit

## **121 - Lacrosse - Men**

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

1 Unit

## **123 - Rugby - Men**

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

1 Unit

## **124 - Rugby - Women**

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

1 Unit

## **125 - Dance Team**

Includes performing at football and basketball games as well as at on-campus events, and off-campus dance competition in the Spring. Auditions held at the end of Spring Semester for the following year's team (freshmen & transfer student auditions in the Fall). Full year commitment required.

1 Unit

## **126 - Cheerleading**

Includes performing at football and basketball games, spirit rallies, and other on-campus events. *Open to all students. Auditions will be held in Spring Semester for the following year's squad* (freshmen & transfer student auditions will be in Fall). Full year commitment required.  
1 Unit

### **127 - Cardio Tennis**

The United States Tennis Association (USTA) promotes cardio tennis as a group activity featuring a circuit of drills that consistently elevate the heart rate into the aerobic training zone. Short cycles of high intensity work-outs and periods of rest similar to interval training. Course Fee \$125.  
1 Unit

### **128 - Spin I - Beginning**

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

### **129 - Introductory Hip Hop**

Students will learn the fundamentals of hip hop dance and will gain experience in learning hip hop choreography. *Course Fee \$125.*  
1 Unit

### **130 - Boot Camp**

Instructor will guide participants through numerous physical and mental challenges which will build inner and outer strength. Course will help build leadership skills for every individual in different scenarios. Students will participate in different cardiovascular, strength, and conditioning exercises. We will build toward the Marine Corps physical fitness test (PFT) which consists of a 3 mile run, maximum of 20 pull ups (men)/60 second hold on pull up bar (women), and maximum of 100 sit ups. Course Fee \$125.  
1 Unit

### **131 - Spin II - Advanced**

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

### **133 - Circuit Weight Training**

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

## **134 - Beginning Yoga**

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

1 Unit

## **135 - Out-of-Season Conditioning**

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

1 Unit

## **148 - Ultimate Frisbee**

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

1 Unit

## **149 - Karate**

Analysis of basic offensive and defensive techniques used in Karate, including time, speed, and knowledge of body leverage. Cognitive knowledge of defense methods and their employment are also learned. Special emphasis on Shotokan Karate. Course Fee: \$125.

1 Unit

## ***Faculty***

### **Regular Faculty**

#### **Jaime Hoffman**

*Associate Vice President and Director of Athletics*  
**Anahit Aladzhanyan**  
*Assistant Athletic Director; Head Coach, Women's Basketball*

#### **Rob Bartlett**

*Head Coach, Cross Country and Track and Field, Athletics*

#### **Heather Collins**

*Head Coach, Women's Volleyball*

#### **Ali Heahnel**

*Head Coach, Softball*

#### **Rod Lafaurie**

*Head Coach, Men's Soccer, Golf Coordinator*

**Andrew Larkin**

*Head Coach, Men's and Women's Golf*

**Shea Manning**

*Athletics and Physical Activities Head Coach, Men's and Women's Swimming and Diving*

**Colm McFeely**

*Athletics and Physical Activities Head Coach, Women's Soccer; Men's and Women's Soccer Coordinator*

**Brian Newhall**

*Athletics and Physical Activities Associate Director of Athletics; Head Coach, Men's Basketball, Tennis*

**Bill Redell**

*Head Coach, Football*

**Michele Uhlfelder**

*Head Coach, Women's Lacrosse*

**Michael Wells**

*Assistant Athletic Director, Sports Information Director*

**Larry Zubrin**

*Athletics and Physical Activities Head Coach, Men's and Women's Water Polo*

## ***Biochemistry***

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

The core portion of the Biochemistry major includes Biology 130, the two biochemistry classes Biology 349 and Chemistry 350, and the Biochemistry Senior Seminar, Bioch 490. Classroom activities are supplemented by extensive laboratory experience involving the design, execution, and interpretation of experimental results. Biochemistry graduates generally elect to pursue graduate training toward a Ph.D. in Biochemistry, or areas in Cell and Molecular Biology, a doctorate in the health professions, employment in the biotechnology field, or a career in education. Students planning on pursuing a Ph.D. are advised to take several more courses including the advanced Cell and Molecular offerings in Biology, and advanced Chemistry courses in Chemistry, to broaden their education. Biochemistry students are strongly encouraged to pursue their particular interests through an independent study-research project

(Biology 395 or Chemistry 395). The Biochemistry program is eager to accommodate the foreign study aspirations of its majors; however, due to the curriculum's sequential nature, careful advance planning is required.

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

## **Requirements**

**MAJOR:** Consists of: Biochemistry 490; a 100 level organismal biology course (Biology 105, 106, 110, or 115); Biology 130; at least one 200 level cell and molecular biology course (Biology 221, 224, or 226); Biology 349; one additional 300 level cell and molecular course (with lab) (Biology 320, 323, 325, 326, 330, 333, 336); Chemistry 120 or 130, 220, 221, 240, 300, or 301; Mathematics 110 and 120; Physics 115 and 125 or Physics 110 and 120. All courses must include a lab component unless otherwise specified. It is highly recommended that students take two 200 level cell and molecular biology courses.

**WRITING REQUIREMENT:** Students majoring in Biochemistry will satisfy the final component of Occidental College's writing requirement by completing a research paper during the fall semester of Biochemistry 490, Senior Seminar. Students should familiarize themselves with the departmental requirement at the time of declaring the major. Students should meet with the Biochemistry Program chair for detailed information about the writing requirement process.

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

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

## **Courses**

### **490 - Senior Seminar in Biochemistry**

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

2 units

### **499 - Honors in Biochemistry**

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

## **Faculty**

### **Advisory Committee**

#### **Chris Craney**

*Professor, Chemistry; Advisory Committee, Biochemistry*

B.S., University of Puget Sound; M.S., D.A., Washington State University

#### **Roberta Pollock**

*Professor, Biology; Biochemistry; Advisory Committee, Biochemistry*

B.S., Emory University; Ph.D., Harvard University

#### **Renee Baran**

*Associate Professor, Biology; Advisory Committee, Biochemistry; Advisory Committee, Neuroscience*

B.A., Macalester College; Ph.D., UC Berkeley

#### **Shana Goffredi**

*Associate Professor, Biology; Advisory Committee, Biochemistry*

B.A., University of San Diego; Ph.D., UC Santa Barbara

#### **Linda Lasater**

*Non Tenure Track Professor, Chemistry; Advisory Committee, Biochemistry*

B.A., State University of New York; M.S., Nova University; Ph.D., University of South Florida

#### **Aram Nersissian**

*Associate Professor, Chemistry; Advisory Committee, Biochemistry*

B.S., Moscow State Lomonosov University; Ph.D., Armenian Academy of Sciences

#### **Cheryl Okumura**

*Assistant Professor, Biology*

B.A. Pomona College; Ph.D. UCLA

#### **Gary Schindelman**

*Full-time NTT Associate Professor, Biology*

B.S., State University of New York at Binghamton; Ph.D., New York University

#### **Joseph Schulz**

*Associate Professor, Biology; Advisory Committee, Biochemistry; Advisory Committee, Neuroscience*

B.S., Indiana University; Ph.D., UC San Diego

#### **Kerry Thompson**

*Associate Professor, Biology; Advisory Committee, Biochemistry; Advisory Committee, Neuroscience*

B.A., M.A., Ph.D., UCLA

#### **Andrew Udit**

*Associate Professor, Chemistry*

## ***Biology***

Biology is a rapidly expanding, multifaceted discipline, full of possibilities for undergraduate research and for stimulating graduate study and employment after Occidental. Within an evolutionary framework, our program investigates the interactions between molecules, cells, organisms, populations, and ecosystems that constitute life on earth. Interdisciplinary and integrative by nature, the biology program at Occidental engages both majors and non-majors in a curriculum that emphasizes laboratory and field investigations. Our students are encouraged to collaborate with faculty mentors, whose research employs current methods in addressing questions from the molecular to the global in scale. Students acquire skills from careful observation through hypothesis formulation and experimental design to formal oral and written presentations of results. After participating in the biology program at Occidental, students are prepared for rewarding work and lifelong learning, armed with the tools necessary to understand large complex data sets and help explain the intricacies of living systems. This rigorous program provides our students with the training to enter the work force after graduation and/or transition to an advanced degree program. After completing the major, many students elect to take graduate training toward the Ph.D. in biological sciences or doctorates of medicine, veterinary medicine, pharmacy or dentistry. Many of our students complete Masters programs in Biological Sciences, teaching, environmental health and safety, and resource management. Receiving a degree in Biology at Occidental College enables our students to excel in any post-baccalaureate professional pursuit.

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

### ***Requirements***

**MAJOR:** The major consists of nine Biology courses (36 units) plus Senior Comprehensive Seminar (Biology 490, 4 units), and five supporting courses (20 units). Required Biology classes are Bio 105, 106, 110 or Bio 115, Bio 130, Bio 490, and seven additional 200- and 300- level Biology classes that satisfy the breadth and depth requirements defined below.

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

The introductory courses may be taken in any order, but at least one should be taken during the first year. One course must be in organismal biology, stressing diversity and the relationship between structure and function (Bio 105, 106, 110 or 115). The second course

must be in cellular and molecular biology (Bio 130) and provide a broad introduction to the biochemistry, physiology, and molecular biology of prokaryotic and eukaryotic cells. 100-level Biology courses are not open to senior Biology majors.

To meet the requirement for breadth within Biology, majors will take four classes, one from each of four biology subject areas: Cellular and Molecular Biology (Bio 221, 222, 224 or 226), Environmental Biology (Bio 106, 260, 270 or 275), Evolutionary Biology (280), and Organismal Biology (Bio 240, 250 or 275) 200 level requirements. In 300-level courses, students engage deeply with a particular specialized subject. Three 300-level courses (at least two of which must be Biology laboratory courses) are required.

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

Five supporting classes are required for the major: Two semesters of chemistry (Chemistry 120 or 130, and 220); Calculus I or Calculus II and one other course with a strong quantitative component (this requirement can be filled by Calculus II, Math 150; Math 186, Bio 260, Bio 268 or Bio 368; Physics 110, 115, 120 or 125; or Psychology 201); and one other 4 unit course with a lab from Biology, Chemistry, Cognitive Science, Geology, Kinesiology, Mathematics, Physics and Psychology at the 200 or 300 level.

Biology majors must complete these courses within the Biology Department at Occidental: at least two of the four 200-level courses and at least two 300-level electives. A course used to fulfill one requirement cannot fulfill another major requirement. 2 unit and AP courses, AP exams or placement exams do not meet requirements for the major.

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

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

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

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

**Cell and Molecular Biology Emphasis:** This emphasis is designed for students who are interested in pursuing a career in the health professions or graduate school in cellular or molecular biosciences. Cell and Molecular Biology encompasses a wide range of studies,

including: gene expression and regulation, transmission of genes between generations, cell-to-cell communication, cell physiology, the biochemistry of DNA and RNA, the development of a fertilized egg into a multi-cellular organism, the biology of microbes, the cellular and molecular mechanisms that drive the specialized functions of the immune system, the nervous system and other organs and tissues. All requirements for the Biology major apply, with the addition that students must take two of the three courses at the 200 level as part of their program of study: Bio 221, 224, and 226 as part of their program of study. At least two of the required three courses at the 300 level must be chosen from the following list: Bio 320, 322, 323, 325, 326, 330, 333, 340, 349 and 350. Students are strongly encouraged to participate in research with faculty (Biology 395). Courses in organic chemistry and physics are strongly recommended for students planning to attend graduate and professional schools.

**Marine Biology Emphasis:** The marine emphasis is designed for biology majors who are interested in pursuing careers or graduate school in the marine sciences. Marine science is one of the most integrative fields in biology with research topics ranging from molecular methods for the classification of marine bacteria to the effects of global warming on fisheries. Students are required to satisfy all the requirements for the biology major and must take four of the following upper-division courses: Biology 260, 268, 344, 356, 368, 369, or Geology 245. These courses may also satisfy biology major requirements. In addition to the coursework, students are encouraged to participate in as many of the following activities as their schedules allow: 1) independent or collaborative research with faculty (Bio 395), 2) scuba diving as part of a club or research team, 3) participation in programs (academic year and/or summer) at marine science institutions, 4) participation in faculty led field trips, and/or 5) attendance at seminars on marine topics at Oxy and other nearby campuses. Students graduating with a marine emphasis will have strong lab/field research experience, know the common local marine organisms (plankton to mammals), and be able to discuss the pertinent physical and biological processes affecting the southern California marine area. Students interested in joining this emphasis should monitor our web site at [www.oxy.edu/oxy/marinebio](http://www.oxy.edu/oxy/marinebio) and contact one of the marine faculty to discuss their course of study.

**Environmental Science Concentration in Biology:** Environmental Science is a Concentration that explores earth processes and ecosystems and develops skills that students need for environmental analysis and problem-solving. The Environmental Science Concentration is designed for students who want to more fully understand the biological and geologic foundation of Environmental Science and provides them with a shared academic experience and expertise within a specific scientific field. Participation in a core of introductory courses establishes the interdisciplinary breadth necessary for understanding complex environmental problems. Further specialization gives students a strong background in Biology or Geology, preparing them to become involved in research projects, fieldwork, internships, and environmental studies. Students will receive their Bachelor of Arts in Biology or Geology with an Environmental Science Concentration, enabling them to pursue graduate work in Biology, Geology or Environmental Science, and professional careers in these and related fields.

### **Requirements**

Students complete the Environmental Science Introductory Core and additional courses to complete a major in Biology or Geology.

### **Environmental Science Introductory Core: (7 courses)**

#### **First level courses:**

Earth: Our Environment (Geology 105)  
Introductory Biology (105, 106, 110, or 115)  
Introductory Economics (101)

**Second level courses:**

Spatial Analysis with GIS (Geo 255)  
Earth's Climate: Past and Future (Geo 245)  
Biodiversity and Organization of Marine and Terrestrial Ecosystems (Bio 260)  
or Ecology (Bio 270)  
Environmental Economics (Econ 301) or another 300-level course dealing with environmental policy, chosen in consultation with Academic Advisor.

**Environmental Science Concentration in Biology**

**Environmental Science Core (above) plus:**

Introduction to Cellular And Molecular Biology (Bio 130)  
Vertebrate Physiology (Bio 240), Plant Form And Function (Bio 250), or Flora Of Southern California (Bio 275)  
Evolutionary Biology (Bio 280)  
Three 300-level courses (e.g., Bio 350, 360, 369, 377, 380)  
Chemistry 120 and one other chemistry course with lab  
Mathematics through Math 120 (or equivalent)  
or Math 110 and a Department-approved statistics course.

**MINOR:** Five courses (20 units) are required for the minor. These include any two of our introductory courses (Biology 105, 106, 110, 115 and 130) and any three additional courses at the 200 or 300 levels, two of which must be taken in the Biology Department. Independent Studies and Advanced Placement credit may not count toward the minor.

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

**HONORS:** The Honors Program at Occidental College is designed to allow the superior student's attention to be focused on a directed investigation for a sustained period of time. It is expected that students admitted to the College Honors Program will have established themselves as outstanding prospects for individualized work in the department of their major and will also have established themselves as doing work of very high quality in all that they have undertaken at Occidental. Student admission to the College Honors Program will be by formal action of the faculty in the student's major department (taken from the College Catalogue statement on Honors).

**Requirements**

- Student typically will have worked on a research project for 2 semesters (or 1 semester + summer session) minimum, before applying for honors
- Student must have an average GPA of 3.25 (college policy)

**Application Process**

- Student should discuss with their research mentor and submit an official Letter of Intent to the Biology Chairperson by the beginning of their senior year, or sooner.
- The letter of intent should include a summary of research results (realized and projected), as well as significance of the research and any projects in progress at the time of submission.
- Applications will be evaluated by the Biology faculty.
- Students nominated for honors will be notified by the Biology Chairperson.

## **Completion Process**

- At the time of nomination, each candidate will be assigned an honors thesis committee of two Biology faculty members, in addition to their faculty mentor. This committee will be available for guidance and to help ensure that milestones are met in a timely manner.
- Milestones will include a thorough literature review, written drafts of the introduction, methods, and results sections, including draft figures, and a final discussion section, as well as preparation of a public seminar.
- The candidate must complete a written thesis of their work. It is expected that the student will spend part of their final semester or directed research writing the thesis.
- The written thesis will be due to the mentor by Monday in the 4th week of February.
- The revised honors thesis will be due to the committee by Monday in the 3rd week of February.
- The thesis will be reviewed by committee, and final revisions must be submitted by the last day of March.
- Honors candidates will also give a presentation on their research during the week of April 15. These presentations will last approximately 15 minutes, with 5 min for questions.
- Honors grades are Pass/Fail and reported to the registrar by the Chair. The chair will inform the students of their grade when it is decided upon by the committee.

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

## ***Courses***

### **103 - Topics: Ecological Enhancement and Restoration**

Biological, ecological, and social views regarding need, methods, and effects of restoration and enhancement of ecosystems. Recent events from California and the rest of the world are discussed, focusing on marine and terrestrial ecosystems, invasive species, overharvesting, industrial impacts on the environment, and methods of mitigating or repairing damages. Examples of discussions include: methods of combating overharvesting in the Pacific Ocean; natural and anthropogenic methods of recovering from forest fires; oil platforms functioning as artificial reefs to help endangered species thrive; also, how does a nuclear generating station

affect a giant kelp forest, and what can be done to mitigate those damages?

CORE REQUIREMENT MET: **MATH/SCI**

## **104 - Introduction to the Biology of Stem Cell Therapeutics**

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

CORE REQUIREMENT MET: **MATH/SCI**

## **105 - Marine Biology**

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

CORE REQUIREMENT MET: **LAB-SCI**

## **106 - Biology of California**

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

CORE REQUIREMENT MET: **LAB-SCI**

## **110 - Organisms on Earth**

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

CORE REQUIREMENT MET: **LAB-SCI**

## **115 - General Zoology**

An introduction to the diversity, comparative anatomy and physiology of animals. Emphasis is placed on the classification of animals, how animals are adapted to the environment, and the evolutionary relationships between the phyla. This class is designed for science majors.

*Includes one three-hour laboratory per week.*

CORE REQUIREMENT MET: **LAB-SCI**

## **130 - Introduction to Cellular and Molecular Biology**

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

CORE REQUIREMENT MET: **LAB-SCI**

## **197 - Independent Study in Biology**

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

2 units

## **221 - Molecular Biology**

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

CORE REQUIREMENT MET: **LAB-SCI**

## **222 - Biochemistry**

Survey of the basic principles that power biological processes in all living organisms. Includes introduction to biochemical techniques, enzyme structure and function, intermediary metabolism, synthesis and degradation of biological macromolecules, information transfer, and a concept-driven integration of these subjects into a biological context. Includes one three-hour laboratory per week. *Prerequisites: Chem 220 or permission of instructor. Co-requisite: Biology 222L.*

CORE REQUIREMENT MET: **LAB-SCI**

## **222L - Biochemistry Laboratory**

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

CORE REQUIREMENT MET: **LAB-SCI**

## **224-524 - Genetic Analysis**

Intensive, concept-driven exploration of genetic information transfer between generations. Topics include: Mendelian principles; sex-linkage; chromosomal and fine structure genetic mapping; allelic and genetic interactions at the phenotypic level; principles of molecular genetics; and an introduction to the genetics of complex traits, developmental genetics and genomics. Includes one three-hour laboratory session per week plus two hours arranged.

*Prerequisites: Chemistry 120 or 130 and Biology 130, or permission of instructor.*

CORE REQUIREMENT MET: **LAB-SCI**

## **226 - Cell Biology**

A course designed to provide a thorough understanding of the intracellular processes of eukaryotic cells. The course will discuss topics including the molecular basis of cellular organization, structure and function, cell motility, organelle biogenesis and function, cellular communication and signaling, and intracellular processes such as apoptosis and autophagy. Includes one three-hour laboratory session per week plus two hours arranged. Prerequisite: Biology 130.

CORE REQUIREMENT MET: **LAB/SCI**

## **238 - Epidemiology**

This course is designed to introduce the basic concepts, principles, and methods of epidemiologic research. In our pursuit to understand the interplay of risk factors and patterns of human disease and health, we will cover the history of epidemiology, the principles of epidemiologic thinking and of causal inference, the basic measures of disease frequency and of association and how to compute them. We will also learn about the major types of epidemiologic study designs and explore the major fields of epidemiologic investigation (such as global health, infectious diseases, outbreaks, occupational and environmental epidemiology). *Prerequisite: Introductory Biology (Bio 105, Bio 106, Bio 110, Bio 115 or Bio 130) and statistics (Math 146, Math 150, Bio 268 or Bio 368)*

CORE REQUIREMENT MET: **MATH/SCI**

## **240-540 - Vertebrate Physiology**

Physical and metabolic activities of cells and tissues; properties of the cellular environment; regulatory and homeostatic functions of organ systems. *Includes one three-hour laboratory per week plus two hours arranged. Prerequisites: Biology 130 plus any other 100-level Biology course except Bio 103), or permission of instructor (Bio 130 may be taken concurrently).*

CORE REQUIREMENT MET: **LAB-SCI**

## **250 - Plant Form and Function**

This course is a comprehensive introduction to the plant kingdom, emphasizing the ways in which organismal form and structure are shaped through evolutionary and ecological processes. The primary goal of the course is for students to learn how a major life form has adapted to physical factors such as light and water and to biological factors such as fungi, insects, and vertebrates. Labs involve experimental analysis of fundamental processes such as water uptake, photosynthesis, and hormonal regulation, as well as hands-on investigation of the vegetative and reproductive adaptations of the plant kingdom. Independent lab projects and fieldtrips are also key components of the course. Includes one three hour laboratory session per week. *Prerequisite: any 100-level Biology course except Bio 103 or permission of instructor.*

CORE REQUIREMENT MET: **LAB-SCI**

## **260 - Biodiversity and organization of marine ecosystems**

The goal of this course is to introduce marine ecosystems and the physical and biological attributes contributing to their organization. The course will focus on the nearshore marine environment of the Southern California Bight referencing examples from comparable ecosystems. It will introduce basic physical attributes and the organisms of these dynamic ecosystems. Students will learn how to collect data in field and laboratory settings, database management, advanced data base queries, conduct basic statistical analyses, test hypotheses, produce graphics and write scientific papers. This course will serve to prepare students for focused upper division courses and independent research. Labs may take longer than the scheduled lab period to accommodate field trips. Includes one three-hour laboratory session per week. *Prerequisites: Biology 105, 106, 110 or 115, or permission of the instructor.*  
CORE REQUIREMENT MET: **LAB-SCI**

## **268 - Biostatistics**

The application of statistical methods to the solution of biological problems. Focus will be on applied statistics (as opposed to mathematical statistics) to study variation in nature. This course will survey descriptive statistics, probability and probability distributions, and methods of hypothesis testing (e.g., analysis of variance, regression, correlation, goodness of fit as well as selected nonparametric procedures). Course includes laboratory workshops sessions. *Prerequisite: Bio 130 and Bio 105, 106, 110, or 115 or permission of instructor.*  
CORE REQUIREMENT MET: **MATH/SCI**

## **270 - Ecology**

Ecology explores the interactions between organisms and their biotic and abiotic environments at a variety of spatial and temporal scales. Topics include factors affecting organisms at the population, community, and ecosystem levels, and the effect of human actions on natural systems. Practical aspects of studying ecology involve work in the laboratory, computer simulations and modeling, and field work. This course emphasizes the fundamentals of study design, sampling, field techniques, data analysis, and written and oral presentation of results. Includes one three-hour laboratory per week and weekend field trips to be arranged. *Prerequisite: Any 100-level Biology course except Biology 103, or permission of instructor.*  
CORE REQUIREMENT MET: **LAB-SCI**

## **275 - Flora of Southern California**

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

## **279 - Evolutionary Biology**

A detailed analysis of the causes and consequences of biological evolution. The focus here is

on understanding basic evolutionary mechanisms, with plant and animal examples used to illustrate and clarify the fundamentals of the evolutionary process. Classical and recent contributions to our understanding of evolutionary biology are examined, including population genetics, theoretical models, geographical variation, speciation, biogeography, phylogeny reconstruction, molecular evolution, macroevolution, and the evolution of *Homo sapiens*. *Includes one three-hour laboratory per week. Prerequisite: Any 100-level Biology course except Bio 103, or permission of instructor.*

CORE REQUIREMENT MET: **LAB-SCI**

## **280 - Evolutionary Biology**

A detailed analysis of the causes and consequences of biological evolution. The focus here is on understanding basic evolutionary mechanisms, with plant and animal examples used to illustrate and clarify the fundamentals of the evolutionary process. Classical and recent contributions to our understanding of evolutionary biology are examined, including population genetics, theoretical models, geographical variation, speciation, biogeography, phylogeny reconstruction, molecular evolution, macroevolution, and the evolution of *Homo sapiens*. *Prerequisites: Any 100-level Biology course except Bio 103 or permission of instructor.*

CORE REQUIREMENT MET: **MATH/SCI**

## **290 - Research Methods in Biology**

This two-unit course will offer students the opportunity to learn techniques of contemporary biology that are used in the laboratory and in the field. These may include culture and handling of biological specimens, observational methods, imaging, use of instrumentation to gather data, methods of data analysis, and identification of organisms. By the end of the semester, students will have been exposed to and gain practice in a diversity of techniques relevant to the practice of biological science. Graded on a credit/no credit basis only. May be repeated once for credit. *Prerequisites: Biology 105, 106, 110, or 115, and Biology 130.*

## **310-510 - Museum Science**

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

2 units

## **320 - Developmental Biology**

Animal development with an emphasis on the molecular mechanisms that regulate cell fate, cell adhesion and motility, and the formation of different tissue types. Cell signaling pathways and gene regulatory mechanisms that control development and are relevant to adult stem cell biology and cancer biology are stressed throughout the course. The laboratory focuses on major invertebrate and vertebrate model organisms and both classical and molecular genetic approaches used to study animal development. *Includes one three-hour laboratory per week plus 1-2 hours arranged. Prerequisites: Bio130; and Bio 221 or Bio 224 or Bio 226. Co-*

*requisite: Biology 320L.*

CORE REQUIREMENT MET: **LAB-SCI**

### **320L - Developmental Biology Laboratory**

An introduction to classical and molecular methodologies used to study animal development. The laboratory focuses on early embryonic development of major invertebrate and vertebrate model organisms: sea urchins, *C. elegans*, zebrafish and chick. *Co-requisite: Biology 320.*

*Graded on a Credit/No Credit basis only.*

1 unit

CORE REQUIREMENT MET: **LAB-SCI**

### **322 - Principles of Biochemistry**

Survey of the basic principles that power biological processes in all living organisms. Includes introduction to biochemical techniques, enzyme structure and function, intermediary metabolism, synthesis and degradation of biological macromolecules, information transfer, and a concept-driven integration of these subjects into a biological context. This course meets the Biochemistry requirements for most graduate and professional schools. Includes one three-hour laboratory per week. *Prerequisite: BIO 130 and 220 or permission of instructor.*

*Corequisite: BIO 322L*

CORE REQUIREMENT MET: **LAB SCI**

### **323-523 - Histology**

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

CORE REQUIREMENT MET: **LAB-SCI**

### **323L - Histology Laboratory**

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

1 unit

CORE REQUIREMENT MET: **LAB-SCI**

### **325-525 - Microbial Diversity**

An introduction to the world of microbes, including viruses, archaea, and bacteria, and their role in shaping and sustaining life on Earth. Emphases will be placed on structure, metabolism and bioenergetics, physiological and biochemical adaptations to unusual environments, phylogenetic analysis, biotechnology, microbial ecology and biological interactions, including plant and animal symbioses. Laboratory exercises will include an exploration of microscopy, cultivation, biochemical techniques, and molecular tools for studying microorganisms. Includes one three-hour laboratory per week. *Prerequisites: Biology 221, 222, 224, or 270 or permission of the instructor.*

CORE REQUIREMENT MET: **LAB-SCI**

### **325L - Microbial Diversity Laboratory**

Students will examine microbial growth, form, and function and will select familiar environments from which to investigate microbial life. *Co-requisite: Biology 325. Graded on a Credit/No Credit basis only.*

1 unit

CORE REQUIREMENT MET: **LAB-SCI**

### **326/526 - Molecular Evolution and Phylogenomics**

An introduction to the theory of how DNA and other molecular markers evolve. Theoretical knowledge will be applied to reconstructing evolutionary histories and genes and organisms, with emphasis on the application of molecular evolution to phylogenomics. Laboratory sessions will introduce the student to techniques for the isolation of genomic data and its storage, bioinformatic processing, and analysis via a broad suite of analytical software. *Prerequisite: Bio 280 or permission of the instructor*

### **330-530 - Immunology**

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

### **330L - Immunology Laboratory**

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

1 unit

CORE REQUIREMENT MET: **LAB-SCI**

### **333-533 - Neurobiology**

Emphasis on cell biology and physiology of neurons. Development and plasticity of the nervous system in invertebrates and vertebrates. Overview of selected central nervous system structures and their function and the cellular and molecular basis of selected nervous system diseases and disorders. Includes one three-hour laboratory per week plus 1-2 hours arranged. *Prerequisites: Bio 130 and Bio 240 or Bio 226*

### **333L - Neurobiology Laboratory**

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

1 unit

CORE REQUIREMENT MET: **LAB-SCI**

### **336 - Microbial Pathogenesis**

This course will examine interactions between the human host and infectious microbial pathogens including bacteria, parasites, viruses and fungi. Emphases will be placed on mechanisms of microbial defense (virulence factors), immune evasion and adaptation strategies as well as the molecular and cellular mechanisms of the innate (immediate) response of the host in both immune and non-immune cells. Laboratory includes techniques used in clinical microbiology labs including culture and identification techniques as well as cell biology techniques. Prerequisites: Biology 221 or 226, or permission of instructor. Includes one three-hour laboratory per week plus two hours arranged. *Prerequisite: Bio 221 or 226*

CORE REQUIREMENT MET: **LAB/SCI**

### **336L - Microbial Pathogenesis Lab**

Laboratory includes techniques used in clinical microbiology labs including culture and identification techniques as well as cell biology techniques. Co-requisite: Biology 336. Graded on a Credit/No Credit basis only.

1 unit

### **340-540 - Advanced Animal Physiology**

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

### **340L - Advanced Animal Physiology Laboratory**

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

1 unit

CORE REQUIREMENT MET: **LAB-SCI**

### **344 - Invertebrate Morphology and Physiology**

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

CORE REQUIREMENT MET: **LAB-SCI**

## 344L - Invertebrate Morphology Laboratory

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

1 unit

CORE REQUIREMENT MET: **LAB-SCI**

## 349 - Biochemistry I

This course explores the roles of the essential biological macromolecules focusing on proteins, while covering lipids, carbohydrates and nucleic acids. Topics include the structure and function of these macromolecules as well as an investigation of the biochemical methods used to study them. Also included are topics covering proteomics, DNA-based information technologies, biosignaling and an introduction to enzyme kinetics. This course is the first in a two-semester sequence of Biochemistry classes (with CHEM 350) that is required for Biochemistry majors. For a one semester Biochemistry class see BIO322. *Prerequisite: BIO 130 and CHEM 220 or permission of instructor. Co-requisite BIO 349L*

CORE REQUIREMENT MET: **MATH/SCI**

## 349L - Biochemistry Laboratory

Biochem lab The application of techniques to study protein structure and function, including protein purification, column chromatography, enzyme kinetics, crystallography and computer-aided structural analysis. *Course Corequisite: BIO 349*

1 unit

## 350 - Microbial Symbiosis

Symbioses are intimate associations involving two or more species. Symbiotic associations are widespread in nature and we can expect to find them in every type of ecological niche. This course will cover the diversity of symbiotic interactions that exist between both microbes and fungi and various eukaryotic hosts, including plants, animals, and protists, as well as other microorganisms. Topics in both lecture and lab will range from molecular to ecological, including the specific molecular communication between partners, the evolution of unusual host structures, novel physiological and biochemical capabilities, and the unique ecological advantages that many symbioses confer. This course will also include writing, presenting, and reviewing published work on various symbioses. *prerequisites: Biology 115, (or equivalent Including 105 106, 110), and 130; Biology 221 or 224 strongly recommended). Course co-requisites: Bio 350L*

CORE REQUIREMENT MET: **LAB-SCI**

## 350L - Symbiosis Laboratory

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

## **356-556 - The Biology of Marine Fishes**

The biology of marine fishes begins with a study of the phylogenetic evolution of fishes. Within this context it discusses the physiology, ecology and behavior of marine fishes utilizing examples from our local fauna. Advanced methods of studying marine fishes will be covered with an emphasis on field research in which the class will visit various marine habitats throughout southern California. Includes one three-hour laboratory per week. (Labs may take longer than the scheduled laboratory period to accommodate field trips.) *Prerequisite: Biology 105, 106, 110, OR 115 or permission of instructor.*

CORE REQUIREMENT MET: **LAB-SCI**

## **356L - Marine Fishes Laboratory**

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

1 unit

CORE REQUIREMENT MET: **LAB-SCI**

## **360 - Avian Biology**

Avian Biology is the study of birds, with particular emphasis on identification, natural history, and evolution of birds local to southern California. *Prerequisite: Bio 130 and Bio 105, 106, 110, or 115 Course co-requisite: Bio 360L*

CORE REQUIREMENT MET: **LAB-SCI**

## **369-569 - Biological Oceanography**

Biological oceanography will focus on the biology of the open ocean with emphasis placed on relating parameters of the physical-chemical ocean to the distribution and abundance of marine organisms. We will focus on understanding the physical and biological processes of the southern California marine area using field and laboratory techniques. Using examples from our local ecosystem, students will explore the intricacies of macro scale oceanographic processes. Includes one three-hour laboratory per week. (Labs may take longer than the scheduled laboratory period to accommodate field trips.) *Prerequisite: Biology 260, Biology 270 or permission of instructor.*

CORE REQUIREMENT MET: **LAB-SCI**

## **369L - Oceanography Laboratory**

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

1 unit

CORE REQUIREMENT MET: **LAB-SCI**

## **370 - Tropical Ecology**

This course addresses tropical ecology starting with the discoveries and theories of early explorers to modern theories of biogeography of species richness. A large emphasis in this course will be placed on introducing students to field research in the tropics, including the design, implementation, data analysis and presentation of individual and group research projects. We will also learn to identify terrestrial and marine biodiversity of Central America, and how humans impact tropical diversity and the sustainability of tropical ecosystems. We will discuss questions that are actively investigated by tropical ecologists, namely: why are the tropics so diverse, how is this diversity maintained, how do communities respond to disturbance, how are different land uses having an impact on tropical people and communities, and how will global climate change affect communities and species richness. The course will include a three-week trip to Costa Rica and Panama, Central America, where students will directly interact with and do scientific research in the tropical terrestrial and marine ecosystems studied throughout the semester at Occidental College. *Prerequisite: Bio 260 or Bio 270 Co-requisite Bio 370L*

CORE REQUIREMENT MET: **LAB SCIENCE**

### **370L - Tropical Ecology lab**

After the semester, students will complete the lab for Bio 370, which will consist of a three-week trip to Costa Rica and Panama, Central America. Students will directly interact with and do scientific research in tropical terrestrial and marine ecosystems. *Corequisite: BIO 370*

### **378-578 - Animal Behavior**

Emphasizes the evolutionary approach to the study of animal behavior, drawing broadly from the various disciplines within biology concerned with the factors that determine which organisms survive and reproduce. The course material will be divided into four broad categories: sensory capabilities, feeding patterns, spacing patterns, and reproduction. For each topic, theory and application will be presented. Students will analyze research papers and lead discussions on an aspect of each major topic. The laboratory portion of the course will focus on observational and experimental approaches to studying animal behavior in the lab and in the field. We will make use of local resources such as zoos, aquaria, wildlife conservation areas, veterinarians, and animal rehabilitation facilities. An independent research project is required. This course is designed for biology majors, although it would be appropriate for students from other majors. Includes one three-hour laboratory per week and weekend field trips to be announced. *Prerequisite: Any 100-level Biology course except Biology 103, or permission of instructor. Biology 270 and/or 280 are recommended.*

CORE REQUIREMENT MET: **LAB-SCI**

### **378L - Animal Behavior Laboratory**

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

1 unit

CORE REQUIREMENT MET: **LAB-SCI**

### **380 - Plant Physiological Ecology**

An investigation of physiological processes in plants, including photosynthesis, nutrient uptake,

and water relations, and how they are affected by environmental conditions and interactions with other organisms, including insects, vertebrates, and fungi. The emphasis will be on how to quantify and predict plant physiological responses to the particular ecological pressures of Southern California. Classroom discussions and presentations will focus on papers from the current scientific literature. Includes one three-hour laboratory per week. *Prerequisite:*

*Biology 250 or permission of instructor.*

CORE REQUIREMENT MET: **LAB-SCI**

### **380L - Plant Physiological Ecology Laboratory**

Instruction in contemporary physiological and environmental diagnostic instrumentation and analytical methods will be followed by directed and independent investigations in the laboratory and field. Day-long and overnight field trips will be scheduled. *Co-requisite: Biology 380.*

*Graded on a Credit/No Credit basis only.*

1 unit

CORE REQUIREMENT MET: **LAB-SCI**

### **390 - Special Topics in Biology**

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

CORE REQUIREMENT MET: **MATH/SCI**

### **395 - Research in Biology**

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

2 or 4 units

### **397-597 - Independent Study in Biology**

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

*Prerequisite: permission of instructor and approval of department.*

2, 4, or 5 units

### **490 - Senior Seminar in Biology**

Topics of these seminars will be announced at spring pre-registration. Each senior must pass one seminar for the comprehensive requirement. Each meets two hours per week, with

extensive reading, discussion, and a major oral presentation by each student.

## **499 - Honors in Biology**

*Prerequisite: permission of department.*

## **501 - Graduate Research**

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

5 units

## **590 - Thesis for Master of Arts Degree**

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

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

5 units

## **595 - Graduate Seminar**

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

2 units

## ***Faculty***

### **Regular Faculty**

#### **Daniel Pondella**

*Associate Professor, Biology; Director, Vantuna Research Group*

A.B., M.A., Occidental College; Ph.D., UCLA

#### **Renee Baran**

*Associate Professor, Biology; Advisory Committee, Biochemistry; Advisory Committee, Neuroscience*

B.A., Macalester College; Ph.D., UC Berkeley

#### **Elizabeth Braker**

*Professor, Biology; Advisory Committee, Kinesiology; Advisory Committee, Urban and Environmental Policy; Affiliated Faculty, Latino/a and Latin American Studies*

B.A., Colorado College; Ph.D., UC Berkeley

#### **Shana Goffredi**

*Associate Professor, Biology; Advisory Committee, Biochemistry*

B.A., University of San Diego; Ph.D., UC Santa Barbara

#### **Gary Martin**

*Professor, Biology*

B.A., M.A., California State College, Sonoma; Ph.D., UC Berkeley

**John McCormack**

*Assistant Professor, Biology; Affiliated Faculty, Latino/a and Latin American Studies*

B.S., University of Arizona; Ph.D., University of California, Los Angeles

**Gretchen North**

*Professor, Biology; Advisory Committee, Urban and Environmental Policy*

B.A., Stanford University; M.A., University of Connecticut; M.A., College of William and Mary; Ph.D., UCLA

**Cheryl Okumura**

*Assistant Professor, Biology*

B.A. Pomona College; Ph.D. UCLA

**Roberta Pollock**

*Professor, Biology; Biochemistry; Advisory Committee, Biochemistry*

B.S., Emory University; Ph.D., Harvard University

**Joseph Schulz**

*Associate Professor, Biology; Advisory Committee, Biochemistry; Advisory Committee, Neuroscience*

B.S., Indiana University; Ph.D., UC San Diego

**Kerry Thompson**

*Associate Professor, Biology; Advisory Committee, Biochemistry; Advisory Committee, Neuroscience*

B.A., M.A., Ph.D., UCLA

**Amanda Zellmer**

*Assistant Professor, Biology*

B.S. University of Wisconsin, Ph.D University of Michigan

**On Special Appointment**

**Maria Adreani**

*Non Tenure Track Assistant Professor, Biology*

B.S., University of California, Santa Barbara; M.A., Northeastern University; M.S., California State University, Northridge; Ph.D. Florida State University

**Jeffrey Arendt**

*Non Tenure Track Assistant Professor, Biology*

B.S., University of Illinois; Ph.D., Binghamton University

**Mary Clark**

*Adjunct Assistant Professor, Biology*

B.A., Occidental College; Ph.D., UCLA

**Kristine Kaiser**

*Part-time NTT Visiting Assistant Professor, Biology*  
B.S., M.S., Cleveland State University; Ph.D., UCLA

**James Maley**

*Collections Manager Moore Laboratory of Zoology*  
B.S., M.S., University of Alaska Fairbanks; Ph.D., Louisiana State University

**Jane E. Mendel**

*Part-time NTT Assistant Professor, Biology*  
B.S., B.A., University of Mississippi; Ph.D., University of Tennessee

**Karen Molinder**

*Adjunct Assistant Professor, Biology*  
B.A. Occidental, Ph.D U.C.L.A.

**Dwayne Morris-Irvin**

*Part-time NTT Assistant Professor, Biology*

**Gary Schindelman**

*Full-time NTT Associate Professor, Biology*  
B.S., State University of New York at Binghamton; Ph.D., New York University

**Jonathan P. Williams**

*Adjunct Instructor, Biology*  
B.S., UNC Wilmington, M.S., CSU Northridge

**Laurel Zahn**

*Adjunct Instructor, Biology*  
B.S. University of California, Santa Cruz, M.S. California State University Long Beach

## ***Chemistry***

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

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

The program for majors also prepares them for entrance into the School of Engineering at

Columbia University and the Applied Chemistry Program of the California Institute of Technology under the Combined Plan Program. Students interested in engineering should consult the Combined Plan Program for details.

## **Requirements**

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

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

**WRITING REQUIREMENT:** Students majoring in Chemistry will satisfy the final component of Occidental College's campus-wide writing requirement by submitting a portfolio of four special reports, drawn from Chemistry 240, 300L, 305L, 340 (or appropriate course work) in the fall semester of their senior year. Students should familiarize themselves with the departmental requirement at the time of declaring the major. See the Writing Program and consult the department chair for additional information.

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

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

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

**SPECIAL FEATURES:** The Department of Chemistry is approved by the American Chemical

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

## **Courses**

### **100 - Introduction to Chemistry**

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

### **104 - From Fundamental Chemistry to the Human Genome**

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

CORE REQUIREMENT MET: **MATH/SCI**

### **120 - Foundations Of General Chemistry**

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

CORE REQUIREMENT MET: **LAB-SCI**

### **130 - Advanced Placement Chemistry**

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

CORE REQUIREMENT MET: **LAB-SCI**

### **150 - Molecular Symmetry and Structure**

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

1 unit

### **195 - Directed Research in Chemistry**

Intensive study in an area of chemistry or biochemistry of the student's choosing under the

direct supervision of a member of the faculty. *Prerequisite: permission of supervising instructor.*

1 unit

## **201 - Biochemical and Environmental Systems**

Intensive study of the modern laboratory methods of analysis with applications to biochemical and environmental systems. *Prerequisite: CHEM 120 or CHEM 130*

2 units

## **220 - Organic Chemistry I**

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

CORE REQUIREMENT MET: **LAB-SCI**

## **221 - Organic Chemistry II**

A continuation of Organic Chemistry I. *Includes one three-hour laboratory per week. Prerequisite: Chemistry 220.*

CORE REQUIREMENT MET: **LAB-SCI**

## **240 - Integrated Concepts in General Chemistry**

Building on concepts developed in prerequisite classes, fundamental concepts in thermodynamics are developed from first principles with subsequent application in chemical equilibrium and kinetics. Applications to biological systems and technology are emphasized. The substantive laboratory component focuses on developing analytical skills. *Prerequisite: CHEM 120 or 130.*

CORE REQUIREMENT MET: **LAB-SCI**

## **280 - Instrumental and Separation Techniques in Organic Chemistry**

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

2 units

## **295 - Directed Research in Chemistry**

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

2 units

## **300 - Physical Chemistry I**

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

### **300L - Thermodynamics and Kinetics Laboratory**

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

1 unit

CORE REQUIREMENT MET: **LAB-SCI**

### **301 - Biophysical Chemistry**

An introduction to the principles of chemical thermodynamics, kinetics, and spectroscopy with a focus on applications to biochemical systems. *Prerequisite: One year of calculus, one semester of physics, one year of organic chemistry*

CORE REQUIREMENT MET: **MATH/SCIENCE**

### **305 - Physical Chemistry II**

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

### **305L - Spectroscopy and Structure Laboratory**

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

1 unit

CORE REQUIREMENT MET: **LAB-SCI**

### **315 - Physical Chemistry III**

An introduction to the study of kinetic molecular theory and chemical kinetics. *Prerequisites: Mathematics 120 and Physics 120 or permission of the instructor.*

### **330 - Biocatalysis and Biotechnology**

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

2 units

### **332 - Instrumental Analysis**

Modern analytical instrumentation provides scientists and engineers with an impressive array of powerful tools for studying the composition and structure of matter, from the first electronic pH meter to advanced three-dimensional MRI imaging spectrometers to portable detectors

explosive compounds. This course examines the statistical, electronic, physical and chemical requirements for the construction and operation of modern analytical instruments. *Prerequisite: CHEM 300*

### **332L - Instrumental Chemistry Laboratory**

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

1 unit

CORE REQUIREMENT MET: **LAB-SCI**

### **340 - Inorganic Chemistry**

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

### **340L - Inorganic Chemistry Laboratory**

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

1 unit

CORE REQUIREMENT MET: **LAB-SCI**

### **350 - Biochemistry**

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

### **350L - Biochemistry Laboratory**

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

1 unit

CORE REQUIREMENT MET: **LAB-SCI**

### **355 - Introduction to Bioinformatics**

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

2 units

### **360 - Physical Organic Chemistry**

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

### **370 - Organometallic Chemistry**

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

### **380 - Organic Synthesis**

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

### **395 - Directed Research in Chemistry**

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

### **397 - Independent Research in Chemistry**

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

### **490 - Senior Seminar in Chemistry**

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

### **499 - Honors in Chemistry**

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

## ***Faculty***

### **Regular Faculty**

#### **Michael Hill**

*Professor, Chemistry*

B.A., Macalester College; Ph.D., University of Minnesota

**Jeffrey Cannon**

*Assistant Professor, Chemistry*

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

**Chris Craney**

*Professor, Chemistry; Advisory Committee, Biochemistry*

B.S., University of Puget Sound; M.S., D.A., Washington State University

**Phoebe Dea**

*Fletcher Jones Professor, Chemistry*

B.S., UCLA; Ph.D., Caltech

**Donald Deardorff**

*Carl F. Braun Professor, Chemistry; Advisory Committee, Kinesiology*

B.S., Cal Poly San Luis Obispo; Ph.D., University of Arizona

**Linda Lasater**

*Non Tenure Track Professor, Chemistry; Advisory Committee, Biochemistry*

B.A., State University of New York; M.S., Nova University; Ph.D., University of South Florida

**Aram Nersissian**

*Associate Professor, Chemistry; Advisory Committee, Biochemistry*

B.S., Moscow State Lomonosov University; Ph.D., Armenian Academy of Sciences

**Eileen Spain**

*Professor, Chemistry*

B.S., Sonoma State University; Ph.D., University of Utah

**Andrew Udit**

*Associate Professor, Chemistry*

H.B.Sc., University of Toronto; Ph.D., Caltech

**On Special Appointment****Thomas Gregory Drummond**

*Adjunct Instructor, Chemistry*

B.A., University of West Georgia; M.S., Caltech

**Harry Gray**

*Adjunct Professor, Chemistry*

B.A., UC Santa Cruz; M.S., Ph.D., UC Santa Barbara

**Jeremy Kallick**

*Non Tenure Track Instructor, Chemistry*

B.A., Occidental College

**Alan Khuu**

*Non Tenure Track Instructor, Chemistry*

B.S., M.S., University of California, Los Angeles

**Derek Ross**

*Adjunct Instructor in Chemistry*

B.A. Occidental College; M.S. University of California, Los Angeles

**Gabriela Venturini**

*Non Tenure Track Professor, Chemistry*

M.S., Ph.D. California Institute of Technology

**Keiko Yokoyama**

*Adjunct Assistant Professor, Chemistry*

B.E. Tokyo University, M.E. Tokyo University, Ph.D Tokyo University

## ***Classical Studies***

Classical Studies offers Occidental students the opportunity to study the languages, literature, art, philosophy, history, and cultures of Greece and Rome in a multicultural context. Taken together, the courses address the impact of ancient cultures on later civilizations and draw parallels with non-Western cultures.

### ***Requirements***

Occidental offers a minor in classical studies consisting of five courses taken in at least three different departments, at least one of which must be an original language course in Greek or Latin (Greek 101, 102, 201, Latin 101, 102, or 201). Courses with classical emphasis suitable to the minor are listed below.

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

### ***Courses***

#### Ancient & Medieval World

Among the courses offered at Occidental of interest to the student of the ancient and medieval world are the following, below this listing are Classical Studies courses:

#### **Art History and the Visual Arts**

H170. Introduction to Early European Art

H270. Greek Art  
H274. Roman Art  
H275. Early Christian and Medieval Art  
H391. Seminar in Early Western Art

## **English and Comparative Literary Studies**

186. European Literary Traditions  
205. The Wake of the Ancient  
286. European Literary Traditions  
300. Survey of Ancient Greek Literature  
303. Genres in Classical Literature  
305. Athenian Experience  
397. Independent Study: Greek Reading  
397. Independent Study: Latin Reading

## **Greek**

101. Elementary Greek  
102. Elementary Greek  
201. Topics in Classical Philology (Greek)  
397. Independent Study

## **History**

121. Europe to 1700  
220. Ancient Athens and Renaissance Florence  
223. Rise of French Culture  
224. Italian Renaissance  
226. Age of Encounters  
274. Medicine and Disease in Western Society

## **Latin**

101. Elementary Latin  
102. Elementary and Intermediate Latin  
201. Topics in Classical Philology (Latin)  
397. Independent Study

## **Philosophy**

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

## Politics

251. European Political Thought: From Plato to Machiavelli

## Religious Studies

175. The World of the New Testament

190. History of Early Christianity

290. Banned Books: the New Testament Apochrypha

370. Death, Dying, and Afterlife in the Ancient Mediterranean

### **200 - In Other Wor(l)ds: Lit, Language, Culture Proseminar**

A survey of some of the most important movements in modern literary and cultural theory, one that emphasizes the ways in which literature and social systems interact within a given culture, with special attention paid to the way in which the formal elements of language (its syntactic and semantic features, its oral and/or written expression) helps constitute our experience of a literature, a culture, and ourselves. To enhance their understanding of the subtle, ever-variable relations between language, literature, and culture, students will be asked to think through examples from a wide variety of geographic regions and time periods.

CORE REQUIREMENT MET: **GLOBAL CONNECTIONS**

### **202 - Style and Substance: Philosophy and the Arts**

How do we make “sense” of art? of literature? of the latest (or earliest) styles of music? Often we try to explain such things in terms of this or that historic, material, or political cause. Such explanations are important, and no doubt useful. They often tend, however, to neglect a certain, basic question: namely, why it is that art can move us so deeply (and just as importantly, why is it that some art fails to move us in any way whatsoever). In this class, we shall attempt to think about (and feel our way towards) a number of different arts, both high and low, in a somewhat different manner--not by relating the “form and content” of art to this or that thing within the world, but by relating them to the question of existence itself, to why or how there is a world in the first place. In other words, beginning with the ancients, we will survey the history of philosophy, and of metaphysics in particular, not for its own sake, but with the special purpose of illuminating, explaining, and ultimately invigorating the history and meaning of art. The study of the Pre-Socratics, Plato, Aristotle, and the like, might seem far removed from the poetry we enjoy, the music we prefer, the way we want our bodies to look and to feel; yet it shall be the task of this class to test the thesis that, in fact, what the many changes of style that mark the history of the arts most fundamentally signify is (to quote Mircea Eliade) nothing less than a “thirst for being.” Which is just to say that art matters--style itself matters--precisely because it is these things which most directly and pressingly invite us towards ever new ways “to be.” Such is the “sense,” at any rate, that this class shall try to make of the arts in general--beginning with the earliest works of art and philosophy we know, but often reflecting, too, upon those that lie all too near.

CORE REQUIREMENT MET: **REGIONAL FOCUS and PRE-1800**

### **204 - Between Desire and Despair: Roman Lit Survey**

This course opens with a two-week survey of Roman Republican and Imperial History, and

proceeds to survey Roman Literature from Plautus to Seneca, with special emphasis on Roman writers', orators', and historians' reflections on the operations of desire on both the physical body, and the body politic.

CORE REQUIREMENT MET: **PRE-1800 and REGIONAL FOCUS**

### **205 - Comedy, Philosophy, Romance:Hellenistic Literature**

From Romantic Comedy to Sci-Fi, the Hellenistic Age of Ancient Greece--the time following the global conquests of Alexander the Great--saw the invention of many of the literary genres most familiar to us today. In this course, we shall examine the meaning of these genres, both for the societies that invented them, and our own: from romantic comedy to science fiction, biography to anecdote, heart-wringing elegy to the zippy one-liner (among others). Due attention will be paid to the historic context of the literature (the life of Alexander the Great will feature largely in this class), and its intellectual backgrounds (especially as represented in the works of Plato, Aristotle, the Stoics, and Epicureans).

CORE REQUIREMENT MET: **PRE-1800 and REGIONAL FOCUS**

### **222 - Myth: the Greco-Roman gods**

This course is a survey of Greco-Roman myth with a particular focus on the representation, function, and meaning of the gods. Students will study these myths in their original socio-historic contexts but a large portion of the course will be devoted to a historic survey of modern theories of myth. This approach will allow students to appreciate myth's relation to the various ritual, philosophic, and artistic contexts in which they appear, both in the ancient world and beyond.

CORE REQUIREMENT MET: **PRE-1800 and REGIONAL FOCUS**

### **292 - Love's Song--A History**

In this course we will trace the European history of what we today call "love," from Ancient Greece to the Renaissance, and shall do so through a careful examination of the literature that sought to give expression to this ever-changeable and ever-provoking concept: the lyrics of Sappho, the dialogues of Plato, the satirically erotic "technical manuals" of Ovid, the Gospels of Christianity, the troubled Confessions of Augustine, the courtly tales of knights in the Middle Ages, and the great all-encompassing journey of Dante's through heaven and hell in the Divine Comedy. Significant attention will be paid to the way each of these works continues to contribute to our own modern notions of love, in all their ecstatic, heartbreaking, inspiring and frustrating complexity.

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

### **303 - Genres in Classical Literature**

This course examines the meanings, effects, social contexts and historic development of one of the major Classical genres: epic, lyric, tragedy, comedy, (to name but a few). In 2014-2015, the course will focus on the explosion of new literary genres (romantic comedy, in particular, but also biography, the anecdote, and philosophic dialogue) that followed in the wake of Alexander the Great's conquest of Greece, and the subsequent demise of the autonomous Greek city state. Attention will also be given to the long term effects of these new "Hellenistic" genres on subsequent European literary and cultural history, as it was primarily the Hellenistic sensibility (not the Archaic or Classical) that for the next 2000 years that was understood to be

representative of the "Ancient Greek" perspective.  
CORE REQUIREMENT MET: **PRE-1800 and EUROPE**

## **Faculty**

### **Advisory Committee**

#### **Roger Boesche**

*The Arthur G. Coons Distinguished Professor of the History of Ideas, Politics*  
B.A., Ph.D., Stanford University

#### **Eric Frank**

*Professor, Art History & Visual Arts*  
B.A., Dartmouth College; M.A., Syracuse University; Ph.D., New York University

#### **Debra Freas**

*Full-time NTT Assistant Professor, Comparative Studies in Literature and Culture; Advisory Committee for Classical Studies Minor*  
B.A., University of Texas; Ph.D., UC Irvine

#### **Marcia Homiak**

*Professor, Philosophy*  
A.B., Mount Holyoke College; Ph.D., Harvard University

#### **Maryanne Horowitz**

*Professor, History*  
A.B., Pembroke College, Brown University; M.A.T., Harvard University; M.A., Ph.D., University of Wisconsin

#### **Damian Stocking**

*Associate Professor, Comparative Studies in Literature and Culture Department*  
B.A., UC Berkeley; M.A., Ph.D., UCLA

#### **Kristi Upson-Saia**

*Associate Professor, Religious Studies*  
B.A., University of Washington; M.Div., Princeton Theol. Sem.; Ph.D., Duke University

## **Cognitive Science**

Cognitive Science is the science of the mind. Drawing on the fields of mathematics, philosophy, psychology, neurobiology, computer science and linguistics, Cognitive Science studies the nature of consciousness, the interaction of mind and matter, and the relationship between thought and language. Cognitive Science addresses long-standing questions about

the nature of thought, intelligence, perception, emotion, and other aspects of our mental life by employing the methodologies of the contributing disciplines mentioned above, including philosophical reflection and argument, experimental psychology, the modeling of intelligence with machines, and the investigation of the biological basis of cognition.

## **Requirements**

### **MAJOR:**

A total of at least 48 units to be distributed as follows:

#### **Fundamental courses:**

1. Cognitive Science 101: Introduction to Cognitive Science
2. Cognitive Science 242: Computational Approaches to Cognition
3. Philosophy 225: Formal Logic
4. Psychology 306: Cognitive Psychology
5. Cognitive Science 310: Research Methods in Cognitive Science
6. At least one of the following: Cognitive Science 104: Introduction to Neuroscience, Cognitive Science 320: Cognitive Neuroscience
7. At least one of the following: Cognitive Science 330: Linguistics for Cognitive Science, Linguistics 301: Introduction to Linguistics, Linguistics 350: Psycholinguistics
8. At least one of the following: Philosophy 360: Philosophy of Mind, Philosophy 365: Philosophy of Science, Philosophy 370: Philosophy of Language, Philosophy 375: Theory of Knowledge, Philosophy 380: Wittgenstein
9. Cognitive Science 490: Senior Seminar in Cognitive Science

#### **Elective courses:**

Electives can be drawn from the list above, can be a course cross-listed with cognitive science, or can come from the list below. A total of 4 units can be applied to the major from either directed research or independent study.

All students are encouraged to take a statistics course from the list below (e.g., Biology 268, Mathematics 146, or Psychology 201). Those students intending to do an empirical project for their senior comprehensives or who intend to go on to graduate school in cognitive science are strongly encouraged to take one of these statistics courses. Students who intend to go to graduate school in cognitive science or in a related field should discuss course choices with their advisor.

#### ***Cognitive Science***

Cognitive Science 210: Artificial Intelligence  
Cognitive Science 230: Mind, Brain, and Behavior  
Cognitive Science 241: Cognition of Music and Sound  
Cognitive Science 292: Brain Plasticity  
Cognitive Science 295: Topics in Cognitive Science  
Cognitive Science 301: Applied Cognitive Science & Education  
Cognitive Science 343: Probabilistic Models of Cognition

#### ***Biology***

Biology 240: Vertebrate Physiology  
Biology 268: Biostatistics  
Biology 320: Developmental Biology  
Biology 333: Neurobiology  
Biology 340: Advanced Animal Physiology  
Biology 378: Animal Behavior

### ***Computer Science***

Computer Science 311: Data Structures and Algorithms  
Computer 353: Information Theory

### ***Economics***

Economics 305: Game Theory  
Economics 340: Behavioral Economics

### ***English Writing***

English and Rhetoric (WRD) 401: Science Writing

### ***Kinesiology***

Kinesiology 301: Human Anatomy II (nervous system)  
Kinesiology 307: Human Physiology  
Kinesiology 310: Motor Learning and Control

### ***Linguistics***

Linguistics 355: Sociolinguistics

### ***Mathematics***

Mathematics 146: Statistics  
Mathematics 150: Data Analysis  
Mathematics 186: Network Models  
Mathematics 330: Probability  
Mathematics 350: Mathematical Logic  
Mathematics 352: Computability and Complexity  
Mathematics 354: Set Theory and Foundations of Mathematics  
Mathematics 370: Numerical Analysis  
Mathematics 392: Mathematical Models in Biology

### ***Philosophy***

Philosophy 250: Bioethics  
Philosophy 305: Topics in Modern Philosophy  
Philosophy 325: Metalogic  
Philosophy 355: Philosophy of Space and Time

### ***Psychology***

Psychology 111: Origins of Knowledge  
Psychology 201: Statistics in Psychological Science  
Psychology 302: Perception  
Psychology 322(L): Physiological Psychology  
Psychology 403: Psychophysiology  
Psychology 444: Thinking and Reasoning

**Writing Requirement:** To pass the departmental writing requirement students must attain a B- or better in a 300-level fundamental course or 300-level cognitive science class by the end of their junior year.

**Comprehensive Requirement:** In the senior year the student carries out a project or writes a thesis on a topic in Cognitive Science related to their prior coursework. The project or thesis is coordinated with the work of the Cognitive Science Senior Seminar. All majors take the Senior Seminar in the fall semester of the senior year.

**Honors:** Honors in Cognitive Science may be awarded to graduating seniors who demonstrate excellence in their course work and distinction in their senior comprehensive project. To be eligible, students must have a 3.5 grade point average in the major and a 3.25 overall grade point average. In addition, the comprehensive project or thesis must be judged as a "pass with distinction."

**Minor:** A total of 24 units, including Cognitive Science 101 and five other courses any of which can come from the list of fundamental courses or have a cognitive science designation. One of these can be a course without a cognitive science designation from the list of electives for the major.

## ***Courses***

### **101 - Introduction to Cognitive Sciences**

An interdisciplinary introduction to the discovery of the mind through philosophical texts, psychological experiments, artificial intelligence, the study of nerve cells and neural networks and investigations into language. The purpose of the course is to foster an appreciation of the wonder and complexity of minds and brains, both human and otherwise. Not open to seniors in spring semester.

CORE REQUIREMENT MET: **MATH/SCI**

### **104 - Introduction to Neuroscience**

This course provides a basic introduction to the nervous system [for students with little or no experience in this area]. It will include an introduction to how nerve and glial cells contribute to different brain functions. Brain structures and systems and how they act to produce sensory experience, thought, emotion, and memory will also be covered. Other topics might include: factors that affect embryonic development of the nervous system, and the effect of drugs, environment, stress, education, and age on the brain. This course is not open to students who have taken Biology 333, Cognitive Science 320, Kinesiology 301 or Psychology 322.

CORE REQUIREMENT MET: **MATH/SCI**

### **210 - Introduction to Artificial Intelligence**

Can one create intelligent machines-machines capable of posing and solving problems and of interacting effectively with a complex and dynamic environment? If so, how? And what insights into natural cognition do we gain through efforts to create artificial intelligence? Fundamental principles, architectures, and algorithms for machine perception, control, and problem-solving will be addressed. We will also look in detail at strategies for developing intelligent machines,

including traditional Artificial Intelligence and the more recent perspectives of situated and embodied cognition. The laboratory component of the course will involve computing and simple robotic devices. *Prerequisite: COGS 242, or MATH 186, or MATH 210, or permission of instructor*

CORE REQUIREMENT MET: **MATH/SCI**

## **230 - Mind, Brain, and Behaviour**

This course addresses the question: how can we understand the mind scientifically? We will explore answers to this question via a critical survey of neural and behavioral evidence bearing on the nature of core cognitive capacities, including perception, memory, emotion, decision-making, rationality, and consciousness. We will explore these sources of evidence in a comparative perspective, drawing on evidence of both human and (non-human) animal cognition to more adequately characterize the nature of cognition generally.

CORE REQUIREMENT MET: **MATH/SCI**

## **241 - Cognition of Music and Sound**

As part of human cognition, our perception, production, and understanding of music has elicited many questions: What is music in relation to "sound"? Is music an evolutionary adaptation? What is the relationship of music and emotions, or memory? Can music influence perception in other modalities? What is the meaning of music? Can music make us smarter? Is music a language? What is biological and what is cultural in the esthetics of music? This course will reframe many of these questions from the interdisciplinary standpoint of cognitive science, acoustics, music theory, and semiotics to explore music as a cognitive process. Topics will include the perception of pitch, timbre, rhythm, and localization; music and the brain; cognitive aspect of the esthetics of music; the relationship between music and language in terms of their structures and neurological processing; music and memory; music and emotions; music and meaning. We will also discuss the role music plays in cross-modal interactions, either in the real world, or in films and multimedia art works. *Same as MUSC*

*241. Prerequisite: Any Cognitive Science class or Music class, or instructor's approval*

CORE REQUIREMENT MET: **MATH/SCIENCE ? FINE ARTS**

## **242 - Computational Approaches to Cognition**

Computational modeling provides important insights into how the mind/brain may work. We will examine three different approaches that have been used to provide insights into cognition: symbolic methods, connectionism, and probabilistic methods. We will use computer software to explore how these approaches work in practice. Specific applications such as perception, language, and memory will be covered. The assumptions and limitations of each approach, as well as the metaphor of mind/brain as a computer, will be critically considered. This course has a mandatory laboratory component which will include both experimentation and computer programming. No previous programming background is required. *Prerequisite: Cog Sci 101 as prereq or coreq*

*OR prereq of Phil 225, Math 186, 210, 214, 252, or CS 157, 161, 165, or 211 OR permission of instructor*

CORE REQUIREMENT MET: **LAB-SCI**

## **250 - Multisensory Perception and Cognition**

Traditionally, the senses have been thought to operate independently. However, there is increasing evidence that the brain is fundamentally multisensory. This course will explore how the brain encodes input from each of the senses, and how it integrates this information to create our perceptions of the world. We will consider converging evidence from methodologies such as psychophysics, neuroimaging, neural recording, and neurology. The laboratory component of the class will include experiments within individual senses as well as those that explore integration of the senses. Prerequisite: Cognitive Science 101, Cognitive Science 104, Psychology 302, or permission of instructor. *Prerequisite: Cog Sci 101, Cog Sci 104, Psych 302, or permission of instructor.*

CORE REQUIREMENT MET: **MATH/SCI**

## **255 - Data Analysis and Visualization**

The primary goal of this course is twofold: 1) to provide students from a wide range of disciplines with hands-on training to analyze a variety of datasets relevant to their course of study, and 2) to provide them with the tools to understand the rhetorical form and function of different types of data visualizations. Students will consider how questions can be answered using data, learn how to analyze data appropriately, learn to design and present graphs that tell an easy-to-understand visual story, have high impact, and are memorable, and critically consider the assumptions underlying accurate interpretation of analyses and visualizations. Students from any major are welcome.

CORE REQUIREMENT MET: **MATH/SCI**

## **292 - Brain Plasticity**

Mechanisms of brain development, growth, neurogenesis, maturation, and changes that occur during life. Emphasis will be placed on current literature and studies done in nonhuman animals and humans. We will also talk about what it takes to maintain a healthy brain. *Prerequisite: CogSci 101, 104, or permission of instructor.*

CORE REQUIREMENT MET: **MATH/SCI**

## **295 - Topics in Cognitive Science**

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

CORE REQUIREMENT MET: **MATH/SCI**

## **301 - Applied Cognitive Science and Education**

This course will address current cognitive science research as applied to learning and education. The concept of multiple intelligences, as well as strengths and weaknesses of individuals in acquisition of information will be emphasized. We will also cover specific learning disabilities/differences and cognitive styles. *Prerequisite: Cognitive Science 101, declared minor in Education, or permission of instructor.*

CORE REQUIREMENT MET: **MATH/SCI**

### **310 - Research Methods in Cognitive Science**

This course provides students with a foundation to think critically about research in cognitive science and lays the groundwork for the original research that will be done in the senior year. We will examine primary literature, considering carefully the processes involved in moving from a general idea to a specific research question. We will consider the strengths and weaknesses of a range of approaches to studying cognition with a focus on experimental design. Laboratory sessions will introduce students to basic research tools and data collection. The course will culminate in an original research proposal. *Prerequisite: Cognitive Science 101 Corequisite: COGS 310L*

CORE REQUIREMENT MET: **INTERCULTURAL ? LAB SCIENCE**

### **320 - Cognitive Neuroscience**

This course is an introduction to the biology and physiology of the nervous system from the perspective of cognition. The material that the course covers will start with membrane biophysics and the production of electrical signals by nerve cells. Then studies of synapses, learning, memory, and plasticity of neural connections will be covered. Finally, the course will conclude examining models of simple nervous systems (non-human and computer-generated). *Prerequisite: Cognitive Science 101, Biology 130, or Psychology 322, or permission of the instructor. Familiarity with high school or college physics is beneficial. Co-requisite: Cognitive Science 320L*

CORE REQUIREMENT MET: **LAB-SCI**

### **325 - Topics in Artificial Intelligence**

Although modern artificial intelligence no longer resembles cognitive science, many of the underlying ideas take inspiration from and share parallels with descriptions of human intelligence. This course aims to look at some of these topics through both lenses, as well as consider other topics in AI that may be trivial by human standards, but remain open problems in computer science. *Prerequisite: Cog Sci 101, Comp Sci 210 or 211 or instructor permission*

CORE REQUIREMENT MET: **MATH/SCIENCE**

### **330 - Linguistics for Cognitive Science**

Language and cognition are intimately related. For this reason Linguistics has had an extremely strong influence on Cognitive Science. This course studies language and linguistics in the context of Cognitive Science. We will address such questions as how are language and thought related? How is language represented in the brain? How do we process language? To what extent is the human capacity for language innate? Is there a language of thought? What are the best ways to model language acquisition and language processing? We will cover some topics in traditional linguistics, and we will look at current research on connectionist and traditional artificial intelligence approaches to modeling language. Reading will include work by Chomsky, Pinker, McClelland, Rumelhart, Fodor and Elman. *Prerequisite: Cognitive Science 101 or LING 301.*

CORE REQUIREMENT MET: **MATH/SCI**

### **340 - Human-Computer Interaction**

What factors contribute to making a website easy to use versus frustrating to navigate? How can we apply what we know about the mind to design technologies that foster positive user experiences? We will apply cognitive science findings about attention, perception, memory, and more to study how humans interact with technology. *Prerequisite: Cognitive Science 310.*  
CORE REQUIREMENT MET: **MATH/SCIENCE**

### **343 - Probabilistic Models of Cognition**

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

*Prerequisite: Cognitive Science 242, Co-requisite: Cognitive Science 343L*  
CORE REQUIREMENT MET: **LAB-SCI**

### **395 - Directed Research in Cognitive Science**

Directed research with a faculty member.  
*Prerequisite: COGS 101 or permission of instructor*  
2 or 4

### **397 - Independent Study in Cognitive Science**

*Prerequisite: permission of instructor.*  
2 or 4 units

### **490 - Senior Seminar in Cognitive Science**

This course will support senior cognitive science majors as they conduct original research as part of their senior comprehensive requirement. *Prerequisite: Cognitive Science 101 and senior standing in Cognitive Science. Prerequisite: Cognitive Science 101, senior standing in Cognitive Science; or permission of instructor*

## ***Faculty***

### **Regular Faculty**

#### **Andrew Shtulman**

*Associate Professor, Cognitive Science; Psychology*  
B.A., Princeton University; Ph.D., Harvard University

#### **Carolyn Brighthouse**

*Professor, Cognitive Science, Philosophy*

B.A., University of Liverpool; M.A., Ph.D., University of Southern California

**Alan Knoerr**

*Associate Professor, Mathematics, Cognitive Science*

B.A., Oberlin College; Sc.M., Ph.D., Brown University

**Carmel Levitan**

*Associate Professor, Cognitive Science; Advisory Committee, Neuroscience*

B.A., Stanford University; Ph.D., UC Berkeley

**Diana Card Linden**

*Professor, Cognitive Science; Advisory Committee, Neuroscience*

A.B., M.A., Ph.D., University of California, Los Angeles

**Michael Shelton**

*Associate Professor, Spanish and French Studies; Cognitive Science; Affiliated Faculty, Linguistics; Affiliated Faculty, Latino/a and Latin American Studies; Advisory Committee, Group Language*

B.S., St. Cloud State University; M.A., Ph.D., Pennsylvania State University

**Aleksandra Sherman**

*Assistant Professor, Cognitive Science; Advisory Committee, Neuroscience*

B.A., Rutgers University; Ph.D., Northwestern University

**Saul Traiger**

*Professor, Cognitive Science, Philosophy*

B.A., State University of New York, Binghamton M.A., Ph.D., University of Pittsburgh

**On Special Appointment**

**Dylan Sabo**

*Adjunct Assistant Professor, Philosophy*

Ph.D., University of North Carolina, Chapel Hill

## ***Comparative Studies in Literature and Culture***

Comparative Studies in Literature and Culture offers students the opportunity to study the literatures of many different national traditions from a variety of historical periods, and to do so in a uniquely interdisciplinary manner. Both its individual courses and major program of study exemplify the ideals of a liberal arts education, as well as Occidental College's particular mission to prepare its students to engage as fully and fruitfully as possible in a complex, interdependent, and pluralistic world.

The "CSLC" major is rooted in the student's understanding of the linguistic structures of at least one foreign language, as this offers an essential point of entry not only into the study of the literatures within that language, but helps provide an important perspective from which to appreciate the cultural and linguistic differences that comprise any literary tradition. As with any

formal literary study, our students, both major and non-majors alike, can expect to become proficient in the appreciation and interpretation of a whole array of literary texts and genres, as well as the many emerging methods and theories that can be brought to bear upon them. Yet as no one literature exists in a vacuum, but is rather shaped by, and helps shape, the institutions, intellectual perspectives and lived experience of the culture in which it is located, we encourage our students to work with faculty mentors to develop a personalized program of study that would allow each student to engage with his or her chosen literature (or literatures) from a specific disciplinary point of view (for example: literature and music, literature and philosophy, literature and gender, literature and science, ancient and modern literature, the literature of different national traditions).

Students majoring in Comparative Studies in Literature and Culture currently have the option of choosing an emphasis in German, Greek, Latin, or Russian. Other languages offered at Occidental can also be used to fulfill the requirements of the major, but require the approval of CSLC and the other language department. Though it is by no means required, students are also invited to incorporate courses from the Studies Abroad program into the overall design of their major.

## ***Requirements***

**Major:** A major requires a minimum of 11 classes including the senior seminar. Students are required to take courses that reflect the interrelated aspects of the major: a Proseminar in the critical methods that relate the study of language to literature and culture; 3 upper division courses that require extensive reading within a foreign language; one course incorporating both literary and cultural studies, preferably chosen from outside the student's major language concentration (courses outside the department allowed by approval); a course with theoretical emphasis within the department; and finally, two additional "inter-disciplinary" courses which reflect a thematic or comparative language based concentration. The two "interdisciplinary" courses should be chosen in consultation with the student's adviser. Students must pass a language proficiency exam prior to the beginning of their senior year and enrollment in the senior seminar. Please consult the departmental website for current information about courses which satisfy requirements.

**Minor:** A minor in CSLC consists of 5 courses: the department's proseminar and 4 CSLC courses in translation. This minor exposes students to world literature and culture in translation.

**German Minor:** A minor in German language consists of five courses (20 units) numbered German 202 and above. Three of the five courses must be completed as Occidental courses.

**Russian Minor:** A minor in Russian language consists of five courses (20 units) numbered Russian 202 and above. Three of the five courses must be completed as Occidental courses

**Classical Studies Minor** Please see the Classical Studies area of the catalog for information on minoring in Classical Studies.

### **Senior Comprehensive Requirement**

All students majoring in CSLC will be required in their Senior Year to complete a comprehensive project consisting of a Senior Thesis of a minimum of 25 pages, and to present a 15 minute presentation based on the thesis to CSLC faculty and students.

In the fall of their senior year, each CSLC major will enroll in a 4 unit senior seminar and will be expected to produce a full length draft of the comprehensive essay by the end of term. The student will have the winter break and the first month of spring term in his or her senior year to revise the long essay, and to compose their 15 minute presentation. Students graduating in the fall of Senior Year must complete a final draft of the paper and give a short presentation before fall comps grades are due.

The comprehensive essay must include extensive analysis of a foreign language text or texts. The thesis should demonstrate an awareness of its own methodologies, and a substantial knowledge of the critical traditions and contemporary understandings of the texts under consideration. CSLC students will additionally be expected to incorporate into their senior thesis the interdisciplinary perspectives gained in the two thematic-focus courses they have selected for their major. Additional requirements for comps may be required in each language emphasis, particularly if a student uses a language outside of the CSLC major in their comps.

### **Honors**

The Department of CSLC awards Honors to students who have demonstrated excellence in their departmental work. In the Spring semester, CSLC faculty review each Seniors' record of work in the department and make their determinations based on achievement in coursework, sophistication of the comprehensive project, and contribution to the intellectual community of the department.

## ***Courses***

### Classical Studies

Please see the Classical Studies area of the catalog for information on minoring in Classical Studies. [Classics minor](#)

### **200 - In Other Wor(l)ds:Lit,Language,Culture Proseminar**

A survey of some of the most important movements in modern literary and cultural theory, one that emphasizes the ways in which literature and social systems interact within a given culture, with special attention paid to the way in which the formal elements of language (its syntactic and semantic features, its oral and/or written expression) helps constitute our experience of a literature, a culture, and ourselves. To enhance their understanding of the subtle, ever-variable relations between language, literature, and culture, students will be asked to think through examples from a wide variety of geographic regions and time periods.

CORE REQUIREMENT MET: **GLOBAL CONNECTIONS**

### **202 - The Wake of the Ancient**

The object of this course (as the three- or four-fold pun of its title implies) is not only to

celebrate Ancient Literature on the occasion of its supposed passing, but also to highlight the ways in which Ancient Literature has informed the creation of-- and might yet continue to re-inform our understanding of--many subsequent forms of literary expression. The course will begin, therefore, with the close textual analysis of one or more ancient literary works, and proceed with a comparative study of a text (or texts) drawn from later literary traditions, most particularly modern and contemporary treatments (the manifold ways for instance that Joyce draws upon Homer, Derrida upon Plato).

CORE REQUIREMENT MET: **PRE-1800 and GLOBAL CONNECTIONS**

### **222 - Myth: the Greco-Roman gods**

This course is a survey of Greco-Roman myth with a particular focus on the representation, function, and meaning of the gods. Students will study these myths in their original socio-historic contexts but a large portion of the course will be devoted to a historic survey of modern theories of myth. This approach will allow students to appreciate myth's relation to the various ritual, philosophic, and artistic contexts in which they appear, both in the ancient world and beyond.

CORE REQUIREMENT MET: **PRE-1800 and REGIONAL FOCUS**

### **223 - The hero in Ancient Greece and Rome**

This course will focus on ancient heroes in Greek and Roman myth, such as Hercules, Theseus, Jason, and those featured in the Trojan War. Ancient heroes partake of both the divine and mortal realms and as such, help us appreciate the ways in which myths were used in order to interpret the world. We will consider the nature of the heroic through the depictions of ancient writers and artists and consider modern heroic ideals in relation to them.

CORE REQUIREMENT MET: **PRE-1800 and REGIONAL FOCUS**

### **292 - Love's Song--A History**

In this course we will trace the European history of what we today call "love," from Ancient Greece to the Renaissance, and shall do so through a careful examination of the literature that sought to give expression to this ever-changeable and ever-provoking concept: the lyrics of Sappho, the dialogues of Plato, the satirically erotic "technical manuals" of Ovid, the Gospels of Christianity, the troubled Confessions of Augustine, the courtly tales of knights in the Middle Ages, and the great all-encompassing journey of Dante's through heaven and hell in the Divine Comedy. Significant attention will be paid to the way each of these works continues to contribute to our own modern notions of love, in all their ecstatic, heartbreaking, inspiring and frustrating complexity.

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

### **303 - Genres in Classical Literature**

This course examines the meanings, effects, social contexts and historic development of one of the major Classical genres: epic, lyric, tragedy, comedy, (to name but a few). In 2014-2015, the course will focus on the explosion of new literary genres (romantic comedy, in particular, but also biography, the anecdote, and philosophic dialogue) that followed in the wake of Alexander the Great's conquest of Greece, and the subsequent demise of the autonomous Greek city state. Attention will also be given to the long term effects of these new "Hellenistic" genres on subsequent European literary and cultural history, as it was primarily the Hellenistic

sensibility (not the Archaic or Classical) that for the next 2000 years that was understood to be representative of the "Ancient Greek" perspective.

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

German

### **101 - Elementary German I**

Introduces basic language skills, grammar, pronunciation, oral communication, and reading simple prose. Culture taught through readings, videos, and discussions.

### **102 - Elementary German II**

Continuation of German 101.

### **151 - Beginning/Intermediate Conversation I**

Oral practice based on articles in current periodicals and other subjects of general interest. Taught by a German language assistant from the University of the Saarland, under the supervision of a German instructor. Designed primarily for students who have completed German 102. Graded on Credit/No Credit basis; attendance is mandatory. Approximately two hours of work outside of class time required each week. *May be repeated for credit.*

*Prerequisite: German 102 or permission of instructor.*

1 unit

### **152 - Beginning/Intermediate Conversation II**

Continuation of 151. Designed primarily for students who have completed German 102. Graded on Credit/No Credit basis; attendance is mandatory. Approximately two hours of work outside of class time required each week. *May be repeated for credit. Prerequisite:*

*German 102, German 151, or permission of instructor.*

1 unit

### **201 - Intermediate German**

An advanced course to build up comprehension as well as oral and writing skills. Reading and discussion of literary and cultural texts, supplemented with video films and T.V. news on current events in Germany. Practice in essay writing. *Prerequisite: German 102 or equivalent.*

CORE REQUIREMENT MET: **EUROPE and REGIONAL FOCUS**

### **202 - German Stylistics**

Continuation of German 201 on an advanced level. Review of advanced German grammar and exercises in stylistics and essay writing. *Prerequisite: German 201 or permission of instructor.*

CORE REQUIREMENT MET: **EUROPE and REGIONAL FOCUS**

## **232 - Contemporary Germany: Culture and Society After 1945**

This course covers major trends and developments of the cultural history of postwar Germany. Topics include the reconstruction of culture after 1945, the makeup of cultural institutions, the mass media, popular culture vs. traditional culture, the counter culture of the sixties and early seventies, and the problems of unification after 1989. Taught in German, with emphasis on oral presentations and essay writing. Readings include literary texts and documentary material, newspaper and magazine articles. *Prerequisite: German 201 or permission of instructor.*

CORE REQUIREMENT MET: **EUROPE**

## **251 - Advanced Conversation I**

Open to all qualified students, but designed primarily for students preparing for Occidental-in-Germany program. *May be repeated for credit. Prerequisite: German 152 or permission of instructor.*

1 unit

## **252 - Advanced Conversation II**

Continuation of 251. *May be repeated for credit. Prerequisite: German 251 or permission of instructor.*

1 unit

## **273 - The Culture of Weimar**

This course will analyze the political, social and cultural changes in German history after 1918 and will provide an introduction to the wealth of the innovative literary and artistic production of the so-called Twenties. We will focus on the difficult transition from the old monarchy to a parliamentary democracy, the economic and political challenges of the new republic and its slow demise in the early thirties. Some lead topics will be: the rise of film and other forms of popular culture, the styles of Expressionism and Neue Sachlichkeit, the experience of the city, the emancipation of women, and the fight against the onslaught of fascist tendencies. We will read texts by Bertolt Brecht, Ernst Toller, Erich Kästner, Irmgard Keun, Marieluise Fleisser, Kurt Tucholsky, see films (such as *Nosferatu*, *Metropolis*, *Kuhle Wampe* and others) and study the new trends in architecture (Bauhaus), the arts (Beckmann, Kirchner, Heartfield), photography, music and the media. The course is taught in English. German minors and group majors will read some of the texts in the German original. *Prerequisite for German minors and group majors: German 201 or permission of instructor.*

CORE REQUIREMENT MET: **EUROPE**

## **280 - Metropolis: The Modern City as Vision, Text, and Experience**

The onset of industrialization in the 19<sup>th</sup> century created the modern metropolis and the angst and attraction of the lifestyle that went with it. In this course we will examine how writers and intellectuals of the late 19<sup>th</sup> and early 20<sup>th</sup> century described their experience of this new urban environment--analyzing their discoveries and discontents. In addition to fiction by Rainer M. Rilke, Emile Zola, Irmgard Keun, Alfred Döblin, Walter Benjamin and others, we will also discuss seminal texts by architects, urban planners and theorists and look at how visual artists and filmmakers depicted the emerging streetscape of modernity. Students will have the opportunity to explore the impact of modern urbanization in a contemporary and global context

through field trips and class projects. The course is taught in English. This course is not open to 1st year students

CORE REQUIREMENT MET: **INTERCULTURAL and GLOBAL CONNECTIONS**

### **282 - Nazi Visual Culture**

The rise and fall of National Socialism is one of the most intensively studied topics in European history. Over six decades after its collapse, Nazi Germany continues to fascinate the general public, and with good reason. Although the fascist state lasted only for twelve years, it started history's most destructive war while committing crimes of unprecedented proportions. For the most part, it did so with the acquiescence of the German public. This class will investigate the rise of National Socialism as a political, social, and cultural phenomenon. The central focus will be on the decisive role of film and the visual arts as most popular means of mass manipulation.

*Prerequisite: 1st year students cannot enroll in this class.*

CORE REQUIREMENT MET: **EUROPE ? REGIONAL FOCUS ? PRE-1800**

### **288 - The Neo-Nazi Movement**

Decades after the fall of Nazi Germany, there is a growing concern that the spirit of Nazism still lives on. The Neo-Nazi movement continues to exist in Germany. A recent report revealed that one out of twenty 15-year-old boys belong to a Neo-Nazi group. Neo-Nazism is not an exclusively German phenomenon, though - we find similar developments in other European countries, in Canada, and in the US. This course will track the activities of Neo-Nazis in Germany from 1990 to the present. We will analyze the impact of unification on the growth of right wing militancy throughout Germany, and examine examples of Neo-Nazi and skinhead activities as well as the efforts of various governments to control this movement. A key question will be why exactly young people between 15 and 30 are drawn to these groups who often use and develop sophisticated networks. Finally, the question will be asked what the most effective means of combating these movements would or should be. *Prerequisite:*

*Sophomore status or higher.*

CORE REQUIREMENT MET: **INTERCULTURAL and GLOBAL CONNECTIONS**

### **320 - Probing the Limits of Representation: The Holocaust**

Probing the Limits of Representation: The Holocaust in Literature and Film The Holocaust has been positioned at the limits of representation -- as the indescribable, the incomprehensible. The impossibility of adequately expressing the atrocities of the Holocaust stands in contrast to the need to transmit knowledge about this event to later generations. Attempts to represent the Holocaust, to describe and understand this event and its implications, are numerous and have occurred across a wide range of media forms (literature, film, photography, art, music, monuments, etc.), and genres (as in documentary, drama, comedy, science fiction). As the Holocaust recedes in time and the numbers of living historical witnesses and survivors decline, these representations increasingly shape our perception and understanding of the event. This course will investigate literary, filmic, and artistic representations of the Holocaust, focusing in particular on questions of ethics, aesthetics and history. We will begin with a historical survey and then turn to examining the various debates and controversies surrounding the issue of representation of the Shoah and discuss some of the theoretical texts that have shaped the area of Holocaust Studies. Finally, we will explore the ways in which these written, filmic, and artistic cultural artifacts have attempted to narrate the events of the Holocaust, and examine exemplary responses to the Shoah in a variety of media forms and genres. The course will

deal with questions of ethics and aesthetics, such as the meaning of art and the limits of historical representation. What are the aesthetic and ethical implications of creating art about the Holocaust? Does all representation entail an aestheticization of horror? What are the implications of the commercialization of the Holocaust? Students will obtain a basic grasp of the historical events; they will gain an interdisciplinary, personalized, historical, and cultural understanding of this genocide; and are exposed to ongoing debates regarding the limits of representation of the Holocaust. The course is taught in English. *Prerequisite: 202 or 232 for German minors and Group Language majors. SAME AS ECLS 359*  
CORE REQUIREMENT MET: **INTERCULTURAL**

### **325 - Crisis in Europe**

The European project - i.e. the gradual unification of the continent - which had been successful for decades seems to undergo a fundamental crisis at present. This crisis has different aspects. Primarily, it has to do with the economic inequities within the European Union which became tangible in the aftermath of the world economic crisis of 2008. In its wake, the "weaker" economies, mostly at the periphery, were more affected than the stronger ones. But there also other problems, such as the lack of democratic structures as well as strong leadership, the weight of a centralized bureaucracy, and the lack of a European public sphere. The course will take a look at the achievements of the European Union, the multiple reasons for its current crisis and the various attempts to overcome it. *Prerequisite: Open to juniors and seniors*

CORE REQUIREMENT MET: **EUROPE and GLOBAL CONNECTIONS**

### **370 - Seminar on a Selected Topic**

**Bertolt Brecht and the Twenties.** Bertolt Brecht is one of the most influential playwrights and aesthetic thinkers of the 20th century. In order to understand the scope and dimension of his work and its world wide influence this course will focus on the artistic development of young Bertolt Brecht who, in the early Twenties, moved to Berlin, the capital of newly founded democratic Weimar Republic and one of the most important cultural centers of the 20th century, and participated in practically all innovative tendencies and art forms of the time, from Expressionism and Dadaism to New Objectivity, from experimental theatre to radio and film. Some of his great early works, such as the "Three Penny Opera", will be seen in the context of the time, especially the very turbulent last years of the Weimar Republic before Hitler's rise to power. We will also look at Brecht's legendary film "Kuhle Wampe" and visit at least one contemporary production of a Brecht play staged at a theatre in Los Angeles.

**Bertolt Brecht: The Great Plays.** Brecht's great plays changed the stage of world theatre. In order to understand and appreciate their powerful and long lasting influence, all major plays written during Brecht's exile, i.e. in the years between 1933, when he was driven out of Germany, and 1948, when he returned to Switzerland and ultimately Berlin, will be discussed. Aside from detailed analyses of plays such as "Mother Courage", "The Good Woman of Sezuan", "The Caucasian Chalk Circle", or "Life of Galilei" Brecht's developing theory of epic theatre and the general conditions and dilemmas of exile will be discussed. We will also look at Brecht's role in Hollywood, his collaboration on the film "Hangmen Also Die", and his successful attempts to direct his own plays on German and European stages after 1950. Students minoring in German, or majoring in Group Languages or IPS will read most of the texts in the original. Prerequisite for German minor and Group Language majors: German 202 or 232. Open to all other non-first year students. The course is taught in English, no knowledge

of German is required.

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

**Memory, Trauma, and Victim Culture** This course is concerned with the cultural politics of memory and trauma after the catastrophic events of the Holocaust and World War II. We will start with basic questions, such as: Whose memories are sought, and commemorated in the public sphere? What problems do traumatic events present for those attempting to represent them? Is trauma a useful cultural concept? What are the differences between individual and collective memory? The first part of the course analyzes memory and trauma on both the individual level and the collective level, and turns then to the specific processes that occur when traumatic events are remembered by survivors as well as the collective processes involved when memories of traumatic events, such as the Holocaust, are shared with an audience who has no first-hand experience of them.- The second part of the course aims to identify the recent fascination, especially in European and American culture, with the phenomenon of trauma, suffering and victimhood. We will study the cultural politics of trauma and memory in relation to two events - the Holocaust and German suffering during World War II. The unit "Holocaust victimhood and American-Jewish identity" explores how the kitsch nature of popular culture representations of the Holocaust (from the Anne Frank movie of to the very successful TV-series Holocaust to the Hollywood movie Schindler's List) created the paradigm for trauma culture at large. The unit "Germans in collective memory between perpetrators and victims" discusses contemporary German memory discourse which primarily focuses on the experience of German suffering as a consequence of the war and the Third Reich.

However, to recast Germans as victim is highly problematic since the position of victim is already occupied by those people who were persecuted and murdered by the Germans/Nazis. Memory, trauma, and victimhood are crucial aspects of the experiences of Jews and Germans after 1945. A systematic exploration of these aspects (as manifested in a broad variety of cultural forms) promises important insights into recent history and culture.

CORE REQUIREMENT MET: **INTERCULTURAL**

Offered in spring 2012

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

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

very end in 1945.

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

CORE REQUIREMENT MET: **EUROPE**

Offered in fall 2011

**Marx, Freud, and the Frankfurt School.** This seminar will explore the origins of the world famous Frankfurt School, a group of German social philosophers and theoreticians which emerged at the Institute for Social research of the University of Frankfurt am Main in the 1920s who wanted a) to analyze the conditions of modern capitalism and its impact on society in general, on family and social structures, value systems and mass culture, b) critically review the theories of Karl Marx, Sigmund Freud, and Max Weber, and c) to establish the principles and foundations of a 'critical theory.' We'll read and discuss major works by Max Horkheimer, Theodor W. Adorno, Walter Benjamin, Herbert Marcuse, Erich Fromm, Siegfried Kracauer, Leo Loewenthal and others. The seminar will focus on the 'first phase' of the Frankfurt School, its beginnings and its work and development during the thirties and forties - when the school relocated to New York and many of its collaborators lived in other American cities or abroad - and the immediate post WWII period. (A second seminar will follow next year and explore the school's development and its world wide impact in the sixties and seventies.) The course is taught in English. Students minoring or majoring in German will read some of the original texts (especially Marx, Freud, Benjamin, and Kracauer) in German. Prerequisite: Restricted to Junior/senior. Same as CTSJ 370

CORE REQUIREMENT MET: **EUROPE**

**The Frankfurt School, 1945 to the Present.** Social Analysis, Cultural Theory, and Political Action. This seminar will explore the history of the Frankfurt School after World War II when it was re-established in Frankfurt and began to play a crucial role in the development of a 'critical theory' of society and culture during the West German 'economical miracle;' afterwards, with the onset of the German (and international) student movement of the mid-Sixties, it gained international reputation and impacted social, political, and cultural discourses in countries like France, Great Britain, Italy, or the United States. We will study primarily some of the major writings of Th. W. Adorno (especially on art, music, cultural theory, and the lessons of Fascism), H. Marcuse (whose writings on social theory and aesthetics, on 'repressive tolerance' and 'liberation' exerted a strong influence on the student movement), and of J. Habermas who became one of the most influential European intellectuals in the decades after 1970. This seminar is the continuation of an earlier class on the beginnings of the Frankfurt School and its history until 1945; participation in that earlier seminar is not required. The course is taught in English. Students minoring in German or majoring in Group Language or IPS will read some of the original texts in German.

CORE REQUIREMENT MET: **EUROPE**

### **397 - Independent Study in German**

Individual study of a major author, movement, genre, or translation techniques. For students with advanced competence who seek study in an area not included in the department's curriculum. Prerequisite: permission of department.

2 or 4 units

Greek

### **101 - Elementary Greek I**

Study of Alphabet, pronunciation, grammar and culture of ancient Greece. Particularly useful for science majors and pre-medical students.

5 units

### **102 - Elementary Greek II**

Continuation of Greek 101 and reading of adapted Greek texts.

5 units

### **201 - Topics in Classical Philology (Greek)**

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

4 units.

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

### **300 - Women, Power, and Violence in Greek Literature**

This course will focus on two of the most powerful and most feared women in Greek literature, Medea and Clytemnestra. We will examine these women in an ancient and modern literary context by reading Homer, Aeschylus, Euripides, Apollonius, and selections from contemporary scholars. No knowledge of Greek is required.

CORE REQUIREMENT MET: **REGIONAL FOCUS . EUROPE**

### **397 - Independent Study in Greek**

*Prerequisite: permission of the department.*

2 or 4 units

Language

### **260 - Language Learning by Acting**

This new interdisciplinary course is an introduction into theater and drama methods in language teaching, such as improvisation (based on Keith Johnston, Augusto Boal, and others), German and Swiss Drama pedagogy (based on Felix Rellstab, Ulrike Hentschel, and

others), TPR (Total Physical Response, James J. Asher), Biomechanics (based on Wsewolod Meyerhold), and others. We will begin with practical tryouts and discussions on the methods used. Specific Drama Pedagogy in language learning studies (Elektra Tselikas, Manfred Schewe) will be included in the theoretical reflection part of the class. This teaching approach can be applied to different languages depending on the students' backgrounds. A practical application, in conjunction with CCBL, is scheduled for the following year. The course is open to all students interested in language learning and teaching, ESL, theatre, education, and CCBL. *Prerequisite: one year in Language instruction at Occidental or the equivalent.*

CORE REQUIREMENT MET: **INTERCULTURAL**

Latin

### **101 - Elementary Latin**

Introduction to language and culture of ancient Rome. Recommended for students wishing to improve their English vocabulary and grammar.  
5 units

### **102 - Elementary and Intermediate Latin**

Continuation of Latin 101 and reading and interpretation of an original text.  
5 units

### **201 - Topics in Classical Philology (Latin)**

Advanced readings in Latin literature and/or philology, in coordination with a classics course in ECLS (or another department affiliated with the classics program). *Prerequisite: Latin 102.*  
4 units  
Core requirement met: **Europe, pre-1800.**

### **300 - War, Love, and Sacrifice in Latin Literature**

The Romans to a large extent adopted the literary genres of the Greeks before them. In Roman hands, however, the genres of epic and tragedy evolved to reflect contemporary literary tastes and the emergence of Rome as the dominant power in the Mediterranean. In this course, we will consider the themes of war, love and sacrifice in Latin literature by reading Vergil's *Aeneid*, the little *Iliad* in Ovid's *Metamorphoses* and Seneca's *Trojan Women*. Students will explore the differences between "Golden and Silver Age" Latin epic and round out their examination of the course's themes in the context of the tragic genre. No knowledge of Latin is needed (but is certainly welcome). No knowledge of Latin is needed. Same as ECLS 303  
CORE REQUIREMENT MET: **EUROPE ? PRE-1800 and REGIONAL FOCUS**

### **397 - Independent Study in Latin**

*Prerequisite: permission of the department.*  
2 or 4 units

Russian

### **101 - Elementary Russian I**

Introduction to the structure of the Russian language with an emphasis on reading and verbal communication. Films and laboratory assignments complement in-class work. May not be taken for credit by those with more than one year of high school study (grades 10, 11, 12) or one semester of college study of Russian.

### **102 - Elementary Russian II**

Continuation of Russian 101; emphasis on reading and conversation. *Prerequisite: Russian 101 or equivalent.*

### **201 - Intermediate Russian I**

Development of reading skills through the use of original texts by Bulgakov, Chekhov, Pushkin and others; improvement of conversation skills accompanied by a review and expansion of grammar. Films and laboratory assignments complement in-class work. Prerequisite: Russian 102 or equivalent.

5 units

CORE REQUIREMENT MET: **EUROPE and REGIONAL FOCUS**

### **202 - Intermediate Russian II**

Continuation of Russian 201 with emphasis on reading skills; readings by Gogol, Chukovsky, Shukshin, and others. Prerequisite: Russian 201 or equivalent.

5 units

CORE REQUIREMENT MET: **EUROPE and REGIONAL FOCUS**

### **234 - From Pushkin to Chekhov: Russia's Great Century**

Between 1800 and 1900, Russia went from a society without any real literature, theater or art to a world leader in all three areas. This course follows the rapid evolution of Russian artistic output by examining the poetry of Pushkin, the short stories of Gogol, the novels of Dostoevsky and Tolstoy, and the great plays of Chekhov. Russia's evolution in visual art will also be examined through the masterpieces of Repin and others. Course taught in English; no knowledge of Russian required.

CORE REQUIREMENT MET: **EUROPE and REGIONAL FOCUS**

### **274 - Russia's War Epics**

Focusing on Russian literature's greatest depictions of war, this course follows the evolution of war literature in Russia as it transforms from the folk epic to the Romantic tale of adventure to the bloody scenes of Tolstoy's War and Peace, into the Modernist portrayal of moral ambiguity in Isaac Babel's Red Cavalry.

## CORE REQUIREMENT MET: **EUROPE and REGIONAL FOCUS**

### **278 - In Stalin's Time**

Stalin was arguably the first totalitarian dictator who created the model for similar regimes in the twentieth century. This course describes the changes Stalin brought to Soviet society, the terrible consequences of his dictatorship, and the reaction of cultural figures criticized as they rebelled against the system. This course examines those movements through popular culture, film, literature, and first-hand testimony. The everyday life of Soviet citizens will be studied by looking at both permitted and forbidden forms of entertainment. The dissident movement that erupted in the 1960s and 1970s will be examined through the Sotsart artistic movement, as well as short stories that circulated underground throughout the late Soviet period. Finally, the course will look at Stalin's legacy in Putin's authoritarian Russia of the twenty-first century.

CORE REQUIREMENT MET: **EUROPE and REGIONAL FOCUS**

### **282 - Slavic Pagan Culture and its Legacy**

The worldview and beliefs of the early Slavs, particularly the Eastern Slavs, were a complex synthesis of influences: Indo-European mythology, Central Asian shamanism, Scythian animal worship, and ultimately a "paganized" version of Christianity labeled by cultural historians as "dvoeverie" (double faith). This course examines all aspects of this culture as it developed in the years 800-1600 in order to understand how these people viewed the world and how this affected their lives and the development of Slavic culture. Communal village life, legends, folk genres, and mythology, their sources and their legacies, are examined. There is a close study of the phenomenon of the vampire, following its evolution from the Iron Age into eighteenth century Serbia, as a specific case study of how myths are born and persist. The ways in which pagan beliefs were incorporated into Christianity to create the "dual-faith" of the Russian peasant are examined as well. In addition to analytical and historical texts, readings include tales of supernatural beings and phenomena as well as testimony concerning encounters with the supernatural.

CORE REQUIREMENT MET: **Pre-1800**

### **284 - Madness and Murder**

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

CORE REQUIREMENT MET: **EUROPE**

### **340 - The Russian Avant-Garde and Soviet Modernism**

Two of the most explosively important geo-political events of modernity were World War I and the Russian Revolution(s) of 1917. This course investigates the theories and practice of the Russian Avant-Garde in the visual arts, literature, industrial design and architecture in relation to parallel international developments during the Revolutionary period through the rise of Stalin in the early 1930s. Topics include: fragmentation and shifts in artistic perception of time, space

and reality; responses to advances in science, technology and industry; constructivist design, architecture and theater; montage and cinema; consumerism and materiality; artist collectives, manifesti, and the relationship of theory and ideology; cultural imports from Europe and America. Same as ARTH 340

CORE REQUIREMENT MET: **FINE ARTS**

### **375 - Codes and Cultures in the 20th Century**

Two intimately related schools of literary analysis from the early 20th Century, Russian Formalism and Prague Structuralism, staked out fundamentally new theoretical terrain by isolating the functional elements of verbal artistry as discrete objects of rigorous inquiry. Their works merit close inspection as representative of a big bang in theory and cultures of binary encoding that continues to expand and proliferate to this day, subsuming the visual arts, music, cinema, broadcast media, digital computation, the cognitive sciences and espionage. This course traces lines and shifts in the intellectual history of this brief moment through close reading of selected works, and situates theory in the biographies and broader social, cultural and political contexts of its key figures. Course taught in English; no knowledge of Russian required. *Prerequisite: sophomore standing or higher*

CORE REQUIREMENT MET: **EUROPE and REGIONAL FOCUS**

### **397 - Independent Study in Russian**

*Prerequisite: permission of instructor.*

2 or 4 units

## ***Faculty***

### **Regular Faculty**

#### **Damian Stocking**

*Associate Professor, Comparative Studies in Literature and Culture Department*

B.A., UC Berkeley; M.A., Ph.D., UCLA

#### **Debra Freas**

*Full-time NTT Assistant Professor, Comparative Studies in Literature and Culture; Advisory Committee for Classical Studies Minor*

B.A., University of Texas; Ph.D., UC Irvine

#### **Walter Richmond**

*Full Time Non Tenure Track Professor, Comparative Studies in Literature and Culture; Advisory Committee, Group Language*

B.A., Arizona State University; M.A., Ph.D., USC

#### **Katharina Von Ankum**

*NTT Assistant Professor, Comparative Studies in Literature and Culture*

BA, University of Tübingen; MA, PhD University of Massachusetts at Amherst

# Computer Science

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

## Requirements

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

### \* Proficiency in Programming.

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

- CS 155, Web design and programming (2 units; no prerequisite)
- CS 157, Programming in C++ (2 units; no prerequisite)
- CS 161, Programming in Java (2 units; no prerequisite)
- CS 165, Programming in Mathematica (2 units; no prerequisite)
- CS 167, Programming in Matlab (2 units; no prerequisite)

### \* Four fundamental courses

- Math 210: Discrete Mathematics (prerequisite: Calculus 2)
- Math 352: Computability and Complexity (prerequisite: Math 210) or CS 353: Information Theory (prerequisite: Math 210)
- CS 211: Java II and Introduction to Computer Science (prerequisite: CS 161, or equivalent)
- CS 311: Data Structures and Algorithms (prerequisite: CS 211)

### \* Elective courses

- Chemistry 355: Introduction to Bioinformatics (prerequisites: Chem 221 and Bio 130, note that those courses have other prerequisites as well)
- Cognitive Science 210: Introduction to Artificial Intelligence (prerequisite: Cog Sci 242, Math 186 or Math 210, plus some programming experience)
- Cognitive Science 242: Computational Approaches to Cognition (prerequisite: Cog Sci 101, Computer Science 211, Math 210, or Math 352)

- Cognitive Science 343: Probabilistic Models of Cognition (prerequisite: Cog Sci 242)
- Math 186: Network Models (no prerequisite)
- Math 370: Numerical Analysis (prerequisite: Math 212 or Math 214)
- Math 372: Operations Research (prerequisite: Math 210 and 214)
- Geo 355: Paleomagnetism (prerequisite: Geo 105)
- Physics 261: Simulations in Physics (prerequisites: Physics 110 or 115, and pre- or co-requisite of Physics 120 or 125)
- Physics 361: Computational Physics (prerequisite: Physics 340)
- Math 352: Computability and Complexity (prerequisite: Math 210) (if a student takes both Math 352 and CS 353, then one will count as a fundamental course for the CS Minor and the other will count as an elective course for the CS Minor)
- CS 353: Information Theory (prerequisite: Math 210) (if a student takes both Math 352 and CS 353, then one will count as a fundamental course for the CS Minor and the other will count as an elective course for the CS Minor)

**COMPUTER SCIENCE PLACEMENT:** Advanced placement is available to students with qualifying scores on the College Board Advanced Placement Examinations in Computer Science. Those scoring 4 or 5 on the A Examination may enroll in Computer Science 211 without the Computer Science 161 prerequisite.

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

## ***Courses***

### **151 - Programming in Basic**

Introductory computer programming in BASIC, for students with no prior knowledge of programming. Examples and exercises require no mathematics beyond high school algebra.  
2 units

### **155 - Web Design and Programming**

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

### **157 - Programming in C++**

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

### **161 - Programming in Java I**

Introduction to computers and fundamentals of programming in Java. Classes, Objects and

Methods; Variables and data types; Decisions and iteration; Arrays and Array Lists; Java API and important classes such as String, Math, Graphics; Simple algorithms and programming techniques. This course serves as either a self-contained introduction to Java Programming, or the first step in the sequence of courses leading to the Computer Science minor. *Not open to students who have taken or are taking CS 157.*

2 units

## **165 - Mathematica**

Introduction to using Mathematica for mathematical calculation and programming. *Prior programming experience in any language, OR any of the following Math courses: 109, 110, 114, 120, 128, 210, 212, OR 214.*

2 units

## **167 - Matlab**

Introduction to Matlab for scientific computation and programming, including scripts and functions, control structures, arrays and cell arrays, logical indexing, and vectorizing algorithms. Introduction to object-oriented programming. Prerequisite: One 100 level science or mathematics course, or permission of instructor. Given in alternate years.

2 units

## **197 - Independent Study in Computer Science**

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

2 units

## **210 - Fundamentals of Computer Science**

Computer science is about the organization of information and the design of processes that use it. This course teaches students to think computationally - how to break processes down into components that can be then fully described - and to acquire other habits necessary for a computer scientist. Students should come out able to write simple but complete programs of their choosing, and should also be able to diagnose problems in unfamiliar programs.

CORE REQUIREMENT MET: **LAB SCIENCE**

## **210L - Fundamentals of Computer Science Lab**

Laboratory for Fundamentals of Computer Science

## **211 - Java II and Introduction to Computer Science**

Object oriented programming; Inheritance, interfaces, polymorphism; File I/O; Exception Handling; Searching, sorting, and recursive algorithms; Graphical User Interfaces; Applets; Selected Topics in computer science; Selected applications in mathematics and the sciences. *Weekly lab. Prerequisite: CS 161 or instructor permission.*

CORE REQUIREMENT MET: **MATH/SCI**

## 311 - Data Structures and Algorithms

Comparative data structures and analysis of algorithms. Abstract data types. "Big O" notation; Run time and memory allocation considerations; Introduction to computational complexity. Selected topics and applications from Graph Theory, Linear Algebra, Numerical Analysis, Data Compression, *Weekly lab*. *Prerequisite: CS 211*.

CORE REQUIREMENT MET: **MATH/SCI**

## 353 - Information Theory

An introduction to information theory, which will focus on (1) Data: transmission, storage, lossless data compression (such as ZIP, LZW), lossy data compression (found in JPG or MP3 formats), channel capacity; (2) Coding: optimal codes, error correcting codes, the several coding theorems of Claude Shannon; (3) Measures of information: entropy, relative entropy, relation between entropy and information content; (4) Application topics which vary from year to year which might include: signal processing, image processing, pattern recognition, cryptography and data security, quantum computing, data analysis and more. *Prerequisite: Mathematics 210; Recommended: Math 214 and Math 146 or 150*

CORE REQUIREMENT MET: **MATH/SCI**

## 397 - Independent Study in Computer Science

Directed individual study of advanced topics. *Prerequisite: permission of instructor*.  
2 or 4 units

## **Faculty**

### Regular Faculty

#### **Eric Sundberg**

*Associate Professor, Mathematics*

A.B., Occidental College; Ph.D., Rutgers University

#### **Jeffrey Miller**

*Full Time Non Tenure Track Assistant Professor*

B.S. UC Davis; M.A., Ph.D., UC Santa Barbara

#### **Ramin Naimi**

*Professor, Mathematics*

B.S., UCLA; Ph.D., Caltech

## **Core Program**

The Core Program is a cross-disciplinary array of courses required of all students. providing the intellectual foundation for Occidental's commitment to excellence, equity, service, and

community. Core classes ask students to engage in analytic and creative thinking: posing questions from different points of view, solving problems, formulating hypotheses, gathering evidence to support claims and arguments, drawing appropriate conclusions, and expressing ideas clearly. These classes explore the large questions which we believe all students must address in order to participate fully in their academic careers, their vocations, and their lives: questions of human cultures and beliefs, of creativity, and of the physical world. Students are asked to examine previously held ideas in the context of new and challenging ones, to experiment imaginatively, to articulate similarities and differences, and to revise both ideas and written work. Methods and materials vary, in disciplines ranging from the humanities to the social sciences, to science, mathematics, and art; and analytic thinking may take place in the context of a lab, in the close reading of a text, on a stage, in a lecture hall, on a computer screen, in a screening room, or in the field. Assignments will also vary from papers, to arguing a thesis, to problem sets, to research term papers, to lab reports, to paintings.

The first-year Cultural Studies Program Seminars are the centerpiece of the Core Program. These are small seminars, each designed by a faculty member around a topic in his or her field of expertise, emphasizing discussion, critical analysis, and intensive instruction in writing. Students take one seminar in the fall and one in the spring, for a total of 8 units. In the fall seminars, faculty and students jointly explore human culture from a variety of disciplinary as well as cultural perspectives. Spring seminars approach topics from a global perspective and stress the writing of scholarly research-based essays. Successful performance in Cultural Studies Seminars, along with a satisfactory writing evaluation, satisfies the college's first-stage writing requirement (see the [College writing requirement](#)) and is equivalent to two semesters of English composition. The Seminars for the coming year are described below. Students may not drop a Cultural Studies Program Seminar.

In addition, students participate in the study of culture as embodied in the arts and sciences as well as in the humanities and social sciences. We require a minimum of three courses (12 units) taken in academic departments that provide significant experiences in (a) diversity in the United States, (b) global connections between cultures, regions, and nations, and (c) a region of the world other than the United States. One of these (or an additional course) must focus on a period prior to 1800, and one (or an additional course) must treat the theory or practice of the fine arts. Individual courses can meet a maximum of two Core requirements.

Lifelong learning requires a basic understanding of the theory and methods of the sciences. Accordingly, students are required to take a total of three courses (12 units) in the sciences and mathematics. Of the three, at least one must be a laboratory science.

Finally, graduates of the College must demonstrate proficiency in a language other than English. The various ways of satisfying this requirement are detailed in the requirements for Undergraduate Study.

## ***Requirements***

### **1) Culture and Fine Arts:**

A minimum of 12 units (16 or 20 units are recommended) continue and expand on the first-year CSP seminars by situating the study of culture and the arts in specific disciplinary and geographical contexts. Students must enroll in a minimum of four units in each of three different categories. Four units must represent study of historical periods prior to 1800, and

four must be devoted to the fine arts. The pre-1800 and fine arts requirements may be met in courses also representing one of the three major categories of culture requirements, although no course may satisfy more than two requirements. Advanced Placement or International Baccalaureate examinations may not be used to satisfy any of these requirements.

**Students who matriculated at Occidental prior to fall 2013 must meet 12 units of the culture requirement as follows:**

**One** four-unit course must be chosen from each of any **three** of the following six cultural/geographical categories:

Africa and the Middle East (CPAF)  
Central, South, and East Asia (CPAS)  
Europe (CPEU)  
Latin America (CPLA)  
U.S. Culture (CPUS)  
Intercultural (CPIC)

Some of these courses are also designated Pre-1800 (CPPE) or Fine Arts (CPFA).

**Students who matriculated at Occidental in fall 2013 or later must meet 12 units of the culture requirement as follows:**

**One** four-unit course must be chosen from each of the following **three** categories:

Global Connections (CPGC)  
Regional Focus (CPRF)  
U.S. Diversity (CPUD)

Some of these courses are also designated Pre-1800 (CPPE) or Fine Arts (CPFA).

**Courses will be listed in the Catalog and online Course Counts with both pre- and post-2013 designation.**

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2) **Science/Mathematics Requirement.** A minimum of 12 units in science and mathematics. Four units must be in a science course with a laboratory component. The remaining 8 units may be taken from among any of the courses that satisfy the Science/Mathematics requirement. Advanced Placement or International Baccalaureate examinations may not be used to satisfy any of these requirements.

3) **Foreign Language:** 0-8 Units. All students must achieve Language 102-level proficiency in a language other than English. Students may not take Language 101 for credit if they have taken more than one quarter in college or more than one year in high school (grades 10-12)

Placement: Students may begin study of a new language at the 101 level if they have not taken it previously for more than one quarter in college or more than one year in high school (grades 10-12). They are not required to take the College's placement exam. First-year students may take the Occidental College Placement Exam either on-line for French, German,

and Spanish, or during orientation for other languages taught at Occidental if:

- a. they have taken more than one quarter in college or more than one year in high school (grades 10-12)
- b. they have participated in after-school or weekend language programs; or
- c. they have extensive background in but no formal training in a language.

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

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

### **Foreign Language Exemption Policy**

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

### **CORE PROGRAM REQUIREMENTS FOR TRANSFER STUDENTS:**

Transfer students may meet the Core requirements through classes taken before matriculation at Occidental, or through classes taken at Occidental, or (as is the case for most transfer students) through a combination of both. Transfer students must take the equivalent of two Cultural Studies Seminar (8 units or 2 classes), a minimum of 12 additional units or 3 classes in distribution courses in culture (including pre-1800) and the fine arts, as described above, and 12 units or 3 classes in science and/or mathematics, including a designated lab science course. They must also complete the language requirement. Appropriate equivalents are determined in consultation with the Core Program Office and the Registrar.

**Cultural Studies Seminar** (4 units). A conventional English composition class, or a course specified as "writing-intensive," will ordinarily satisfy this requirement. Any four-unit course in Occidental's Department of English Writing will meet the seminar requirement. The first stage of the writing requirement is a different requirement, and is explained under the Writing Program.

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**Culture and Fine Arts Distribution Courses** (Minimum 12 units or 3 full classes, 16 or 20—4 or 5 full classes—recommended). Transfer students must take a minimum of 4 units or one full class from each of three groups listed above (U.S. Diversity, Global Connections, and Regional

Focus), and must take 4 units or one full class in courses designated "pre-1800" and 4 units or one full class in courses designated as "fine arts." The pre-1800 and fine arts requirements may be met in courses also representing one of the three major categories of culture requirements, although no course may satisfy more than two requirements.

**Mathematics and Science** (12 units or 3 full classes). Most transfer students have met at least some of these upon entry. Of these, at least one class must include a laboratory or field component.

All of these Core requirements should be completed by the end of the junior year.

## **Courses**

Cultural Studies Program Fall Writing Seminars

### **Fall 2015 Course**

#### **Fall 2015 CSP "Lab" Courses**

*CSP 1, 2, and 3 are designated CSP "Lab" courses, experimental seminars (often team-taught) designed to engage their students critically and actively in synthesizing knowledge and ideas about an important topic. Students in CSP 1 and 3 will receive 8 units of credit (the equivalent of two courses); those in CSP 2 will receive 16 units. In these classes you'll work closely with faculty with materials and approaches drawn from more than one academic field, developing new, cross-disciplinary perspectives; you'll engage in intensive reading, writing, and discussion; you'll participate in field experiences beyond the classroom; you'll learn to think and work collaboratively, as a member of a diverse intellectual community.*

#### **CSP 1. THE STRUGGLE FOR HUMAN RIGHTS IN MEXICO: REALITIES AND REPRESENTATIONS.**

##### **The Struggle for Human Rights in Mexico: Realities.**

After Mexico's transition to electoral democracy in 2000, two alternative party (PAN) Presidents either failed to act in accordance with the transitional justice movements sweeping Latin America, or actually returned to mano dura (heavy-handed) military practices to battle the drug cartels. Consequently, as compared to South American countries, human rights violations in Mexico have increased rather than decreased since its transition to democracy. This was clearly the case when local police forces, on orders of a mayor, disappeared 43 students in Guerrero state in the Fall of 2014. But this class will do more by documenting both the realities and representations of ongoing human rights violations in Mexico since 1968.

##### **The Struggle for Human Rights in Mexico: Representations.**

Cultural production is central to the struggle for human rights. As cultural artifacts both conceptualize and memorialize social-political trauma, our class will take a close look at the struggle for human rights in Mexico as represented in film, literature and music.

#### **CSP 2. CALIFORNIA (IM)MIGRATION SEMESTER.**

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

Students enrolled in this colloquium will not only get credit for the first year fall seminar requirement, but also will meet one of the Core Program's distribution requirements (United States). The CIS, which comprises your entire fall semester course load (16 units), is a unique opportunity to fulfill three requirements toward graduation (a Core writing requirement, the United States Core requirement, and the Intercultural Core requirement) and elective courses for three majors (CTSJ, Sociology, and Spanish). The prerequisites are a curiosity for learning about California's cultures, a willingness to visit and learn from immigrant communities, a fondness for films and documentaries, and the enthusiasm and patience to work with children. Open only to first year frosh.

### **CSP 3. HEALTH AND HUMANITY.**

This interdisciplinary course will bring together the tools of history, economics and philosophy to analyze the concept of health and the practice of medicine. Students will learn how notions of health and well-being and institutions of medicine are culturally and historically bound, how they participate in a broad network of economic priorities and transactions, and how they are philosophically grounded in conceptions of morality, science, and humanity.

This is an 8-unit colloquium course. Students enrolled in this colloquium will earn credit for the first year fall seminar requirement and will also meet the Core Program's Distribution requirements for Pre-1800 and Global Connections. Students interested in pursuing careers in the health professions—whether as physicians, allied health workers, researchers, or policy experts—are especially encouraged to enroll.

### **CSP 4. FAMILIES IN FLUX: CULTURAL HYBRIDITY, INTERGENERATIONAL CONFLICT, AND THE CONTEMPORARY NOVEL.**

In diasporic and postcolonial fiction, contemporary novelists often examine how cultural hybridity complicates identity: how people navigate the sometimes difficult experience of identifying with more than one culture. While the challenges of cultural hybridity certainly affect individual people in isolation, they can also have a profound influence on relationships between family members, including – and perhaps especially – those who belong to different generations. This course will use novels by Tsitsi Dangarembga, Gish Jen, Patricia Powell, Julia Alvarez, and Jhumpa Lahiri to examine how this linkage between cultural hybridity and intergenerational conflict is represented in contemporary fiction. In the process, our seminar will engage with a diversity of historical issues, from the influence of colonial education in Zimbabwe to the prejudice against Chinese immigrants in nineteenth-century Jamaica and Dominican immigrants in the twentieth-century United States.

### **CSP 5. RACIAL VIOLENCE IN U.S. HISTORY AND MEMORY.**

How do we remember episodes of racial conflict and violence in the United States? In remembering and recounting the past, what is left out and what is included? What do these erasures and retellings suggest about how Americans have come to terms with the darker dimensions of their national past? This course explores these questions and more using a

range of historical topics including North American slavery, the Mexican American War, Indian removal, continental expansion and overseas imperialism, Japanese internment, twentieth-century civil rights struggles, and finally, the 1992 Los Angeles riots.

### **CSP 6. PUPPETS ON FILM!**

Puppetry is one of the oldest forms of performative art and has been used for (literally) thousands of years to explore and express what it means to be human. In this course, we will engage in a critical, philosophical, and psychological study of puppets on film, focusing in on the unique roles played by artificially-animated inanimate bodies in a medium whose greatest promise is realistic live action. Our readings and screenings will touch on diverse forms and techniques, from marionettes to shadow puppetry to ventriloquism, and they will span the history of cinema, from early silent experiments in stop-motion animation to the new digital technologies that are capable of turning the human body into either a puppet or puppeteer, such as cgi (computer-generated imagery) and motion capture.

### **CSP 7. THIS IS YOUR BRAIN ON ART.**

Art – be it visual, music, dance, or literature – is an extraordinarily powerful experience driving much of our behaviors. This class will explore our attraction to the arts touching on questions like, what is art? What factors shape our preferences? What happens in the brain of the beholder while experiencing a work of art? And, what happens in the brain of the artist during spells of creativity? To answer these questions, we will draw on various perspectives in cognitive science, introducing current and historical theories of art perception based in philosophy, psychology, museum studies, and neuroscience.

### **CSP 8. MAKING IT NEW: MODERNITY, MODERNISM, AND THE AVANT-GARDE.**

During the first half of the 20th century—a time of great social, political, and technological change—many writers, artists, and musicians sought new and innovative modes of expression. While their works varied in both genre and style, modernists shared a common desire, in the words of the poet Ezra Pound, to “make it new.” Focusing on the period from 1870 to 1970, this interdisciplinary course will examine the history of a tumultuous century through an exploration of the radically new forms of literature, art, and music it produced. How did writers, artists, and musicians deal with issues of race, gender, and sexuality? How did they react to brutal wars and periods of intense political oppression? And what exactly does it mean to be “avant-garde”? From Wilde to Woolf, Kandinsky to O’Keeffe, Stravinsky to Sgt. Pepper, this course will examine what it means to create modern works for a modern world. Open only to first year frosh.

### **CSP 9. CHANGING ASIA, CHANGING THE WORLD: STUDENTS MOVEMENTS IN ASIA.**

Some have discounted the youth of our society as apathetic and trivial, becoming further distanced from society at large and ever more self-absorbed in their own cyberworlds of social media and networking. In the recent past, however, the strength and ideologies of youth toppled governments and changed the world. The focus of this course will be on examining and analyzing pivotal historical student movements in Asia: the Anpo movements in 1960s Japan, the democratization movement of the 1980s in Korea, and finally 1989’s Tiananmen Demonstrations in China. Points of comparison are the student movements in 1960s America and the most recent Occupy movements.

### **CSP 10. HUMAN RIGHTS IN LATIN AMERICA IN LITERATURE AND FILM.**

Until not long ago, Latin America was best known for its economic, social, and political turbulence. With most of the region in the hands of authoritarian governments, human rights

violations were widespread and ranged from a lack of free elections to "disappearances" and state-sponsored genocidal violence. Today the region is, to varying degrees, almost all democratic, but problems such as drug-related violence, poverty, and arbitrary criminal justice systems still take a toll on individual rights. Yet the region should not just be known for its problems. Argentina's post-dictatorship experience has become a model in transitional justice studied around the world, and Mexico has adopted important changes in its criminal trial procedures. Today there are many resources available for the promotion and protection of human rights in Latin America -- from national legislation promoted by local activists, to treaties and a regional court. While focusing on political, social and legal developments rather than on literary analysis, this class relies substantially on short stories, a play, testimonial essays and films to explore human rights-related problems and progress in Latin America over the last 60 years.

### **CSP 11. GENDER AND POP CULTURE.**

From Beyoncé to David Beckham, from *Girls* to *Mad Men*, contemporary pop culture helps shape not only our understanding of what it is to be a woman or a man in the twenty-first century, but also our understanding of what it is not to meet the criteria for either of those categories. This course will examine how gender is represented, constructed, and contested through pop culture. We will begin with some key readings on the social construction of gender and its intersections with other markers of difference, such as sexuality, race, and class. From that foundation, we will explore depictions of gender in recent television, film, music, advertising, print, and online culture, using our own expertise as consumers of pop culture to question how these forms both reinforce and challenge existing gender norms and why they are so instrumental in shaping our understanding of gender.

### **CSP 12. REACTING TO THE PAST.**

In "Reacting to the Past," students participate in role-playing games that enable them to relive important intellectual debates in three separate historical moments. In "Threshold of Democracy: Athens in 403 B.C.," students draw on Plato's *Republic* as well as excerpts from Thucydides, Xenophon, and other contemporary sources to debate the prospects for Athenian democracy in the wake of the Peloponnesian War. In "Rousseau, Burke, and Revolution in France," students enter the intellectual and political currents that surged through revolutionary Paris in 1791. And in "Defining a Nation: India on the Eve of Independence, 1945," students participate in the struggle to reconcile religious identity with nation building, perhaps the most intractable and important issue of the modern world.

### **CSP 13. POPULARS, JOCKS AND NERDS: PEER RELATIONS IN CHILDHOOD AND ADOLESCENCE.**

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

### **CSP 14. THE AMERICAN DREAM: CRITICS AND TRUE BELIEVERS.**

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

### **CSP 15. HOW TO UNDERSTAND THE WORLD, AND LIE, WITH MAPS.**

“Wars of nations are fought to change maps. Wars of poverty are fought to map change.”  
Muhammad Ali.

Maps have powerful, sometimes outsized effects on people. Changes in mapping technology and geographic information will powerfully affect your future. In this course, you will develop and skills and appreciation for maps and map-like images. You will learn different mapping techniques, make your own maps using computer and internet-based tools, and interpret maps made by others. You will evaluate real and imagined spatial relationships, the psychology of maps, how all maps lie (they have to...) and how they are used as propaganda by examining topics including segregation, disease clusters, environmental quality, natural hazards, crime and safety, and metrics of sustainability.

### **CSP 16. W(H)ITHER THE GODS?**

This course is a survey of the gods in Greco-Roman myth with a particular focus on the representation, function, and meaning of the gods. We will consider how and if these ancient gods have survived in modern contexts in order to deepen our understanding of them.

### **CSP 17. LITERATURE AND PHILOSOPHY: DIONYSUS IN MODERN THOUGHT.**

More than simply a “god of wine,” Dionysus was for the Ancient Greeks a god of ecstatic self-abandon, of gushing fertility, of violent dismemberment and unexpected rebirth. In myth he was attended by crazed Maenads and mischievous Satyrs; amongst humans we has worshipped with festive dances, communal shouts, ritual obscenities, and (perhaps most importantly) with poetry—with the literary genres of ode, comedy and tragedy that were invented specifically to honor him. What could be farther, we might ask, from the cool, reasonable practice of philosophy than this wild, uncanny, irrational god? And yet, as we shall see in this class, this reckless god of madness and poetry stands at the foundation of some of the most important ideas in modern philosophy—Hegel’s phenomenology of spirit, Nietzsche’s will to power, Heidegger’s philosophy of being. Beginning with an exploration of Dionysian poetics, this course will attempt to show what Hegel, Nietzsche, Heidegger and others found so inspiring in this ancient god, and what the writers and thinkers of our own time might find in him still.

### **CSP 18. A GLOBAL HISTORY OF ANARCHISM.**

This course looks at world history from the late 19th century into the 20th century by following the development of the global anarchist movement. We will look at cases from France, Russia, Italy, England, Spain, Latin America, China, Japan, and the US through primary and secondary source readings as well as film. These diverse anarchist movements were connected by global flows of migrants, ideas, and practices, and shaped by a new imagination of the world in response to imperialism and capitalism. We will end the course by looking at the revival of anarchism from the 1960s to the present.

### **CSP 19. BURNING UP THE SCREEN: SLAVERY AND EMANCIPATION IN FILM AND HISTORY.**

Course Description: The 2014 Best Picture Oscar awarded to Twelve Years a Slave is just one sign that the historical subject of slavery is receiving unprecedented national attention in

popular feature films. This course will analyze the representation of slavery and emancipation in film. We will view several important works such as *Gone with the Wind*, *Beloved*, and *Sankofa*, analyzing them in light of published slave narratives, primary historical documents, historical scholarship and film criticism. Participants in the class will think and write about how film depicts the historical experiences of slavery and we will analyze underlying issues of race, gender, violence, and struggles for freedom illuminated in feature films. The course begins with film and readings centered in US southern slave society and culminates with a comparison of *Twelve Years a Slave* to the historical narrative.

### **CSP 20. GREAT IDEAS AND HEALERS IN THE HISTORY OF MEDICINE.**

From the Hippocratic Oath in ancient Greece to the sophisticated medical technologies of today, we will explore the work of female and male nurses, midwives, doctors and inventors, who devoted themselves to the art of healing through the ages.

### **CSP 21. SPORT IN FILM.**

From *The Freshmen* (1925) to *Rocky* (1976) to *Bull Durham* (1988) to *Remember the Titans* (2000) to *Blue Crush* (2002) to *Bend It Like Beckham* (2002) to *The Fighter* (2010) sport has been a central theme in film for close to a century. This course will explore such topics as race and class, gender, sexual orientation as depicted in sport film. Students will explore additional topics including motivation, personality, friendship, competition and group dynamics through film (an additional 2hrs is spent per week viewing films).

### **CSP 22. LESSONS FROM THE GREAT PHILOSOPHERS.**

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

### **CSP 23. THE NEW CAMPUS ANTI-RAPE MOVEMENT.**

This course examines political activism around sexual violence on college campuses in the United States. Students will analyze the causes and consequences of the campus rape epidemic, the history of activism around this issue, the contemporary legal and political landscape, new networked social movements, and best practices for addressing sexual violence on college campuses.

### **CSP 24. VISUAL STORYTELLING AND NARRATIVE FILM.**

Through readings, review of films from a variety of genres, hands-on visual projects, writing exercises, and class presentations this course will explore, examine and analyze the complex relationships between Production Design (Settings and Costumes), Lighting, Composition and Editing that create the images of narrative film. Our framework will be the investigation of the basic principles of visual storytelling and the development of a set of evaluative criteria with which to critique the form, content and style of films from various eras and genres—mystery, comedy, epic, and musical. The goal of the course is for the student to develop a greater understanding of how visual storytelling functions as well as an awareness of the applications and implications of these principles beyond cinema. The focus of the course will be developing the student's critical eye, exploring the practice of visual storytelling and fostering improvement of writing skills.)

**CSP 25. ACADEMIC LITERACY; ACADEMIC IDENTITIES.**

This course begins and ends with what it means to develop an academic identity and one's own academic literacy in the post-secondary institution. Our course explorations will include an analysis of your own literacy history as well as its intersections with race, class, economics, education and other interconnected aspects of life and culture. Ultimately, we will develop personal and collective theories about academic literacy's integration with identity and as a social phenomenon. Our reading and writing tasks will investigate and complicate academic literacy as a powerful social activity and will help us develop understandings of writing and reading as social actions that contribute to personal and group dynamics and definitions. This course is designed to be collaborative and speculative as we build upon existing knowledge about academic literacy and value our own experiences as readers and writers.

**CSP 26. IDENTITIES AND SOCIAL RELATIONS IN DIGITAL CULTURE.**

As media pundits, technocrats, policymakers and other prognosticators of culture remind us daily, digital technology continues to broaden its significance in our lives at a rapid pace: from leisure to work; from the mundane to the spectacular; from the private to the public. Drawing from new media studies, information and communication studies, and cultural studies, this course will evaluate, historicize and critique various assessments of contemporary digital culture that range from techno-utopia to techno-dystopia. This course will situate the issues of identities and social relations beyond the familiar discourse of the "digital divide," in order to deepen our ability to examine our individual and collective relationship to recent developments in digital technology. We will also draw from works of fiction and film to address the overarching question of the course: "What does it mean to be a 'digital native' in the current age of multiculturalism and information economy?"

**CSP27. HIP & COOL: A STUDY OF DISTINCTION & EXCLUSION.**

What is a hipster? The meanings of hip and cool, as well as hipsters and cool cats, have shifted through the years. They are categories within space, place, and time, contextualized within subcultures, and situated by social class, income, race, and various other demographics. This course will be an exploration of the past, present, and future of hip and cool. Learning will be grounded in academic and popular texts, and informed through ethnographic field investigations of the in situ production of the hip, the cool, and the hipster in Los Angeles.

**CSP28. ROOTS/ROUTES IN OCEANIA.**

Oceania is comprised of a "sea of islands" that crisscross an ocean that have been boundless for ages. It is within this context that art reinforces and acknowledges intersections between Oceanic communities. This course will consider the role of the visual in shaping pre-colonial, colonial, and postcolonial notions of tradition, culture, society, and identity amongst Pacific Island nations. An exploration of painting, sculpture, tattoos, music, clothing, and performance created by Pacific Islander artists will illuminate the ways in which the arts have served as commentary about indigenous interconnectivity and critique of global cultural contact as it appears in the media, tourist economy, and contemporary art market.

**CSP 29. POLITICS, CULTURE, AND SPORTS.**

Sports offer paths to glory for athletes; they create shared emotional experiences for competitors, spectators, and fans; they give cities, states, and nations a common purpose. What, then, can sports teach us about politics, culture, and society? This class uses critical theory to study amateur and professional sports in the contemporary United States. Students

will analyze sports institutions, organizations, and teams to explore ethics, racial and social justice, patriotism and nationalism, and economics. Specific topics may include college athletics, team mascots, concussion epidemics, the public financing of sports stadiums, marketing practices, Olympic boycotts, and doping. By thinking analytically about sports, students will reflect on how the industry shapes narratives about opportunity, identity, and nationhood.

## ***OTHER COURSES***

### **CSP 98. EXPERIENCING LOS ANGELES CULTURES.**

This course is designed to expose students to some of the many cultures of Los Angeles, a vibrant microcosm of the "complex, interdependent, pluralistic world" of the 21st century described in Occidental College's mission statement. Students may acquire one semester unit of credit for participating in five off-campus "cultural encounters" during a semester. Students will select these events from a list compiled each year by the Core Program or they may propose their own experiences for approval. A short two-page paper is due on the last day of class.

This course is graded CR/NC only and will not meet specific Major/Minor or Core requirements. Students may take this course twice, for a maximum of two units being applied toward graduation.

1 unit

### **CSP 99. EXPERIENCING THE ARTS.**

This course is designed to expose students to the arts, to broaden their cultural horizons, and to instill in them a desire to expand their knowledge of and attention to the arts. In addition, the course is designed to prepare students for life-long learning, for engaging in their communities, and for having the basis for further exploration in the field of the arts. Students may acquire one semester unit of credit for attending eight on-campus events during a semester. Students will select these events from a list of events compiled each year by the Arts Committee; at least two of the events attended must combine an arts presentation with a lecture or discussion by the artist or a faculty member. A short two-page paper is due on the last day of class.

This course is graded CR/NC only and will not meet specific Major/Minor or Core requirements. Students may take this course twice, for a maximum of two units being applied toward graduation.

1 unit

Cultural Studies Program Spring 2015 "Global Issues" Research Seminars

### **CSP50 CULTURE OF FOOD.**

What do you like to eat? Who prepares your food, and who is at the table eating it with you? In this course we will take on these and related questions, covering aesthetic, historical, social, and cognitive approaches to food studies. In addition to critically examining cross-cultural aspects of food culture, students will engage with Los Angeles food culture.

*This is an 8 unit colloquium and seminar course. Students enrolled in this colloquium will not only get credit for the first year spring seminar requirement, but also will meet the Core Program's Cultural Studies Distribution requirement for Global Connections.*

**CSP51 DOCUMENTARY DISCOURSE.** Provides students with writing instruction situated in documentary film. For better or worse, documentary has become one of the main ways we access truth today. We will write about a variety of non-fiction films, treating them as examples of visual argument. Some possible themes include mockumentary, visual anthropology, rockumentary, queer documentary, propaganda films, and many others. Scrutinizing the truth-telling techniques of the directors, we will test the limits of non-fiction filmmaking. Students will come away from this class understanding what makes for effective arguments, both in their own writing and in documentary film. Effective composition will result from an awareness of the importance of audience, voice, context, and argument.

**CSP52 JAPAN AND KOREA THROUGH FILM AND FICTION.** Through the mediums of cinema and fiction, this course will introduce students to the similar, yet vastly distinct, societies and histories of Korea and Japan. In addition to work from great storytellers such as Ozu Yasujiro, Natsume Soseki, Lee Changdong, and Ch'ae Mansik, we will look at some less "celebrated" and perhaps more popular works. At the end of the semester, it is my hope that students will not only come out with a better understanding, but more importantly a greater appreciation and interest in the Korean and Japanese peoples.

**CSP53 BECOMING AMERICA: THE SHORT STORY.** Following the revolution, America gradually evolved a collective self-image different from that of Europe. One way to track this construction of our national identification is through one of our favorite media of representation, the short story. This class will trace the development of the short story from the early 19th century to recent post-modern versions. While the chronological expanse of our seminar will be vast, our readings each week will be relatively brief. Our focus will be on intensive understanding and responsible contextualization and analysis. While we will attempt to master the basic elements of narration theoretically, we will also try to understand the specific innovations of each writer as they contribute to the formation of our collective mythology.

### **CSP54 REMAKING THE WORLD: THE EUROPEAN REVOLUTIONARY TRADITION.**

This seminar traces the development and history of the revolutionary tradition in modern European history. We begin with the paradigm shifts of the Enlightenment and the French Revolution and follow their legacy and impact through the nineteenth and twentieth centuries. The course focuses on the revolutions and revolutionaries that changed the way people understand their relationship to politics, society, culture and one another. We will ask a number of questions, including: what sparks a revolution? Who makes a revolution? When do they succeed and when do they fail? We look closely and critically at the effect of European ideas and practices of revolution -- from the French Revolution to the student revolts of 1968 -- upon American democracy.

**CSP55 ANIMAL ETHICS.** Humans eat some non-human animals, keep others as pets,

perform scientific experiments on others, keep some in zoos, and hunt others for both food and sport. The complex relationship between human and non-human animals raises a host of important moral questions: What do we owe to non-human animals? Do animals have rights? Are we morally permitted to eat/experiment on/keep in zoos/hunt non-human animals? What is the relationship between concern for non-human animals and concern for the environment?

### **CSP56 REINVENTING THE “ART OF THE WEST” AT THE AUTRY: CURATION AS CULTURAL PRACTICE.**

In the summer of 2013, the Autry opened a new set of galleries that joined works of art from the collections of the Autry and Southwest Museums. The newly renovated galleries embody a dramatically different story about the “Art of the West” than has been offered since the museum opened in 1988. The exhibition integrates works by Native American, Euro-American, Hispanic and other artists within spaces previously given over to paintings, sculptures, and objects of material culture by European American artists. Students in this seminar will learn about how scholars have traditionally written the art history of “the American West”, while simultaneously considering the impact that multiculturalism and more community-entered museum practice has had on institutions like the Autry. In this course, students will interact with Autry Curatorial, Library, and Education department staff; conduct research on individual objects on view in the Autry’s exhibition; and create a collaborative digital project demonstrating the scope and significance of that research.

**CSP57 KNIGHTS, MONSTERS, SORCERERS, AND SARACENS: IDENTITY AND ALTERITY IN THE ROMANCE GENRE.** Though the idea of the romance narrative today often calls to mind tawdry love stories featuring heaving bosoms and uncontrollable passions, earlier examples of the genre tell different stories: sprawling, episodic narratives of chivalry, crusades, the supernatural, and yes, occasionally even love. This course will explore questions of identity and otherness in romances from the Middle Ages through the present day. Beginning with medieval romance—the ancestor of the modern-day novel—we will examine others and outsiders in these texts, assessing the function of characters who are marked by a difference in nationality, race, religion, or body. What do figures such as the Sultan of Babylon, the Green Knight in King Arthur’s court, and the recurring “loathly lady” represent, and what do they say about the cultures that created them? How can we understand the relationship between sameness and otherness, identity and alterity, through these figures? Readings will include medieval texts, a Gothic novel, and contemporary variations on the genre such as the Harry Potter books.

### **CSP58 FROM THE PHONOGRAPH TO AUTO-TUNE: EXPLORING THE CULTURES OF RECORDED MUSIC.**

Writing in 1906, the American composer John Phillip Sousa expressed grave concerns about what he termed the “menace of mechanical music.” According to Sousa, the advent of devices like the player piano and the phonograph threatened to remove “the human skill, intelligence, and soul” from music and reduce it to little more than “a mathematical system of megaphones, wheels, cogs, disks, and cylinders.” More than a century later, musicians and audiences today have embraced musical technology in ways that would have been inconceivable in Sousa’s time. How did the introduction of such technologies transform musical culture at the turn of the twentieth century? And how has the subsequent development of new musical technologies changed the way people both produce and listen to music? Through the examination of a diverse range of literature, films, archival materials, and sound recordings, this course will explore the complex and continually evolving relationship between music and technology -- from the primitive phonograph introduced by Thomas Edison in 1877 to vibrant culture of digital

sampling, MP3s, and Auto-Tune of the present day.

**CSP 59. FROM REVOLUTION TO CATASTROPHE: CONTEMPORARY NARRATIVES OF UPHEAVAL.** The 20th and 21st centuries have seen and continue to see the reoccurring, often violent upheavals, which in the most fundamental ways, have come to define who we are and how we interact with each other. These upheavals can take the form of revolutions as people challenge the status quo and shift the seat of power in the effort to build better realities for themselves. From Tiananmen to Tahrir Squares, while always fraught with hardship, this process can be a peaceful one. However, too often we must bear witness to the catastrophic consequences that come with the aftermath of the revolutionary process: the displacement of thousands from their homes, the continued violence upon the innocent, and the collapse of economies that leave regions in turmoil for years to come. In the specter of these upheavals, how do we make sense of the devastation? How do we work through the trauma? How do we attempt to reclaim our humanity despite the brutality? These are just some of the questions this course will be grappling with as we explore film and literature set in places that have seen major upheavals, among them the U.S., Cuba, Iran, South Africa, Japan, and Pakistan. Together will examine how people's lives are shaped by the catastrophic events that precede or follow revolutionary struggles, and consider the role of these cultural productions in representing these experiences.

**CSP60 THE DEMOCRATIC IMAGINATION.** Few political ideas have engaged the public imagination with as much moral force and political complexity as democracy has since the classical period. This course is an exploration of the ideal of democracy in the political imagination of prominent philosophers, politicians, activists, and artists from ancient Greece to the present. The aim of the seminar is to introduce students to major themes in the study and experience of democracy: the balance between liberty and equality; pluralism and difference; membership and exclusion; moral versus political sources of legitimacy; radical versus deliberative democracy; democracy and war; democracy and social justice; and the relationship between democracy and the humanities. Democracy's appeal and inclusive functioning stem from the way in which the pursuit and struggle for, and the continual elaboration of, democratic ideals reflect and speak to the multiplicity of voices and experiences in society. This course introduces students to the lives and circumstances that account for the evolution of democracy as both a political form and an idea in the modern imagination.

**CSP61 BLACK PARIS: THE HARLEM RENAISSANCE AND THE FRENCH CONNECTION.** During the early 20th century Paris was a center of intellectual activity for writers and artists of the Harlem Renaissance as well as Caribbean and African thinkers. This course will examine the international elements of the Harlem Renaissance, addressing themes such as Jazz Age Paris, the Pan-African congress, Negritude and Garveyism. Readings will include works by and about figures such as W.E.B. Du Bois, Langston Hughes, Josephine Baker and Léopold Senghor.

**CSP 62. THE PRISON INDUSTRIAL COMPLEX.** Americans are simultaneously fascinated and repulsed by prisons, prisoners, and prison life. A consistent reminder of this fascination is the proliferation of an array of reality TV programs exposing life behind prison walls and the popularity of fictional programs and movies about prison life. This course transcends the voyeuristic obsession with prisons and takes a meaningful look at the reality of imprisonment. My personal contact with prisons and prisoners during my years as a public defender and prisoners' rights advocate has taught me that the prison population exists outside of the democratic sphere. This experience has afforded me a deeper appreciation and

understanding of core democratic principles of freedom, civil liberties, human rights and equal protection and has energized me to advocate for those principles on behalf of disenfranchised individuals and communities. I believe that students who study incarceration will develop a greater appreciation and understanding of broad democratic principles.

**CSP63 THE TRICKSTER IN CHINESE NARRATIVE.** An archetypal character appearing in myths, folk tales, religious texts, and literature, the trickster ironically transgresses cherished social conventions and beliefs in order to create new or reaffirm existing conventions. This seminar will first examine the trickster as a literary motif and question how such a construct can limit our understanding of the trickster of specific times and places. We will then explore how Chinese writers used the trickster to challenge literary and cultural norms in a variety of texts, including historical, religious, and philosophical texts; literary and folk tales; and the Ming-dynasty novel, *Journey to the West*, featuring the naughty Monkey King, Sun Wukong.

**CSP64 GENDER, LABOR, AND THE WORK OF ART: WOMEN ARTISTS IN TRANSNATIONAL AMERICAN FICTION.** Although portrayals of traditional “women’s work” or domestic labor are common in transnational American literature, a variety of diasporic women writers living part-time or full-time in the United States have published fiction that complicates this conception of women’s labor. In the work of authors such as Gayl Jones, Ntozake Shange, Jamaica Kincaid, Edwidge Danticat, Cristina García, Anita Desai, and Chimamanda Ngozi Adichie, female characters emerge whose artistic identities are inseparable from their work lives. This course will examine recent novels, novellas, and short stories in which women painters, photographers, singers, instrumental musicians, dancers, and writers seek to make artistic production their vocation, embracing it as an alternative to domestic labor. In the process, our seminar will consider the unique challenges facing women artists working in a variety of mediums and a range of socioeconomic contexts, both in the United States and abroad.

**CSP65 URBAN FICTIONS: THE MODERN CITY IN LITERATURE AND OTHER ARTS.** This course will examine texts of fiction, poetry, essay, music, film and graphic arts that have as their subject the problems and promise of urban life in major world-cities of the 19th and 20th centuries. Among the cities we may explore through their imaginative representation are London, Paris, New York, Los Angeles, Hong Kong and Mexico City. Field study in Los Angeles may be incorporated as pertinent events or opportunities come up.

**CSP66 THE EXPERIENCE OF WAR.** This seminar will study and reflect on the literary, filmic, and historiographic descriptions of wars in the 20th and 21st century, with an emphasis on WWI, WWII, the Vietnam War and the recent war in Iraq. How are the reasons for “going to war” presented, who promoted them? Who fought against the wars? Why were the voices of the opponents not heard? How are the dead and the victims commemorated? Do we learn from wars and are they still accepted as “natural” events? What are the limits of re-presenting wars in literature and film.

**CSP67 RENAISSANCE INDIVIDUALS.** Experience the European Renaissance of the 14th through 17th revival, artistic and scientific innovation, religious reform, and global exploration. Consider the relationship of contemporary “individuality” to the characteristics of men and women of early modern times. Films will highlight the multi-varied individual, like the courtesan and poet Veronica Franco, as well as the confrontation between artist Michelangelo and military pope Julius II. A source reader will provide practice in analyzing texts, as well as objects of material culture, in an age of encounters between cultures. For a research-based

essay utilizing evidence from the times, each student will focus on two individuals in a field of the student's interest such as politics/diplomacy; court life; sexuality/gender; crafts and the arts; reformation in religion; scientific experiment and enlightenment; mapping the globe; or travel and encounter. Learning collaboratively, students examine the lives of a diversity of men and women and the controversies their lives provoked.

**CSP68 MUSIC AND TRANCE: HOW MUSIC INFLUENCES THE ECSTATIC STATE THROUGHOUT THE GLOBE.**

This course explores the relationship between music and consciousness in different world cultures with the intention of developing an understanding of the role that music plays in ecstatic experiences. This course draws on ethnomusicology, psychology, anthropology, dance ethnology, and religious studies.

**CSP69 POLITICS, CULTURE, AND SPORTS.** Sports offer paths to glory for athletes; they create shared emotional experiences for competitors, spectators, and fans; they give cities, states, and nations a common purpose. What, then, can sports teach us about politics, culture, and society? This class uses critical theory to study amateur and professional sports in the contemporary United States. Students will analyze sports institutions, organizations, and teams to explore ethics, racial and social justice, patriotism and nationalism, and economics. Specific topics may include college athletics, team mascots, concussion epidemics, the public financing of sports stadiums, marketing practices, Olympic boycotts, and doping. By thinking analytically about sports, students will reflect on how the industry shapes narratives about opportunity, identity, and nationhood.

**CSP70 MAPPING RELIGIOUS IDENTITIES: RACE, PLACE, AND EMPIRE.** How do particular spaces invoke a certain sense of religious identity? What makes a place sacred or holy? How does the inside of a temple or Cathedral cause someone to behave differently than they would in the quad of Occidental? Scholars have become interested in the ways spaces, both real and imagined; have the potential to make meaning for many people. This course introduces students to the concepts of space and place and how they relate to religion. We will read primary sources from a variety of religious traditions which demonstrate the deployment of religious languages, rituals, and spaces, from antiquity, to the present. In doing so we will consider religious identities as new geographies and in this way, map the way space and place contribute to the broader forces of empire, globalization, and multiculturalism.

**CSP71 LIBERAL ARTS AT THE BRINK? NAVIGATING THE CRISIS IN HIGHER EDUCATION.** Unemployment, student loan debt, and protest are colliding with rising education costs, endowment building, branding wars, and labor outsourcing. At this tumultuous moment in higher education, this course asks students to reflect on the fate of liberal arts education through a focused analysis of its past and present. Specifically, how do economic pressures and technological innovations impact the sustainability of liberal arts values such as social justice, serving the public good, and cultivating a "life of the mind"? Students will debate and synthesize arguments about the value and sustainability of liberal arts education by viewing higher education from the perspective of private corporations, governments, college administrators, faculty, parents, and students. In so doing, students will learn to situate their personal experiences within broader institutional, historical, economic and political contexts. Through reflective essays that incorporate both primary and secondary sources, students will develop critical thinking skills, authorial voice, and a sense of ownership over their own education. They will also be introduced to interviewing techniques and textual analysis that will serve as a basis for future independent research.

**CSP72 EXISTENTIALISM.** Existentialism is a philosophy that grapples with the problem of human freedom and moral choice in a world that often seems devoid of transcendental meaning or purpose. In this course we will read literary and philosophical texts from the French, German, Hispanic, and Russian existentialist traditions, and will explore the structures and possibilities of consciousness, knowledge, desire, imagination, aesthetics, ethics, and political commitment. Authors studied will include Albert Camus, Fyodor Dostoevsky, Franz Kafka, Eduardo Mallea, Ernesto Sábato, Jean-Paul Sartre, and Leo Tolstoy.

**CSP73 ISSUES OF SPANISH IN THE U.S.** This course discusses issues surrounding the Spanish language and Spanish-speaking communities in the United States. The course focuses on the connection between language and culture, and addresses the social issues surrounding the status of Spanish in the United States, specifically language attitudes and ideologies, language policy, bilingualism and bilingual education. We will challenge common beliefs surrounding language and bilingualism, and its effect on Spanish speaking communities in the US.

**CSP74 THEATER ABOUT THEATER.** It can be argued that, since the Renaissance, theater artists have been communally and delightedly inspired by a certain subject: themselves. From the plays within Shakespeare's plays *A Midsummer Night's Dream* and *Hamlet* to Pirandello's meta-theatrical examinations of self in *Six Characters in Search of an Author* and *Tonight We Improvise* to Broadway's send-ups of the production process *Noises Off* and *The Producers* -- no theatrical subject matter intrigues quite like the making of theater. What are these artists saying about the nature of their own art form? Where do they converge? How do they differ? What is so consistently alluring about the act of performance? Students will explore these questions and various plays through in-class readings, artist visits, and attendance at live performance.

**CSP 75 REACTING TO THE PAST.** In "Reacting to the Past," students participate in role-playing games that enable them to relive important intellectual debates in three separate historical moments. In "Threshold of Democracy: Athens in 403 B.C.," students draw on Plato's Republic as well as excerpts from Thucydides, Xenophon, and other contemporary sources to debate the prospects for Athenian democracy in the wake of the Peloponnesian War. In "Rousseau, Burke, and Revolution in France," students enter the intellectual and political currents that surged through revolutionary Paris in 1791. And in "Defining a Nation: India on the Eve of Independence, 1945," students participate in the struggle to reconcile religious identity with nation building, perhaps the most intractable and important issue of the modern world.

**CSP76 FROM THE UNDEAD TO THE ALREADY DEAD: VAMPIRES, ZOMBIES AND MONSTERS IN LITERATURE AND FILM.** The course will consider the ways in which such books as *Frankenstein* and *Dracula* and such films as *Night of the Living Dead* and *28 Days Later* complicate the distinction between the living and the dead, and the human and the inhuman. What are the consequences when certain individuals or, increasingly, groups (or even populations) are declared, despite appearances, undead or already dead rather than living? In what ways are such declarations tied to the use of violence and deadly force? We will take as our starting point philosopher Giorgio Agamben's assertion that one of the central political categories of modernity is that of *homo sacer*, the individual who can be killed with impunity.

## Other Cultral Studies Program Courses

### - CSP 99: "Experiencing the Arts"

This course is designed to expose students to the arts, to broaden their cultural horizons, and to instill in them a desire to expand their knowledge of and attention to the arts. In addition, the course is designed to prepare students for life-long learning, for engaging in their communities, and for having the basis for further exploration in the field of the arts. Students may acquire one semester unit of credit for attending 8 on-campus events (out of those specifically identified for this course) during any semester. Students will select these events from a list of events compiled each year by the Director of Core; at least 2 of the 8 events attended must be designated *starred events* which will combine an arts presentation with a lecture or discussion by the artist or faculty member.

- This 1-unit course is graded CR/NC only and will not meet any specific Major/Minor nor Core requirement.
- To complete the requirement and due before the last day of class, a two-page reflection paper must be turned in electronically. In an email with specific details, all students will receive a prompt prior to the due date.
- Students may take this 1-unit course for up to two semesters, for a maximum of 2 units being applied toward graduation.

#### What former CSP 99 students have said...

"In many ways your time at Oxy is defined by academics and what happens in the classroom. Learning how to prepare for class, take tests, and even reflect are all crucial parts of the academic process. Something that I think needs to be stressed more often is the visceral, exploratory nature of a program like CSP 99. Throughout the semester, I have learned to appreciate different forms of expression, and how people are able to approach even simple tasks with very different strategies."

"Experiencing the arts offers students a unique opportunity to enjoy a variety of events put on by Occidental College. These events provide a chance to expand ones intellectual engagement and increase ones musical interest. Authors, musicians, plays, and dynamic films are all offered to broaden students wealth of knowledge. These events reach out into the Los Angeles community to bring various professionals onto campus where they can engage the minds of Oxy's youth. They provide students with an opportunity to learn about various professions from those who have found success. I have acquired a new wealth of knowledge from participating in these events."

"All of the events I attended this semester were more intriguing than initially expected. Based on other students who had previously taken the class I figured the events would be insightful but my experiences with the events were more impactful than others credited."

## **- CSP 98: "Experiencing Los Angeles Cultures"**

This course is designed to expose students to some of the many cultures of Los Angeles, a vibrant microcosm of the "complex, interdependent, pluralistic world" of the 21st century described in Occidental College's mission statement. Students may acquire one semester unit of credit for participating in five off-campus "cultural encounters" during a semester. Students will select these events from a list compiled each year by the Core Program or they may propose their own experiences for approval. A short two-page paper is due on the last day of class.

This course is graded CR/NC only and will not meet specific Major/Minor or Core requirements.

Students may take this course twice, for a maximum of two units being applied toward graduation.

## **96 - Experiencing Mathematics and Science**

This course is designed to expose students to mathematics and science, to broaden their awareness of the research questions asked in those disciplines, and to introduce skills and ideas scientifically shown to improve persistence in college, especially in science and math majors. Students may acquire one semester unit of credit for attending eight on-campus events during a semester. Certain seminars and class meetings will be mandatory; students will select additional events from a list of events provided each year by the instructor. A short two-page paper is due on the last day of class. This course is graded CR/NC only and will not meet specific Major/Minor or Core requirements. Students may take this course twice, for a maximum of two units being applied toward graduation.

1 unit

## ***Faculty***

### **Regular Faculty**

#### **John Swift**

*Associate Dean for Core Curriculum and Student Issues; English; Core Program; Advisory Committee, Urban and Environmental Policy*

B.A., Middlebury College M.A., Ph.D., University of Virginia

### **On Special Appointment**

#### **Lisa Filipe**

*Non Tenure Track Assistant Professor, Core Program*

B.A., Occidental College; C.Phil., Ph.D. University of California, Los Angeles

#### **Anna Katz**

*Non Tenure Track Assistant Professor, Core Program*

B.A. University of California, Berkeley; M.A., Ph.D. Princeton University

## **Suzanne Roszak**

*Non Tenure Track Instructor, Core Program*

B.A. Columbia University; M.A., M.Phil, Yale University

## ***Critical Theory & Social Justice***

Critical Theory - Social Justice (CTSJ) is fundamentally interdisciplinary, drawing on ideas from across traditional academic disciplines. "Critical" refers to various bodies of theory and method?Marxism, psychoanalysis, the Frankfurt School, deconstruction, critical race studies, queer theory, feminist theory, postcolonial theory, and intersectionality?that interrogate the essentialist assumptions that underlie social identities. "Social justice" refers to an extrajudicial concept of fairness that is focused on exposing and ending social inequalities. The aim of the Critical Theory - Social Justice department is to promote understanding of how categories such as "race", "sexual orientation," and "nationality" help people recognize and combat some injustices and hinder them from recognizing and combating others.

The department's course offerings are divided into three levels:

- 100-level classes teach students how to think critically about a wide range of topics, including race, gender, sexuality, and nationality.
- 200-level classes teach students how to participate in a seminar, including how to contribute to class discussion and how to research and write a scholarly paper.
- 300-level classes teach students a major body of critical theory or a research methodology.

## ***Requirements***

**MAJOR:** The major in Critical Theory & Social Justice requires ten courses (40 units) selected in consultation with the student's departmental advisor. Each CTSJ major chooses an emphasis in one of three areas: Critical Race Studies, Postcolonial Studies, and Feminist/Queer Studies. Three courses must be taken in the chosen emphasis area and at least one course must be taken in the other two emphasis areas. Of the ten courses, at least eight must be offered by the CTSJ Department, including at least one 4-unit course at the 100 level; one at the 200 level; and three at the 300 level, including the Junior Seminar (CTSJ 390); and the Senior Seminar (CTSJ 490). The Junior Seminar will be offered during the Spring Semester. Students planning on traveling abroad during their junior year, should do so in the Fall. All majors must take two 4-unit methodologies courses, at least one by the end of the junior year. At least four of the units must be in experiential learning. Each student is required to submit a major declaration that outlines what the student defines as her/his goals for completing the major.

**COURSES IN CTSJ EMPHASIS AREAS:** Each student must take 3 courses in the chosen emphasis area and 1 course in each of the other 2 areas. Students may count the same course for a maximum of two different emphases (i.e. "double-dip") for courses that are designated for multiple emphases. Students may also choose to do two emphases within the

major.

### **Postcolonial Studies**

- 106 Representing the Metropolis
- 211 Critical Pedagogy
- 259 Bodies for Exchange
- 280 Rastafari
- 311 Children, Poverty, and Public Policies
- 335 Queer of Color Critique
- 340 Critical Ethnography
- 355 Boundaries and Borderlands
- 357 Law and Empire

### **Feminist/Queer Studies**

- 140 Critical Theories of Sexuality
- 210 Mother Goose to Mash-Ups: Children's Literature and Popular Texts
- 215 Critical Discourse Analysis
- 230 Fundamentals of Queer Theory
- 233 Queer Literature and Culture
- 234 Materialist Feminism
- 340 Critical Ethnography
- 255 Women of Color
- 332 Psychic Life of Violence
- 335 Queer of Color Critique
- 337 Queer Los Angeles: Cruising the Archive

### **Critical Race Studies**

- 106 Representing the Metropolis
- 210 Mother Goose to Mash-Ups: Children's Literature and Popular Texts
- 335 Queer of Color Critique
- 337 Queer Los Angeles: Cruising the Archive
- 340 Critical Ethnography
- 255 Women of Color
- 357 Law and Empire
- 257 Critical Praxis (May count for CRS emphasis, depending on specific community-based learning or research project. Please consult with course instructor.)
- 259 Bodies for Exchange
- 286 Whiteness
- 312 Language, Literacy and Culture
- 320 Culture and Community (May count for CRS emphasis, depending on specific community-based learning or research project. Please consult with course instructor.)

### **METHODOLOGY COURSES** (2 courses required)

#### *CTSJ Courses*

- 215 Critical Discourse Analysis

- 232 Introduction to Cultural Studies
- 285 Foucault
- 310 Qualitative Interview Methods
- 320 Culture and Community
- 337 Queer Los Angeles: Cruising the Archive
- 340 Critical Ethnography
- 357 Law and Empire
- 384 Bataille

*Methodology courses taught in other departments may count. Decisions about which courses count are made on an individual basis in consultation with the student's advisor and the department chair.*

**ACCEPTABLE COURSES FROM OTHER DEPARTMENTS:** The courses listed below count toward the CTSJ major (in addition to non-CTSJ courses that count toward the Experiential Learning Requirement). Students may work with their academic advisor to petition other courses to count for the CTSJ major. Students should consult with their academic advisor in choosing non-departmental courses that fit best with their CTSJ major.

- ENGL 290 Introduction to Literary Analysis
- ENGL 341 Race, Law & Literature
- ENGL 352 Contested Territories: Ethnic/Racial Literatures of the U.S. "Southwest"
- ENGL 365 Black Reconstruction: Rethinking Black Radicalism in African American Literature
- ENGL 368 Post Colonial Literature and Theory
- HIST 277 Women and Community Health
- PHIL 235 Feminism and Philosophy
- POLS 206 Race and American Politics (*Prerequisite POLS 101 does not count for CTSJ major*)
- POLS 352 Black Political Thought
- POLS 340 Rebellious Lawyering (*Co-requisite POLS 260 counts toward CTSJ Experiential Learning Requirement; permission of instructor is required*)
- RELS 150 Introduction to Islam
- RELS 305 Islam, Gender and Sexuality
- SOC 265 Gender and Society
- UEP 310 Community Organizing and Leadership (*Co-requisite UEP 311 counts toward CTSJ Experiential Learning Requirement; permission of instructor is required*)

**MINOR:** The minor in Critical Theory & Social Justice requires five courses (20 units) taught in the CTSJ Department, including at least one course at the 100 level, one at the 200 level, and one at the 300 level.

**WRITING REQUIREMENT:** Students majoring in Critical Theory & Social Justice satisfy the final component of Occidental College's college-wide writing requirement by completing the Junior Seminar (CTSJ 390).

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

of their own courses of study as defined in their major declarations.

## **Courses that Fulfill the Experiential Learning Requirement**

*CTSJ courses:*

- CTSJ 105 Immigration and Education
- CTSJ 257 Critical Praxis
- CTSJ 271 Theatre for Social Change
- CTSJ 310 Qualitative Interview Methods
- CTSJ 320 Culture and Community
- CTSJ 337 Queer Los Angeles: Cruising the Archive
- CTSJ 340 Critical Ethnography
- CTSJ 369 Clinical Psychology Laboratory (*2 units, may be repeated. Permission of instructor is required.*)

*Courses offered in other departments:*

- ArtM 242 Projects in Documentary Video
- MATH 201 Mathematics, Education, and Access to Power (*2 units, may be repeated for credit*)
- POLS 212 Mobilizing Voters: Ethnographic Field Research (*Permission of instructor is required*)
- POLS 260 Community Law Internship (*Co-requisite POLS 340; permission of instructor is required*)
- SOC 360 Urban Sociology (*Fulfills experiential learning requirement in semesters when the course includes a community-based research component. Please consult with course instructor.*)
- SPAN 211 Advanced Spanish for Native Speakers (*Fulfills experiential learning requirement in semesters when the course includes a community-based learning component. Please consult with course instructor.*)
- UEP 307 Public Health Practicum (*Prerequisite: UEP 203 Public Health: Community and Environment or UEP 205 Public Health & Human Rights: Global and Local Practices. May be taken concurrently with UEP 203*)
- UEP 311 Community Internship, (*Co-requisite UEP 310; permission of instructor is required*)
- WRD 250 Writing with the Community
- INT 200 2-unit Internship (*must be approved by advisor. INT 200 can be used to count for a total of 4 units for the CTSJ major. Internships that will count for the major must be done with a CTSJ faculty member as the Internship faculty supervisor.*)

*Other courses may count; decisions will be made in consultation with the student's advisor and the department chair.*

**SENIOR COMPREHENSIVE REQUIREMENT:** In their senior year, students majoring in CTSJ are required to complete a comprehensive project concerning a topic of the student's own particular interest. Students produce drafts of their projects during CTSJ 490: Senior Seminar in the fall semester of their senior year. (A student graduating in December is encouraged to take 490 in his or her third-to-last semester, rather than in the last semester.) Each student is directed to consult with at least one CTSJ professor in addition to the professor teaching the

senior seminar. The final version of the comprehensive project is due the Friday before spring (or midterm) break of the student's final semester. A typical project culminates in a 20- to 25-page paper. The department is open to critical projects of comparable length that employ other media from students formally trained in those media. A comprehensive project earns the grade "Pass with Distinction" if the department faculty determine that it is of the quality publishable in the CTSJ Journal or another journal in the fields embraced by Critical Theory & Social Justice.

**HONORS:** Students majoring in CTSJ must be nominated during their senior year by a CTSJ faculty member to be considered for Honors. Nominations will be reviewed by the CTSJ department faculty, who will consider the nominee's excellence as a CTSJ major by examining a number of factors such as: GPA in courses taken for the major, quality of the comprehensive project, experiential learning, and engagement with community-based learning and research. Nominees must meet the minimum overall GPA of 3.25 set by the College for Honors. Students interested in being considered for Honors may apply during the first semester of their senior year to enroll in CTSJ 499: Honors Thesis, which is an independent study, by conferring with their academic advisor and the instructor of CTSJ 490: Senior Seminar. Permission to enroll in CTSJ 499 does not guarantee that the student will receive Honors; the student's completed comprehensive project will be considered along with the additional criteria listed above in consideration for the designation of Honors.

## ***Courses***

### **101 - Critical Theory - Social Justice Colloquium**

The Critical Theory-Social Justice Colloquium introduces students to the CTSJ major. Students will engage with topics and materials in the areas of emphasis within the major: Critical Race Studies, Gender and Queer Studies, and Postcolonial Studies.

CORE REQUIREMENT MET: **INTERCULTURAL and GLOBAL CONNECTIONS**

### **105 - Immigration and Education**

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

### **106 - Representing the Metropolis**

In the United States, roughly 80% of the population lives in urban regions (2000 US Census), while according to United Nations figures, about 52% of people are urban-dwellers worldwide. This course will examine various representations of the modern metropolis through film,

literature, and cultural theory. The city, as we experience it today is the product of multiple historical, cultural, and social forces. Over the course of the semester, we will consider how cities have been shaped by these forces, as well as how they, in turn, shape our own experience and understanding of culture, history, and social practices. In an era of increasing globalization and mobility, the role of the metropolis continues to evolve and expand. As we consider representations of the city in a variety of films and novels from around the world, including some from our own city of Los Angeles, we will interrogate the ways in which the city has played a formative role in how we imagine life in the contemporary moment. In what ways has the city become a vehicle for the production of culture? How does life in the city serve to normativize certain notions of what it means to live in the modern world? How does life in rural spaces complicate representations of modernity that take the city as their norm? Does the city promote accessibility, or, alternatively, does it rigidify codes of exclusivity? These are some of the many questions we will address as we consume a spectrum of world cinema and literature. As we work our way through the material, we will strive to develop a complex understanding of how cities shape our cultural imagination. Emphasis Topic: Postcolonial Theory. Same as English 106.

CORE REQUIREMENT MET: **INTERCULTURAL AND GLOBAL CONNECTIONS**

## **140 - Critical Theories of Sexuality**

This course introduces students to critical theories concerning human sexuality. We read feminist, Marxist, psychoanalytic, structuralist, and poststructuralist theories of sexuality and discuss what makes each of these theories "critical." Topics include the political economy of marriage, the relation between sexuality and procreation, uses of the erotic, homosociality, and the incitement to discourse. The authors we read include Engels, Freud, de Beauvoir, Lévi-Strauss, Gayle Rubin, Andrea Dworkin, Foucault, and Judith Butler. *Emphasis Topic: Queer Studies.*

CORE REQUIREMENT MET: **UNITED STATES and US DIVERSITY**

## **180 - Stupidity**

Stupidity is neither ignorance nor organicity, but rather, a corollary of knowing and an element of normalcy, the double of intelligence rather than its opposite. It is an artifact of our nature as finite beings and one of the most powerful determinants of human destiny. Stupidity is always the name of the Other, and it is the sign of the feminine. This course in Critical Psychology follows the work of Friedrich Nietzsche, Gilles Deleuze, and most recently, Avital Ronell, in a philosophical examination of those operations and technologies that we conduct in order to render ourselves uncomprehending. Stupidity, which has been evicted from the philosophical premises and dumbed down by psychometric psychology, has returned in the postmodern discourse against Nation, Self, and Truth and makes itself felt in political life ranging from the presidency to Beavis and Butthead. This course examines stupidity.

CORE REQUIREMENT MET: **UNITED STATES and US DIVERSITY**

## **186 - Introduction to Critical Theory**

This course introduces critical theory in the context of the problem of social justice. Introductions will be made to psychoanalytic, Marxist, Feminist, Structuralist, Deconstructive, and Postcolonial Criticism. Reader-responses, New Criticism, lesbian, gay, and queer criticism will also be surveyed. There will be close readings of the work of Louis Althusser, Georges Bataille, Michel Foucault, and Jacques Derrida as well as in depth readings of essays by Guy Hocquenghem, Julia Kristeva, and Trinh T. Minh-ha.

## **210 - Mother Goose to Mash-Ups: Children's Literature and Popular Texts**

Why did the London Bridge fall down? Is Rub-a-dub-dub really about bath time? Why didn't an old man live in a shoe? Who is more imperialist, Babar or Peter Pan? Is Tinky Winky gay? Is South Park a children's show? Is Harry Potter a Hero? How tired was Rosa Parks? Using different critical approaches, this course will examine children's poetry, picture books, novels, cartoons, feature films, and music videos. Analysis will include topics related to gender, race, culture, and nation, as they play out in the aesthetics, images, and poetics of children's texts. *Emphasis topic: Critical Race Theory*

CORE REQUIREMENT MET: **UNITED STATES and US DIVERSITY**

## **211 - Critical Pedagogy**

Critical pedagogy aims to develop collective critical consciousness for the purpose of transforming oppressive socio-political conditions. In this course, students will study critical pedagogy from historical, political, and sociological perspectives. Students in the course will consider traditional student/teacher relationships, pedagogical approaches, as well as hierarchies of knowledge promulgated by schools and textbook publishers. Students will analyze and critique theories of the Frankfurt School and the emancipatory works of Paolo Freire, the most renowned critical pedagogist. Additionally, contemporary readings from Henry Giroux, bell hooks, and Peter McLaren will focus on critical pedagogy in relation to social structures, globalization, media, and race. *Emphasis topic: Postcolonial Theory*

CORE REQUIREMENT MET: **INTERCULTURAL**

## **215 - Critical Discourse Analysis**

This seminar introduces students to discourse analysis as the ontological and epistemological deconstruction of every day language and symbols and their relationship to power. Throughout the course, students develop techniques for gathering and analyzing multimodal transcripts of naturally occurring conversations, interviews, discourses in institutional settings, media discourses, and texts of historical materials. The course draws from systemic functional linguistics, genre/text studies, multi-modal semiotics, interactional sociolinguistics, and critical social theory to understand how linguistic features of texts constitute and are constituted by the social, cultural and local relations, processes and contexts in which they are embedded. Using a seminar format, students will engage the readings and apply discourse analysis strategies in order to develop their own independent qualitative research projects.

CORE REQUIREMENT MET: **GLOBAL CONNECTIONS**

## **222 - Body Politics**

The course offers an interdisciplinary analysis of gender, power, and the body. The theoretical center of the course will be Foucault's work on biopower, including *Discipline and Punish* and

Foucault 2.0. Topics include: class and the body (Atwood, Bodily Harm, and Larsen, Passing); law and the female body (Wendy Williams, Mary Poovey); science and gender (Emily Martin, Thomas Laqueur); pornography (Catherine McKinnon, Laura Kipnis); race, body, and gender (Morrison, Beloved; Lauren Berlant, Judith Butler); multiculturalism and cross-race identifications (John Stahl, Imitation of Life, Wyatt, "The Hazards of Idealization"); and, Latin American perspectives on gender, torture, and memory. *Prerequisite: at least sophomore standing.*

CORE REQUIREMENT MET: **INTERCULTURAL**

## **230 - Fundamentals of Queer Theory**

This class is designed to introduce the classical texts of Anglo-American queer theory as well as explore recent trends in the field. While situating queer theory's 1990s academic advent in its historical context of identity politics, the emergence of the AIDS pandemic, and the U.S. "culture wars," the course will begin by reviewing crucial antecedents in gay and lesbian studies, psychoanalysis, and the interventions of Michel Foucault. Readings will include works by Judith Butler, Eve Sedgwick, Leo Bersani, Lee Edelman, and Teresa de Lauretis. Additional readings will trace recent debates about "what is still queer in queer theory?" as critics engage ongoing questions about neoliberalism, homonormativity, and politics in the 21st century.

*Emphasis topic: Feminist and Queer Studies.*

CORE REQUIREMENT MET: **UNITED STATES and US DIVERSITY**

## **232 - Introduction to Cultural Studies**

This course introduces the methodologies and key theories of Cultural Studies, focusing on analyses of popular cultural and subcultures. Readings will include selections from Roland Barthes, Walter Benjamin, bell hooks, Jean Baudrillard, Guy Debord, Stuart Hall, Matthew Arnold, Raymond Williams, J. Halberstam, Michel de Certeau, Henry Louis Gates, Inderpal Grewal, Oliver Sacks and others. We will focus on non-traditional academic disciplines and media including television studies, new media theory, performance studies, history of science, fashion, cartoons, built environments, slang, and fan culture with the intention of honing rigorous research skills and critical argumentation.

CORE REQUIREMENT MET: **INTERCULTURAL and GLOBAL CONNECTIONS**

## **233 - Queer Literature and Culture**

This course introduces students to literary questions of queerness, canonization, and nation in the context of the United States' twentieth century discourses about homosexuality. Students will critically examine the production of certain ideas of the nation through literature by examining questions raised through queer texts. The course will run concurrently with CTSJ 333: The Queer Novel; assignments for CTSJ 233 will be designed for a 200-level course.

*Emphasis Topic: Feminist and Queer Studies.*

CORE REQUIREMENT MET: **UNITED STATES and US DIVERSITY**

## **234 - Materialist Feminism**

Is there such a thing as a "woman's condition" and can that condition be explained by examining the economic dimensions of women's history? Is the violence that people are disproportionately exposed to based on gender, race, sex, and sexuality only a tool in the

production and reproduction of economic classes or do these identities and experiences require an analytic framework that transcends economic relations? In this course we will consider a particular intellectual tradition that engages these questions: Materialist Feminism. We will begin our readings by considering texts by Marx and Engels that form the backbone of this tradition. We will then consider texts from American, British, and Italian traditions of thought and activism that include feminists working in national and transnational Women of Color traditions. Readings will include Michèle Barrett, Hazel Carby, Carolyn J. Eichner, Silvia Federici, Combahee River Collective, Mariarosa Dalla Costa and Selma James, Angela Davis, Friedrich Engels, Rosa Luxemburg, Karl Marx, Heidi Hartmann and Denise Riley. *Emphasis Topic: Feminist and Queer Studies.*

CORE REQUIREMENT MET: **US DIVERSITY AND UNITED STATES**

## **255 - Women of Color**

This course will examine intersecting and overlapping categories of "difference" by focusing on the lives of women of color. By looking at conditions that shape race, sexuality, gender, class, and cultural differences, this class will critically examine multiple discourses surrounding feminism, anti-racism, heteronormativity, and critiques of imperialism. We will consider contexts of individual and collective work for social change. Using personal essays, stories, scholarly writings, artistic works, music, film, and other media, the course will look at sources that women of color draw from to ground themselves and their activist work. *Emphasis topic: Critical Race Studies or Feminist and Queer Studies.*

CORE REQUIREMENT MET: **UNITED STATES and US DIVERSITY**

## **257 - Critical Praxis: Lyrics on Lockdown**

This course will focus on the use of art as a tool for positive social change. Within various social justice movements, the mass incarceration of people of color has spawned much debate and controversy. Many grassroots groups have taken up this issue in the attempt to educate and potentially reverse and halt the effects of the prison industrial complex (PIC). In addition, many of these groups make the use of traditional artistic expressions in the struggle to educate and organize around these issues. Poetry (including spoken word), music, film, theatre and visual arts are all tools that have been used to examine what the PIC is, how it affects society, and how organizers can act as change agents in this struggle. Students will learn how to use these tools and work with various grassroots organizations to understand how the tools are used. The course will feature guest lectures, film viewings and possible visiting artist performances. Students will be required to participate in an interactive project, which will take place at Barry J. Nidorf Juvenile Hall in Sylmar CA (Sylmar). Through readings, interactive discussions and exercises, students will be expected to design (in groups) lesson plans that will be used to conduct workshops with students at Sylmar Hall. *Satisfies the experiential learning requirement. Prerequisite: Sophomore Standing and over the age of 18*

CORE REQUIREMENT MET: **UNITED STATES and US DIVERSITY**

## **259 - Bodies for Exchange: Migrations, Markets, Politics**

This course examines movements of bodies through political, legal, economic, and social exchanges. Drawing from a variety of materials (theory, literature, film), the course examines practices such as human trafficking, organ transplantation, transnational adoption, and surrogacy. *Emphasis topic: Critical Race Studies or Postcolonial Theory.*

## CORE REQUIREMENT MET: **INTERCULTURAL and GLOBAL CONNECTIONS**

### **271 - Theatre for Social Justice**

This course will serve as a hands-on introduction to the use of Theatre for Social Justice. Through theatre and diversity exercises, improvisation, discussion and readings in Theatre and social sciences, students will explore diverse strategies for tackling discrimination and/or other forms of social injustice and promoting safer and more inclusive communities. Topic for Spring 2015: LGBTQ & Allied Theatre Activism Practicum. The Spring 2015 course will draw from Theatre and Psychology to explore diverse strategies for addressing homophobia, transphobia, and sexism and promoting a safer and more inclusive campus for students of all genders and sexual orientations. Ultimately, students in the course will collaborate with Occidental College community members to craft a piece of theatre that can be used to address current LGBTQIAA issues on the College campus. *Emphasis topic for Spring 2015: Feminist/Queer Studies*

CORE REQUIREMENT MET: **US DIVERSITY and FINE ARTS**

### **280 - Rasatafari**

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

CORE REQUIREMENT MET: **INTERCULTURAL**

### **285 - Foucault**

This course will cover the early writings of Michel Foucault, paying particular attention to his psychological writings. We will conduct a close reading of "Madness and Civilization".  
*Prerequisite: a 100-level CTSJ class*

### **286 - Whiteness**

This course seeks to engage the emergent body of scholarship designated to deconstruct whiteness. It will examine the construction of whiteness in the historic, legal, and economic contexts which have allowed it to function as an enabling condition for privilege and race-based prejudice. Particular attention will be paid to the role of religion and psychology in the construction of whiteness. Texts will include *Race Traitor, Critical White Studies, The Invention of the White Race, The Abolition of Whiteness, White Trash, and Even the Rat was White.* *Emphasis topic: Critical Race Theory.*

CORE REQUIREMENT MET: **UNITED STATES**

### **295 - Topics in Critical Theory-Social Justice**

This seminar will engage important topics and issues in Critical Theory ? Social Justice. All CTSJ faculty will participate in order to facilitate an interdisciplinary engagement with complexities and nuances of these topics. Students from other CTSJ courses will be invited to

participate in the construction of discourse around the topics. Topics might include Whiteness, Theory-Practice (Critical Theory - Social Justice), and Representation-Embodiment.

*Prerequisite: a 100-level CTSJ course or permission of instructor.*

### **Soc. Movements/Representational Forms**

In this course, we will examine the competing advocacy, within social movements, for documentary, fiction, journalism, lyric, abstraction, and other representational forms. For each social movement or political issue that we cover, students will compare multiple modes of representation, considering why they emerged, what their strengths and weaknesses were at each specific juncture, and what significance they have for future struggles. We will begin with some theoretical grounding and then proceed via a set of case studies: these may include debates about realism vs. modernism in the Frankfurt school, testimonios in Latin America, confession vs. experimentation in feminist literature, reportage vs. the essay in journalism, and slogans, songs, and posters in queer activism. In this course, we will examine the competing advocacy, within social movements, for documentary, fiction, journalism, lyric, abstraction, and other representational forms. For each social movement or political issue that we cover, students will compare multiple modes of representation, considering why they emerged, what their strengths and weaknesses were at each specific juncture, and what significance they have for future struggles. We will begin with some theoretical grounding and then proceed via a set of case studies: these may include debates about realism vs. modernism in the Frankfurt school, testimonios in Latin America, confession vs. experimentation in feminist literature, reportage vs. the essay in journalism, and slogans, songs, and posters in queer activism.

CORE REQUIREMENT MET: **INTERCULTURAL**

### **310 - Qualitative Interview Methods**

This course is designed to introduce students to the methods and approaches used in qualitative interviewing. In addition to structured interviews, students learn about semi-structured, biographical, and narrative interviewing methods. The course also explores the ethical dilemmas and research challenges inherent during interviewing, as well as the details of conducting qualitative interviews. By the end of the semester, each student will have constructed, modified, conducted, analyzed, and written up an interview study. *Satisfies the experiential learning requirement.*

### **311 - Children, Poverty, and Public Policies**

In this course, students examine contemporary child poverty both in the United States and abroad. Topics include how poverty is defined both locally and globally, the numbers and distribution of poor children, as well as the causes of child poverty. Readings explore poverty in relation to education, economics, homelessness, child labor, family, gender, and race. Students analyze historical anti-poverty policies such as the New Deal, the War on Poverty, and the United Nations Convention on the rights of the child, as well as contemporary proposals to reduce child poverty such as childcare, welfare, job training, job creation, and tax policy.

*Emphasis topic: Postcolonial Theory*

CORE REQUIREMENT: **INTERCULTURAL ? UNITED STATES and GLOBAL CONNECTIONS**

### **312 - Language, Literacy and Culture**

This course combines theory and practice in the study of language and literacy across cultures and institutions. It will introduce students to competing theories of language and literacy development and the politics that undergird those theories. The course will also explore topics such as gender, race, culture, and ethnicity as they intersect and shape language learning. Students will learn about language acquisition, heritage languages, language variation, dialects, and bilingualism. The course will also explore controversies surrounding multimodal literacies involving speech, writing, drawing, pictures, video, and music. *Prerequisite: Junior Standing*

CORE REQUIREMENT MET: **INTERCULTURAL**

### **320 - Culture and Community**

This class provides an opportunity for students who wish to continue and deepen their intellectual and community work to interact with a highly-motivated small group of students and community activists and organizations. Topics we will examine will be determined in consultation with community partners. Students will work together on a significant final project that links academic learning and community praxis and engagement. *Satisfies experiential learning requirement.*

CORE REQUIREMENT MET: **UNITED STATES and US DIVERSITY**

### **332 - Psychic Life of Violence**

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

*Prerequisite: 200-level CTSJ course*

CORE REQUIREMENT MET: **EUROPE**

### **335 - The Queer of Color Critique**

This course examines the emergent field of queer of color critique. Combining woman of color feminism with queer theory, queer of color critique analyzes intersections of race, gender, sexuality, and class through interdisciplinary methodologies. This course will engage essential background and formative essays including the texts of Kimberlé Crenshaw, Gloria Anzaldúa, and Chandra Mohanty; cultural instances of race and sexuality's crossings in work by James Baldwin, Cheryl Dunye, and Issac Julien; and recent critical work by such contemporary theorists as Roderick Ferguson, Jasbir Puar, and José Esteban Muñoz. *Prerequisite: any 100- or 200-level CTSJ course. Emphasis topic: Feminist and Queer Studies.*

CORE REQUIREMENT MET: **INTERCULTURAL and US DIVERSITY**

### **337 - Queer LA: Cruising the Archive**

The course takes an interdisciplinary approach to the last decade's increasing attention to Los Angeles as a historical origin point of United States' LGBT history. Students are encouraged

to “queer” the very concept of the archive by considering how minority voices and experiences register themselves across time through both traditional archives and less formal communities of readership and historiography wrought through alternative archives like pulp novels, comics, films, and even gossip. Students will be training in physical archival work, oral history, digital story telling and mapping, all while considering the impact of the “Digital Revolution” and how LA’s particularly intersectional queer communities have mapped themselves across the so-called “digital divide.” In addition to individual papers and presentations, the class will produce a “mixed media archive” as a student group final project that will both yield an exhibit at the end of the semester and serve as a template for an ongoing “queer LA archive” housed at Oxy. *Satisfies the experiential learning requirement. Prerequisite: any 100- or 200-level CTSJ course. Emphasis topic: Feminist and Queer Studies.*

CORE REQUIREMENT MET: **UNITED STATES and US DIVERSITY**

### **340 - Critical Ethnography**

In this course students learn how to do ethnographic research and writing by conducting exercises in participant-observation on or near campus. We review the history of the ethnographic method and its relation to anthropology and the colonial encounter. We also discuss what makes an ethnography critical and the tensions between ethnography sympathy and critical theory. Authors we read include Malinowski, Geertz, Delmos Jones, Dorinne Kondo, Renato Rosaldo, Ruth Behar, Jim Thomas, and Kamala Visweswaran. *Satisfies the experiential learning requirement. Prerequisite: a 200-level CTSJ class. Emphasis topic: Postcolonial Theory.*

CORE REQUIREMENT MET: **INTERCULTURAL and GLOBAL CONNECTIONS**

### **352 - Spatial Justice**

This course will examine space, place, and geographies as matters of social justice. Students will read theoretical materials on the spatiality of justice. We will look at themes of shifting and overlapping communities; histories that shape present conditions of neighborhoods; intersections of race, gender, sexuality, class, and their impact on meanings of place; and issues surrounding gentrification and displacement in Los Angeles neighborhoods. The course will center on a community-based research component with a community partner doing work in Los Angeles around gentrification and displacement. Students will learn to use digital technologies as tools for researching, analyzing, and contributing to community efforts.

5 units

CORE REQUIREMENT MET: **US DIVERSITY**

### **355 - Boundaries and Borderlands**

This course employs postcolonial theory to consider transformations of religions and cultures that occur when physical, experiential, geographic, and intellectual borders are crossed and blurred. How are cultures and "differences" named? From what locations? We consider cultural hybridities, re-mapped borders of culture and difference, postcoloniality, transnational migrations, and other postmodern conditions as sources for reconceiving identities, relationships between religions and cultures, and social transformations. *Emphasis topic: Postcolonial theory.*

CORE REQUIREMENT MET: **INTERCULTURAL and GLOBAL CONNECTIONS**

### **357 - Law and Empire**

This course employs interpretive tactics from critical legal theory and critical race theory in order to examine the use of law to justify and sustain U.S. colonial/imperial projects. We will look at how these projects are connected to the control of domestic populations (especially indigenous and racialized groups) and the expanding desire for territory. We will look at questions about nation, state, and sovereignty; law and hegemony; and relationships between "change" and maintenance of the same in legal discourse. The course will also investigate relationships between globalization, international legal regimes, and new forms of Empire. We will consider specific topics that raise questions about ongoing operations of and resistances to imperialism, including trafficking in persons, sovereignty and indigenous people's rights, the legal status of territories and protectorates and the selective use of the U.S. Constitution in those locations, and issues rising from the "war on terror." *Emphasis topic: Critical Race Theory or Postcolonial Theory.*

CORE REQUIREMENT MET: **UNITED STATES and US DIVERSITY**

### **369 - Clinical Psychology Laboratory**

The Clinical Psychology Laboratory (CPL) provides experiential opportunities for students interested in graduate study in psychology, law, and social justice. Students are given the opportunity to participate in the data analysis of clinical psychological assessments. Students will also participate in research under a Human Studies Committee approved project, with the goal for an early exposure to the field, and with the objective to yield research data for presentation or publication. In some projects, students may have limited opportunities to observe and participate in forensic psychological assessments as prescribed in the respective protocols. *Prerequisite: instructor interview and approval required. May be repeated three times for credit.*

2 units

### **370 - Marx, Freud, and the Frankfurt School**

This seminar will explore the origins of the world famous Frankfurt School, a group of German social philosophers and theoreticians which emerged at the Institute for Social research of the University of Frankfurt am Main in the 1920s who wanted a) to analyze the conditions of modern capitalism and its impact on society in general, on family and social structures, value systems and mass culture, b) critically review the theories of Karl Marx, Sigmund Freud, and Max Weber, and c) to establish the principles and foundations of a 'critical theory.' We'll read and discuss major works by Max Horkheimer, Theodor W. Adorno, Walter Benjamin, Herbert Marcuse, Erich Fromm, Siegfried Kracauer, Leo Loewenthal and others. The seminar will focus on the 'first phase' of the Frankfurt School, its beginnings and its work and development during the thirties and forties – when the school relocated to New York and many of its collaborators lived in other American cities or abroad - and the immediate post WWII period. (A second seminar will follow next year and explore the school's development and its world wide impact in the sixties and seventies.) The course is taught in English. Students minoring or majoring in German will read some of the original texts (especially Marx, Freud, Benjamin, and Kracauer) in German. *Prerequisite: Junior/senior standing. Same as GERM 370*

CORE REQUIREMENT MET: **EUROPE**

### **380 - Psycho Analysis: Freud**

The work of Sigmund Freud continues to be of signal importance to students of literature, psychology, and feminist social theory. This course is designed to provide students with an in depth knowledge of his work as a model of intellectual courage and as a great and problematic achievement of the human imagination. The course will rely on the work of historian Peter Gay, *Freud, a Life for our Time*, for a well-contextualized treatment of Sigmund Freud's life and work. There will be close readings of three of Freud's seminal works, *The Interpretation of Dreams*, *Three Essays on the Theory of Sexuality*, and *Beyond the Pleasure Principle*. We will also read two case studies central to the emergent feminist critique and re-analysis of Freud's work: *Anna O.* and *Dora, an Analysis of a Case of Hysteria*. In addition to critically evaluating his contributions to contemporary thought, this course will employ Freud as a great writer. The assignments will therefore emphasize the recognition and imitation of Freud's skill as a writer. There will be four writing assignments from the different psychoanalytic genres: case history, dream interpretation, death-wish analysis, and an exercise in psychoanalytic theory. The course will be taught as a seminar with an emphasis on student participation. *Prerequisite: a 200-level CTSJ class. Emphasis topic: Feminist and Queer Studies. Satisfies experiential learning requirement.*

### **384 - Bataille**

A close reading of the works of Georges Bataille, including *The Impossible*, *The Unfinished System of Nonknowledge*, *The Accursed Share*, *On Nietzsche*, *Story of the Eye*, *The Dead Man*, and *Collected Poems*. *Prerequisite: 1st year students cannot enroll in this class.*

### **386 - Critical Blackness**

Critical Race Theorists have begun to describe a "new blackness," "critical blackness," post-blackness," and "unforgivable blackness." This emergent scholarship, which describes a feminist New Black Man, also seeks to "queer blackness" and to articulate a black sexual politics that addresses a "new racism." By calling us to examine the possibility of a black political solidarity that escapes the problems of identity politics, this scholarship provokes *We Who Are Dark* to imagine more complex and free identities. This course invites all of us to engage this scholarship.

### **390 - CTSJ Junior Seminar: Interventions**

The CTSJ Junior Seminar is designed to develop students' methodological sophistication and theoretical skills in anticipation of the senior comprehensive project. Students will be required to acquire an applicable understanding of the range of archives and the complex interdisciplinary methodological strategies used in Critical Theory and Social Justice. They are also to develop an understanding of the meaning of the CTSJ comprehensive project as an "intervention." *Prerequisite: Junior year standing.*

### **395 - Special Topics in Critical Theory - Social Justice**

An advanced seminar in Critical Theory - Social Justice. *Prerequisite: a 200-level class in CTSJ or permission of instructor. May be repeated for credit.*

### **397 - Independent Study in CTSJ**

*Prerequisite: permission of instructor.*

2 or 4 units

## **490 - Senior Seminar in Critical Theory - Social Justice**

This course is offered in conjunction with CTSJ majors' ongoing research for the senior thesis. Seminar meetings will be devoted to discussion and critique of students' work in progress and to close readings of a select few texts in Critical Theory - Social Justice. *Prerequisite: senior CTSJ majors only.*

## **499 - Honors Project in Critical Theory - Social Justice**

*Prerequisite: permission of the department.*

## **Faculty**

### **Regular Faculty**

#### **Donna Maeda**

*Professor, Critical Theory and Social Justice*

B.A., St. Olaf College; Ph.D., USC J.D., Boalt Hall (UC Berkeley)

#### **Mary Christianakis**

*Associate Professor, Critical Theory and Social Justice*

B.A., UCLA; M. Ed., UCLA; M.A., Loyola Marymount University; Ph.D., UC Berkeley

#### **G. Elmer Griffin**

*Professor, Critical Theory and Social Justice*

B.A., Pacific Union College; Ph.D., Fuller Theological Seminary

#### **Heather Lukes**

*Assistant Professor, Critical Theory and Social Justice*

B.A., UC Berkeley; M.A., Ph.D., UCLA

## **Diplomacy & World Affairs**

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

The Chevalier Program in DWA was established in 1957 by the late Mrs. Stuart Chevalier to

honor the memory of her husband, a distinguished lawyer and pioneer leader on behalf of the United Nations, who for 19 years served as a member of Occidental's Board of Trustees. The program is one of the few undergraduate interdisciplinary majors in international relations offered at a Liberal Arts institution such as Occidental.

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

**CAREERS:** Opportunities of interest to DWA graduates include service with U.S. government agencies, such as the Department of State and the Foreign Service, the Peace Corps, the Agency for International Development (USAID), the Department of Defense, and Central Intelligence Agency, as well as careers with the United Nations or one of its affiliated agencies, and in the non-governmental organization (NGO) community. Students also have an opportunity to prepare themselves for work in the general fields of international business and banking, law, or the academic world.

## ***Requirements***

**MAJOR:** The major in Diplomacy and World Affairs has two main components: a core of courses required of all students (taken in the departments of DWA, Economics, and languages), and an additional set of upper-division electives, focusing on specific topics in international relations. All DWA majors must take the following:

**WRITING REQUIREMENT:** Students majoring in Diplomacy and World Affairs will satisfy the final component of Occidental College's writing requirement by taking one 300-level DWA junior seminar. These seminars will focus on preparing students to do their Senior Comprehensive Project (DWA 490) and will include substantial writing assignments and a requirement that the instructor deem a student's writing proficient. See the Writing Program for additional information on the College's writing requirements.

1. DWA 101, DWA 201, and DWA 490.
2. Economics 101, 102 and either DWA 220 or Econ 311.
3. The equivalent of four college semesters of one language, or two college semesters each of two languages.
4. One 300 level DWA course listed in the course catalog to meet the junior writing seminar requirement (note: all 300 level classes fulfill the junior writing seminar requirement).
5. Four additional classes numbered 200 or higher in International Affairs at the College. At least two of these courses must be in DWA. Department credit can be given for up to two courses in international relations from a different Occidental academic department, the United Nations Program, or from study abroad; off-campus courses must be approved by the department chair prior to departure.

**WRITING REQUIREMENT:** Students majoring in Diplomacy and World Affairs will satisfy the final component of Occidental College's writing requirement by taking one 300-level DWA junior seminar. These junior seminars will focus on preparing students to do their Senior Comprehensive Project (DWA 490) and will include substantial writing assignments and a requirement that the instructor deem a student's writing proficient. See the Writing Program for

additional information on the College's writing requirements.

**COMPREHENSIVE REQUIREMENT:** Seniors will complete DWA 490 as their comprehensive requirement in the spring of their senior year. There are three options within DWA 490:

- Thesis: a 30-50 page thesis based on independent academic research.
- Policy Seminar: Small group seminar based on in-depth readings on key issues in International Relations and policy presentations by students on their topics of expertise.
- Film/Documentary: Production of a documentary film that advances knowledge in the IR field. To undertake the documentary option, it is a requirement that you have completed ArtF140 from the AHVA/Film department. It is recommended that you have taken at least one additional course in documentary production or theory in the AHVA/Film department, preferably ArtF242.

Details on these options will be given to students during the spring of their Junior year. Students must submit a proposal for the option they hope to pursue during the fall semester of their senior year for approval by the department.

**HONORS:** Qualified majors may achieve Departmental Honors at graduation through (a) maintenance of an overall grade point average of 3.25, with a 3.5 GPA in the major (inclusive of courses from all departments taken at Occidental that count toward fulfilling DWA major requirements. Study abroad, language, and Oxy-at-the-U.N. courses do not count toward the major GPA); and (b) completion of the comprehensive requirement with a grade of Pass with Distinction (Honors). Those interested should see the Honors Program and consult the department chair for details, preferably in the junior year.

## ***Courses***

### **101 - International Relations: The Changing Rules of the Game**

The purposes of this course are: 1) to introduce fundamental tools and perspectives on the study of world politics, including major theories and analytical approaches to international relations; 2) to understand the historical evolution of the contemporary international system, with special emphasis on the post-World War II era; 3) to apply theoretical and conceptual understandings of international relations to current issues in world politics. Emphasis is placed on the state and trans-state foundations of contemporary international relations. We will study this in the context of such key issues as economic development, "security", human rights, state-building, international organizations, terrorism, and the intersection of social relations with world politics.

*Open to Frosh and Sophomores, Juniors and Seniors by instructor permission only*

### **152 - Social Enterprise Practice & Theory**

This course will introduce social enterprise practices and theory, while allowing students to work directly on a social enterprise project with global impact. This course will build on the 25 year foundation of collective knowledge in the field of Social Entrepreneurship through case studies and life challenges that continue to face the international community. We will look at how value creation and sustainability are key elements in the development of successful social enterprises with emphasis on the water, food and housing/urban design. Our focus will be on how, through innovation and entrepreneurial approaches, we can access sustainable solutions

to the world's most pressing problems.

## **201 - International Organizations**

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

## **220 - International Political Economy**

This course is an undergraduate survey of the field of international political economy (IPE). It is intended as an introduction for students who already have some background in the field of international relations and are interested in exploring international economic relations at a deeper level. The course covers major theoretical, empirical, and policy perspectives. The theme to be explored in this course is "National Interest vs. Global Governance?" - that is, we will explore the theory and history of international political economy as an extension of national interest and an arena for the development of global governance, and the question of whether or not these two dimensions of international political economy are compatible or competitive with each other. The first part of the course will cover the basic concepts and theoretical foundations of IPE. The focus is on core theoretical principles and approaches. The goal is to understand how theory is framed and "works," the potential inferences of this theory, and the issues of contention within the field. The second part of the course draws on the theoretical foundations to examine a set of specific international economic issue arenas, including international trade, finance and economic development. **SAME AS POLS 232**

## **221 - International Development**

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

## **222 - Latin America Political Economy**

This course introduces students to the political economy of Latin America. The first section of the course looks at the rise of dependency theory and import substitution industrialization (ISI) as the region's predominant development strategy. We will study the motivations behind ISI, its initial success in terms of economic growth, and the challenges associated with such strategies of development. We will focus on the origins of the 1980s debt crisis, the abolishing of the ISI model, and the subsequent turn to neoliberal development strategies. The course aims to provide students with a deeper understanding of the transition to neoliberalism, the so-called Washington Consensus, and the broader political and economic implications of the reform processes that have unfolded since the early 1980s. We will study the interaction between democratization and economic reform and aim to understand how these simultaneous transitions have affected the policymaking process and the formation of public policy in the region. Latin America is a diverse region; therefore, this course will emphasize its economic and political diversity.

CORE REQUIREMENT MET: **REGIONAL FOCUS**

## **225 - Introduction to Human Rights**

This course offers students an interdisciplinary introduction to the historical and philosophical foundations of human rights, the creation of the international human rights regime in the mid-20th century, the impact of social movements on the evolution of international human rights laws and norms, and the impediments to the realization of human rights in practice. Through exploring thematic concerns such as women's rights, LGBT rights, torture, capital punishment, international responses to genocide, and corporate responsibility, we will engage contemporary debates surrounding the universality of human rights, the relationship between human rights and inter/national security, the duty-holders of human rights law, and the gap between human rights ideals and enforcement.

CORE REQUIREMENT MET: **GLOBAL CONNECTIONS and INTERCULTURAL**

## **229 - Intro to Human Rights: Focus on the Americas**

After a review of the historical, legal, and conceptual underpinnings of the international protection of human rights, students in this course will learn about human rights and mechanisms for their protection within the context of the United States and Latin America. Students will discuss key situations from the last half century involving challenges to human rights, including the phenomenon of disappearances common in Argentina and Chile in the 1970s, the application of the death penalty in the United States, and the current "war on drugs" in Mexico and Central America. In the course of these discussions, students will learn about national and international mechanisms for the promotion and enforcement of human rights, such as the incorporation of treaties into national law, the use of the Alien Tort Statute in the United States, and the decisions of the Inter-American Commission and Court of Human Rights. They will also have a chance to examine the United States from a double perspective: one the one hand, as a key country with a major interest and impact on human rights conditions in Latin America, and on the other, as a country with its own policy areas of struggle and progress.

CORE REQUIREMENT MET - **LATIN AMERICA and REGIONAL FOCUS**

## **230 - Gender and International Human Rights**

This course will explore the evolution of women's rights as human rights, the struggle of

women's movements to place gender-specific concerns on the international human rights agenda, and the relationship of the UN and its agencies to the broad feminist goal of advancing the political, economic, social, and cultural status of women. While "women" are of necessity central to the concerns of this course, the study of human rights will be approached from a gender perspective, recognizing that gender relations is key to understanding the nature, occurrence, and prevention of rights violations. Key themes to be covered in the course include the relationship between the "crisis of masculinity" and women's human rights; gender and economic rights, gender-based violence, and health and human rights

### **231 - Gender & International Relations**

This course explores how assumptions of masculinity and femininity have informed foundational concepts and theories in the field of International Relations, the determination of what is considered to be worthy of investigation and what qualifies as appropriate methods of investigation, and who is (and is not) recognized as a subject of international politics. It applies a gender lens to practical concerns in the field, including political and economic development, human rights, and international security. It also engages the tensions associated with theorizing gender and IR, given the fluidity and intersectionality of identity.

CORE REQUIREMENT MET: **INTERCULTURAL and GLOBAL CONNECTIONS**

### **233 - African Politics**

The purpose of this course is to explore the themes, issues, and trends that shape politics in Africa, across some 50 countries and nearly one billion people. The course will cover broad issues such as the foundations of contemporary African politics, the characteristics and consequences of leadership in Africa, the politics of identity, and economic and political change in Africa. This course is not designed as a study of individual countries in Africa; it is a theme-based course. Nevertheless, in exploring the themes and trends that dominate politics in Africa, we will learn quite a bit about a variety of countries on the continent. In addition, each student will become an expert on a particular country in Africa.

CORE REQUIREMENT MET: **REGIONAL FOCUS and AFRICA & THE MIDDLE EAST**

### **234 - South African Politics**

This course examines the political dynamics of apartheid and post-apartheid South Africa. Particular emphasis is placed on the development of black political opposition since the 1970s, including both militant action against the state, as well as inter-ethnic political action and violence.

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

### **235 - Nationalism and Ethnicity**

This course will explore nationalism and ethnicity from both a theoretical and empirical perspective. Nationalist and ethnic discourses have always been central to political movements, rebellions and revolutions. The passions and commitment of individual members in these movements often leads to political ideologies and war tactics that are violent and which encompasses entire communities. The course will use examples from Southern Africa,

South Asia and Eastern Europe.

### **237 - Cuba, China, Vietnam: Communism in a Post Communism World**

The course will examine some of the communist countries that have survived the collapse of the Soviet Union, specifically: Cuba, Vietnam, and China. We will discuss the political and social life within each country, their relationship to the United States and the prospects for political change.

CORE REQUIREMENT MET: **INTERCULTURAL and GLOBAL CONNECTIONS**

### **238 - South Asian Diaspora**

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

### **239 - Comparative Politics of Europe**

This course aims to introduce students to contemporary European politics. We will start by looking at the formation of European states and political institutions. Our goal is to gain insight into the origins of European state formation and to develop an understanding of why European states have taken different paths. The second section of the course will examine the development of key democratic institutions with particular focus on various electoral formulas and party systems. The third section will look at interest representation and industrial relations. This will lead into a substantial discussion of the development of the European welfare state and the various forms of compensation programs that European states have developed. We will end the course by examining the European integration movement, today the European Union. We will examine the factors behind the formation of the Coal and Steel Community, the European Common Market, as well as contemporary efforts to integrate the former Eastern European states.

CORE REQUIREMENT MET: **GLOBAL CONNECTIONS**

### **240 - Comparative Revolutions**

This course will examine why, how, and when voices of dissent turn into a full-scale revolutionary movement. We will compare and contrast revolutions that have taken place in different social, political, and cultural contexts (e.g., Nicaraguan Revolution, 1989 Revolutions of Eastern Europe, and the Ukrainian Orange Revolution).

### **241 - International Relations of the Middle East**

A study of Middle-Eastern international relations in the context of three themes that structure the region's modern political history:

1. Colonialism: how the reaction against colonialism continued to define and limit Middle-Eastern politics, both internally and in its relations with outside powers.

2. Religion: in particular, political Islam (or "fundamentalism") is a key variable in the region's contemporary politics, but by no means all-defining.
3. Nationalism(s): a source of political identity and mobilization. How religious, national, linguistic, and ethnic nationalisms inform conflict and cooperation within the region.

In the context of these three themes, we will explore the following regional issues with global implications:

1. The Arab-Israeli conflict. The flash point of conflict in the Middle-East, the Arab-Israeli conflict can only be understood on the basis of an informed appreciation of its historical and ideological underpinnings.
2. Iran. The Iranian revolution had an enormous impact on regional and international affairs. Current unrest within Iran is, perhaps, a harbinger of yet another radical shift in Iranian politics.
3. Domestic upheaval in the region as seen in the Arab uprisings of 2011-12. .

Despite this being an "IR" class, on-the-ground social and political movements ("domestic," yet transnationally informed) have an enormous impact on the region's politics. This is particularly true in the shadow of the recent Arab uprisings on which we will place particular attention.

**CORE REQUIREMENT MET: AFRICA AND THE MIDDLE EAST and REGIONAL FOCUS**

## **242 - Revolutionary Iran in Historical Perspective**

Iran has experienced crisis, revolts, and revolution more than any other country in the region. The level of revolutionary zeal, ideological debates, and mass participation has elicited unprecedented attention by media experts and academics's endeavoring to resolve what is termed as "Persian Puzzle" or "Iranian Paradox". In view of remarkable infrequency of revolutions, Nikki Keddie - the eminent scholar of modern Iran ? has devoted years of research in striving to answer the question, "why has Iran been revolutionary?" She reiterates that Iran has seen more modern revolutions than any country in the Muslim world and more than most countries anywhere. Consequently, the course on "Revolutionary Iran" addresses the following question: Is there anything peculiar or particular about Iran that could explain the rise of modern revolutionary movement? The course critically examines the theoretical and historical perspectives that have been proposed to answer this question.

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

## **243 - Law, War Crimes and Transnational Politics**

This course will focus on the international community's efforts since World War II to bring an end to impunity for those who violate fundamental human rights and humanitarian norms. International efforts to bring violators to justice from Nuremberg to the International Criminal Court will be the primary focus of the class. The class will also discuss more recent efforts to bring civil lawsuits against individuals and corporations for their complicity in human rights violations.

## **244 - Modern Iran: Society & Politics**

This course is a survey of Iranian politics and society from the establishment of the Qajar dynasty in the late nineteenth century to the present. The aims of the course are twofold. (1) To introduce students to major events shaping Iranian politics over the last century. Among the topics covered are the rise and demise of the Qajar dynasty, the Persian Constitutional

Revolution, the rise and fall of the Pahlavi dynasty, the role of Western imperialism, the geopolitics of oil, the 1979 Iranian Revolution, the Iran-Iraq war, the crisis of theocracy, etc., and (2) To expose students to a set of theoretical and analytical issues underlying Iran's political development: the causes and consequences of revolutions; state-society relations; secularism and modernization; fundamentalism and reform; pluralism and democracy; autocracy and clientelism; corruption and the rentier state. Above all, this course is design to help students think, talk and write in an informed and critical manner about politics in modern Iran.

CORE REQUIREMENT MET: **AFRICA AND THE MIDDLE EAST and REGIONAL FOCUS**

## **245 - China and the World**

This course will look at the relationship of China to the world over the last 600 years. It will emphasize the global flow of trade goods and commodities, ideas and ideologies, and religions and people. And it will look at the shifting position of China within modern international relations, including a critical investigation of the Cold War, Thirdworldism, the environment and development, and neoliberal globalization. Students will gain a working knowledge of both Chinese and world history. They will be encouraged to question the narratives we tend to tell ourselves about world history and China's role in it. This is particularly important as the interaction of China and the U.S. has been increasing markedly over the past few decades. We will call into question narratives of the "rise of the west," just as we will call into question the contemporary discourse on the "rise of China." Same as HIST 245

CORE REQUIREMENT MET: **PRE-1800 and GLOBAL CONNECTIONS**

## **248 - Global Public Health**

The course will examine major global public health problems and the range of responses from international organizations, transnational networks, and domestic and community-based institutions. Despite improvements in the health status of low- and middle-income countries over the last half-century, the challenges to advance global public health remain daunting. What are the sorts of strategies these actors have used in addressing such health issues as HIV/AIDS, malaria, unsafe food and water, tobacco use, and others? What is the role of human rights in addressing the underlying determinants of ill-health? The course will present basic concepts for understanding global public health, including morbidity, mortality, demography, epidemiology, and the political, social and economic determinants of health. We will utilize a case study method to examine successful and less successful efforts to improve global health and to debate enduring political, economic, social and cultural controversies in the arenas of global health. Students can expect to gain knowledge of the major issues and actors in global public health and an introduction to the analytic and quantitative skills needed to monitor and evaluate evidence used in formulating policies and programs. Same as UEP 248

CORE REQUIREMENT MET: **GLOBAL CONNECTIONS**

## **249 - Public Health & Human Rts: Global and Local Practices**

This course explores core concepts in global public health, the development of human rights' instruments, and how these two fields have increasingly intersected in global and local public health work. Specifically, we will review public health methods of measurement and analysis -- spanning epidemiological, economic, and political approaches -- to understand if and how a rights-based approach to health can inform more critical and more productive approaches to

issues such as HIV/AIDS and other sexual and reproductive health concerns. Finally, this course examines how global public health issues have generated dramatically different responses across and within regions and countries and communities. We will particularly focus on the experience of Brazil given its changing role in the global economy and its progressive public health approach. Same at UEP 209

## **250 - International Security**

This course is an introduction to international security and strategic studies. This field is fundamentally about both the use of force by and violent conflict among states and non-state actors. The course will be guided by general theoretical questions regarding security: How does violent conflict, or competitions shaped by the lurking possibility of such conflict, affect international relations and individual societies? How has the role of violent conflict in international politics changed since the end of World War II? What is the nature of security today? These general questions will frame explorations of more specific strategic questions. Such questions will include: How do states and non-state actors use force to persuade their enemies to take (coercion) or refrain from taking (deterrence) a particular action? How can nations best prepare to prevent violent conflicts or to win them if they occur? What has determined success and failure, the intensity, duration, and consequences of military action? We will have a particular focus on emerging transnational security issues, intra-state security, and the relationship among security, development and state failure. Pursuing answers to these questions will require an approach that integrates theory, history and current events. **Same as POLS 233**

## **252 - Security Issues in South Asia**

While Washington policymakers during the Cold War paid only episodic attention to South Asia, the region has become a focal point for U.S. security policy over the last decade or so. Since the nuclear weapon tests by India and Pakistan in 1998, their entrenched, conflict-prone strategic rivalry has acquired a much more dangerous edge. The region is also the epicenter of global terrorism, with Islamabad simultaneously acting as a sponsor of the Taliban forces fighting in Afghanistan and serving as a pivotal U.S. ally in the war against Islamist terrorism. Finally, after decades of disdain about India's strategic potential, U.S. officials have invested singular energy in recent years in developing what is a tacitly anti-China security partnership with India. Although South Asia encompasses a number of countries, this course will focus on the region's two most important powers - India and Pakistan - and their relationships with the United States and China - the two extra-regional powers that have the most influence on regional affairs. The following topics will receive special attention: The sources of and prospects for the India-Pakistan strategic rivalry, including the long-standing territorial dispute over Kashmir and the more recent competition for influence in Afghanistan. The effects of nuclear proliferation on India-Pakistan interactions. The economic rise of India and its implications for New Delhi's security posture, especially vis-à-vis Islamabad, Washington and Beijing Pakistan's national prospects and their security implications. China's growing role in regional security affairs The emergence of non-traditional security challenges in the region (e.g., conflicts over access to natural resources, population pressures.) The impact of South Asian security issues on U.S. strategic interests, the development of U.S. bilateral relations with India and Pakistan, and the management of the triangular relationship.

**CORE REQUIREMENTS MET: INTERCULTURAL**

## **253 - Security in Asia**

China's return (as opposed to rise) to its proportional place in the global economy has arguably caused a pivot towards Asia by the United States. While America's hegemonic status in terms of hard (military) power remains undisputed, China's gross domestic product may surpass that of the United States as soon as 2017. This course is a seminar on Asian security, covering military security, non-traditional security, and economic and political security, among other dimensions. The course surveys the Asian region with particular emphasis on Southeast Asia (the ASEAN countries, particularly Cambodia, Burma/Myanmar, Thailand, and Singapore) and Northeast Asia (China, Japan, South Korea, and Taiwan). The material is divided into three parts. The first provides an overall introduction and overview of Asian security and focuses on the foundations of what was thought to be the Asian Miracle (created in part from a US security umbrella) just as the Washington Consensus rose to prominence. It takes students through the Asian Financial Crisis and its aftermath. Part II of the classes focuses on Japan, South Korea, China, and Taiwan. It describes their development trajectories and security arrangements. Part III uses China as a platform to examine other parts of Asia not already covered, such as China's relationship with Southeast Asia and the political economy of non-traditional security, in particular the region's experience with Highly Pathogenic Avian Influenza.

CORE REQUIREMENT MET: **REGIONAL FOCUS**

## **254 - Transnational Security: Understanding Gray Area Phenomena**

The course will provide a conceptual framework for understanding the evolving scope and dimension of transnational security in the contemporary era. The unit will include an examination of the principal features of the current international system that are serving to foster gray area phenomenon; an analysis of five specific threats that have received particular attention in terms of their destabilizing potential (terrorism, drug smuggling, weapons trafficking, maritime piracy, the spread of disease, pandemics, environmental degradation/change); and an assessment of how these challenges can best be mitigated at both the domestic and global level.

## **255 - Understanding Terrorism and Global Security through Cyborgs, Zombies and Morgoths**

The course will use popular culture allegories as a strategy for building a complex understanding of the nature of transnational terrorism in the post-9/11 era and challenges faced by policy makers in this arena. It will begin with a review of key approaches and concepts in security studies and will confront different definitions of terrorism. The course will then go on to discuss certain policy responses that have elicited particular concern, such as torture, assassination, surveillance programs, detention without trial and deliberate entrapment. Cyborg, Zombie, and Lord of The Ring allegories will serve to illustrate different conceptual and practical approaches to terrorism. The course will conclude with an examination of the different implications for policy decision making suggested by the use of different allegories.

## **260 - Model United Nations**

Research, discussion and analysis of important issues in international relations in preparation

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

## **265 - Global History of the United States: 20th and 21st Centuries**

This course will examine the political, military, economic, and cultural interactions between the United States and the rest of the world from the Spanish-American War to the present day. Taking a much broader view than traditional diplomatic histories, the course will weave together analyses of major diplomatic initiatives, armed conflicts, and the ways in which the cultures and economies of the U.S. and other nations have influenced one another. Topics will include the causes and consequences of wars, the meaning of American empire, and the flow of consumer goods, languages, music, dance, motion pictures, fashion, social norms, and people to and from the U.S..

CORE REQUIREMENT MET: **UNITED STATES**

## **266 - History and Theory of International Politics**

This course aims to introduce students to both analytic and normative approaches to the study of international politics. In the first part of the course the historiography of both the states-system and the academic discipline of International Relations (IR) are examined, along with the methodological issues underlying IR (and the social sciences in general). The second part of the course is devoted to learning about theories of international politics - e.g. (Neo)Realism, (Neo)Liberalism, (Neo)Marxism, Post-modernism/-structuralism, Gender and IR, Constructivism - and examining the debates within and between them. The Last part of the course considers the application and implications of theories discussed to and for major present-day trends and developments such as globalization, militarism, financial crises, extremism, and environmental degradation. This course is, above all, designed to help students think, talk and write in an informed and critical manner about international issues.

## **280 - Globalization: Issues and Controversies**

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

CORE REQUIREMENT MET: **INTERCULTURAL and GLOBAL CONNECTIONS**

## **281 - Media & Global Change**

This course will explore the past present and future role of media in shaping global change and guide students in the development of a global media campaign. The campaign will be the culmination of an inquiry around media as a tool for social change. From pivotal news events of the last 20 years, to the rise of reality television, social media and declining influence of print

and broadcast journalism, this course will use media literacy, case studies and comparative analysis of news coverage, critical analysis of cinema, trends in art and culture to explore media's impact on social norms and cultural-narratives. Specifically, we will examine the role of media in various revolutions worldwide-- the recent role of social media in the overthrow and transition of the Egyptian government (The Square), the role of song in South Africa's struggle for freedom and international news coverage of the Feminist Movement and the Black Panther party. How is it that movements are organized using media as a tool for social-change? Professional writers, media executives and branding experts will be guest speakers for viewing-salons that will be scheduled throughout the semester. Students will: learn media literacy skills and develop critical thinking by engaging with the role media plays in major historical, cultural and social issues; become active learners as they gain proficiency to approach their own personal inquiries with creativity and scholarly rigor; gain expression through visual storytelling, data visualization and social media as they create their own Global Media campaign and present it at a final salon for the course; and participate in the shaping of the narrative around global social change.

## **282 - Global Los Angeles**

A critical examination of greater Los Angeles and its economic, political, social and cultural ties to the world economy and other countries--all the ways in which Los Angeles is an integral part of the post-Cold War global society. How does this globalization affect the life of Los Angeles and in what ways does Los Angeles contribute to globalization? What are the positive and negative impacts and the implications for US foreign, economic and social policies of Los Angeles as a Global City?

CORE REQUIREMENT MET: **INTERCULTURAL**

## **283 - Soft Power: How Nations Interact Without War**

This course will study how the concept of Soft Power--first developed by Harvard professor Joe Nye--applies to interactions among nations in the 21st Century. Soft Power lies in the ability to attract and persuade, whereas Hard Power--the ability to coerce--grows out of a country's military or economic might, especially in Imperial/Colonial period. Students will analyze how trade, culture (music, food, sports, language, education), environment and political institutions (democracy, corruption, human rights, etc.) contribute to a country's Soft Power and make up its Global Brand. Students will analyze the current state of Soft Power in key nations, and consider how countries and their citizens can affect the attractiveness of a country's culture, ideas and institutions to raise its Soft Power. The course will introduce students to the idea of global Sustainable Diplomacy which pursues global goals using Soft not Hard Power.

Prerequisite: DWA 101 or Politics 101

CORE REQUIREMENT MET: **GLOBAL CONNECTIONS**

## **284 - Sports and Diplomacy in a Globalized World**

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

to Russian ice hockey players in the US.

CORE PREREQUISITE MET: **INTERCULTURAL**

## **285 - Diplomacy & War**

This course aims to introduce students to both analytic and normative approaches to the study and practice of diplomacy in international politics. In the first part of the course we will chart the evolution of diplomacy from a tool of statecraft in the modern states system to a practice of mediating disputes and estrangement in international society. The second part of the course is devoted to examining a series of historical case studies illustrative of the successes and failures of modern diplomacy. The last part of the course considers the utility and limitations of contemporary diplomatic practices for major international trends and developments such as globalization, militarism, financial crises, extremism, and environmental degradation. This course is, above all, designed to help students think, talk and write in an informed and critical manner about complex and seemingly intractable global issues.

## **295 - Topics in Diplomacy and World Affairs**

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

This course is an undergraduate survey of the topic of human security, exploring this emerging concept and the evolving corresponding norm of the "responsibility to protect," which demands that states protect their populations and re-frames humanitarian intervention as a responsibility of the international community to protect peoples when their governments fail to do so.

Throughout the course, we will explore a number of interrelated issues such as conflict and poverty, protecting populations in conflict and post-conflict situations, crimes against humanity, and rights-based development.

CORE REQUIREMENT MET: **INTERCULTURAL**

**Introduction to International Law.** This course will introduce students to the legal rules and principles that apply to states and non-state actors in areas such as the use of force, human rights, self-determination and the recognition of new states, and the prosecution of war criminals. Students will explore the mutual impact of international law and politics, and assess the efficacy of international rules as policy instruments, and as guidelines for legitimate international behavior. Course materials will include decisions of national and international tribunals and real-life problems that illustrate how international law works in practice. While focusing on the development and application of global rules and looking at a variety of countries in the process, this course will take a particularly close look at how the United States helps to make and applies those standards of international law.

CORE REQUIREMENT MET: **INTERCULTURAL and GLOBAL CONNECTIONS .**

**The Political Economy of Global Conflict.** This course aims to introduce a number of fundamental concepts in the field of international political economy and then demonstrate a relationship between those concepts and global conflict. The first section of the course is

devoted to introducing several core concepts of IPE within the context of the more generalized debates about the relationship and interaction between the international and domestic and the relationship and interaction between the state and society. After establishing this theoretical foundation, we begin to explore the way a political economy-centered approach helps us explain and understand interstate and intrastate conflict around the world. A number of case studies provide common ground for exploration on topics such as the relationship between global conflict and the economic rise of China and India, trade disputes, the relationship between poverty and conflict, and the relationship between natural resources and conflict (particularly intrastate violence). In each of these cases, our political economy approach is used not only to explain but also to explore possible solutions and challenges. In this context, the relative importance of international institutions and the challenges associated with collective action are also discussed.

CORE REQUIREMENT MET: **INTERCULTURAL**

**Obama Foreign Policy** A course in current US foreign policy focusing on the challenges abroad faced by the Obama administration. The course will examine how President Obama and his team handled two wars inherited from the Bush administration, as well as an international economic crisis--and how the administration responded to new developments such as the Arab Spring. In an election year, foreign policy can sometimes become a campaign issue, and events abroad can affect Presidential politics, so the course will also consider the role of foreign policy in the 2012 Presidential campaign.

CORE REQUIREMENT MET: **UNITED STATES**

**International Relations of Africa** This course examines the international relations of states in sub-Saharan Africa, focusing on major themes that have characterized international politics in Africa since the end of the Cold War. We will pay particular attention to the constraints that poverty and state weakness place on African states, as well as the associated importance of non-state and external actors in African affairs. Sample topics that the course will cover include: major conflicts of the past two decades (Congo, Liberia, Rwanda, Sierra Leone, Somalia, and Sudan), international peacekeeping, slow economic development, foreign aid effectiveness, epidemics, and food security.

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

## **295 - Virtuous Drones, Selfish Humanitarians? Emerging Issues in IR**

What is the ethical goal of international policy? Who do we take seriously? Who do we count? What matters most? This ~~is~~ course is designed to help students, as future global citizens, explore ethical approaches to current global challenges. We will use case studies to confront challenges in areas such as torture, rebellion, peace-building, corporate responsibility, war technology, and climate change. Each student will develop special expertise in a specific policy area, and will draft a report on pressing global issues in this policy area.

CORE REQUIREMENT MET: **INTERCULTURAL**

## **298 - Interdisciplinary Research Design in World Affairs**

This course offers an overview of the different philosophical foundations (positivist, constructivists, interpretivist) and major methodological designs (ethnographic, case study, comparative, statistical, experimental and mix-method) for conducting rigorous research in world affairs. Students who are interested in applying for research grants strongly encouraged to enroll. *Prerequisite: DWA 101*

## **299 - Qualitative Methods and Research Design**

The goal of this course is to provide students with some of the tools to embark on systematic inquiry in political science. It will introduce students to qualitative methods in political science, ethical issues in qualitative research, proposal writing and interviewing techniques, and finally, the essential components of a research paper (a proper research question, thesis, literature review, and case selection). Guidance through the Institutional Review Board process will be provided. This course is geared towards students preparing grant applications to conduct research abroad and/or those preparing for their senior comprehensive thesis since they will be expected to apply the methods they learn to their own research topics.

*2 unit*

## **310 - Religion and Politics**

As of late, religion has re-emerged on the political stage offering different perspectives regarding political norms, values, and behavior. In this course we will explore the various ways in which religion has been conceptualized and utilized in different political and cultural settings. Some of the questions that we will seek to answer are: In what ways can religion be separated from politics? What are the roles of religion and religious institutions in political life? How do religions and religious institutions respond to the challenges of a pluralist and secular modern world? *Prerequisite: DWA 101 or equivalent. Open only to DWA majors with junior or senior standing.*

CORE REQUIREMENT MET: **INTERCULTURAL and GLOBAL CONNECTIONS**

## **325 - United Nations Internship/Practicum**

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

## **329 - Human Rights and Trafficking in Persons**

Trafficking in persons - the use of force, coercion, fraud, or deception for purposes of exploitation - is the third most profitable form of illicit activity globally, following the traffic in drugs and arms. In this course, we will explore the different forms of trafficking, including domestic servitude, sweatshop labor, migrant agricultural work, and child soldiering, although the course will focus most closely on the topic of trafficking for purposes of sexual exploitation. Throughout the class, the causes, consequences, and responses to trafficking will be analyzed through a human rights lens. We will study the processes behind the construction of gender identities, in order to gain insight into why particular populations are especially vulnerable to trafficking and why certain constraints exist to preventing and responding to trafficking at both the domestic and international levels. We will study the relationship between trafficking and militarism, including the legacy of the United States' military presence in Asia for sex tourism and trafficking in the region today. And we will engage the debate over whether trafficking is a "discourse" that perpetuates relationships of dominance and subordination between the global North and South. *Prerequisite: DWA 101. Open only to DWA majors with junior or senior*

*standing.*

CORE REQUIREMENT MET: **INTERCULTURAL and GLOBAL CONNECTIONS**

### **331 - Ethics, Religion, and International Relations - State Interest vs. Universal Morality**

An inquiry into the field of ethical inquiry in international relations with a particular focus on the increasing recognition of the multiple frames of ethics contributed by the world's religions. It is intended as an introduction for students who already have some background in the field of international relations and are interested in exploring the subject at a deeper level. Ethics has traditionally occupied an unenviable position in mainstream theories of international relations. Either it has been relegated to the margins of the field or placed in opposition to the contingencies of state practice. Denying their own normative foundations, (Western) theories of international relations traditionally ignored the relevance of ethics for the conceptualization and practice of world politics. This course reviews alternative approaches to traditional international relations theory by placing ethics at the center of the field. The course focuses on the ethical underpinnings of state practice, and analyzes a range of contemporary foreign policy issues in which ethical questions are likely to arise, especially the protection of human rights, the historical development and contemporary formulations of ethical norms for the use of force, and distributive justice in the global economy. Special emphasis will be given to religious influences on national ethics; religion as a matter of conflict; religious communities as transnational agents for justice, protection of human rights, and peace; and ethical and religious contributions to reconciliation, solidarity, and peacemaking. The theme to be explored in this course is "State Interest vs. Universal Morality?" - that is, we will explore the question of whether or not these two dimensions of international relations are compatible or competitive with each other. *Prerequisite: DWA 101. Open only to DWA majors with junior or senior standing.*

### **333 - North Africa and the Middle East: Islam and the Politics of Identity**

A study of Islam in North Africa and the implications of religious ideology on intra and inter state conflicts. The course will also analyze the relationship of the Islamic North to the rest of Africa and to the Middle East. *Given in alternate years. Prerequisite: DWA 101. Open only to DWA majors with junior or senior standing.*

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

### **336 - Religion, Ideology, and Democracy in the Middle East**

This is an advanced seminar on the relationship between religion, ideology, and democracy in the Middle East; it presupposes background knowledge of the region and only basic exposure to comparative politics. The course surveys the historical and political trajectories of selected nationalisms and Islamist ideologies in the Middle East: Pan-Arabism, various Arab territorial nationalisms, Zionisms, Turkish nationalisms, Kurdish nationalisms and various strains of Islamism.

prerequisite: DWA 241

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

### **337 - Islam and Democracy**

This course covers key questions, arguments, and debates concerning the relationship between Islam (as a rubric for identity and mobilization) and democracy (as a political form and value) in the Middle East. The course is organized around major topics concerning the history, culture, and politics of the Middle East since the end of World War I: Islam and modernity, nationalism and independence, authoritarian state building, the European imperial legacy, revolution and fundamentalist resurgence, political Islam and democracy, democracy promotion, and the future prospects for democracy in the region. This survey explores several theoretical questions about the relationship between Islam and democracy in the region: Why did the region's experience with some seemingly representative/liberal forms of the politics (c. 1930s-1950s) give way to the rise of authoritarian regimes? Why have various Islamist political movements come to represent the strongest forces pushing for political reform, government accountability, and democracy in the region? Does political Islam represent an obstacle/threat to the democratization of the Middle East or, alternatively, a necessary component for democratization? How are new forms of populist mobilization and political organization reshaping politics in the region? *Prerequisite: DWA 101*

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

### **338 - Theory and Practice of Human Rights in the Transnational Muslim World**

The place of human rights in the transnational Muslim world in comparative and theoretical perspective. The focus will be on 20th century political and ideological events in the Muslim world, broadly defined to include its diverse formations. There will be particular attention paid to movements for the integration of human rights into domestic, international, and transnational politics, and attendant theoretical questions. The course will be reading-intensive and we will focus class discussions around each week's readings. *Prerequisite: DWA 101 Open only to DWA majors with junior or senior standing.*

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

### **340 - Contemporary Issues in International and Human Rights Law**

International law has taken an increasingly central and often controversial place in contemporary international relations. This junior writing seminar will explore the foundations of international law, human rights law, and humanitarian law. It will do so in the context of their intersections with topical issues that range from international criminal law, torture, non-state transnational actors, humanitarian interventions, and sexuality, and will have a particular focus on the theoretical foundations for human rights. *Prerequisite: DWA 101.*

### **342 - Transnational Identity and International Relations**

This class will explore the various aspects of transnational identities focusing on ways in which they challenge state borders and state nationalisms. The various aspects of transnational identities like questions of citizenship, ethnicity, religion, gender, and generation, will be analyzed. Special attention will be given to the ways in which Islamic beliefs have transcended state boundaries and the impact this has had on notions of citizenship. The class will also focus on a few case studies to highlight the various aspects of transnational identity. *Prerequisite: DWA 101. Open only to DWA majors with junior or senior standing.*

### **343 - Transnationalism and Global Governance**

Global Governance: State, Trans-state, and Non-state Approaches to International Issues. "Global governance" describes state, trans-state, and local approaches to addressing issues which cross traditional nation-state borders. This class will study theories of global governance: what is global governance and how do we account for its increasing relevance? We will do so in the context of an exploration of a number of intersecting issues, including human rights, economic development, migration, political transitions, post-conflict reconstruction, and global security. *Prerequisite: DWA 101. Open only to DWA majors with junior or senior standing.*

### **344 - Nation-Building**

A course in the politics and economics of nation-building and the responsibility of the international community towards failing states. What are the lessons to be learned from past attempts to reconstruct war-damaged or failed states - e.g., the defeated axis powers Japan and Germany, war-torn Bosnia, or post-war Iraq? Can the United Nations provide the needed expertise or is it up to the U.S. to do the job? Is nation-building a necessary part of a Freedom Agenda (as President Bush termed it) or a U.S. strategy of democratic enlargement (President Clinton's term)? If so, how can it be done effectively without acting in a neo-colonial manner? On a related topic, when is so-called Humanitarian Intervention appropriate and who decides to do it? the U.N., the U.S., the European Union, North Atlantic Treaty Organization, or other powers? Are new U.S. government agencies or new international organizations needed for these tasks, if they are to be undertaken? Students will examine these critical and difficult questions through readings such as Samantha Power's *A Problem from Hell: America and the Age of Genocide*; James Traub's *The Freedom Agenda: Why America Must Spread Democracy (Just Not the Way George Bush Did)*; Ghani and Lockhart's *Fixing Failed States*; and the RAND Corporation's studies, *America's Role in Nation-Building from Germany to Iraq*, and *The Beginner's Guide to Nation-Building*. In addition to understanding and analyzing the key issues, students will also work in teams to devise new US and international policy approaches to nation-building. *Prerequisite: DWA 101 or equivalent. Open only to DWA and Politics majors with junior or senior standing.*

### **350 - Global Political Economy: Advanced Topics**

Each year this course will focus on some sub-set of contemporary issues in the global political economy. This could include topics such as the state of the global economy and global economic crises; multinational corporations and corporate social responsibility; global production and supply chains; emerging forms of regulation in the global economy, transparency and accountability, and global inequality, among others. *Prerequisite: DWA 101*

### **352 - Water in the World: Issues, Conflicts, Prospects**

Water is necessary for human survival and public health, economic prosperity and environmental sustainability. Water is a spiritual value, a human right, an economic good, and a natural resource. One billion people on our planet do not have access to the water they need. Escalating human population growth, concomitant climate change and other environmental changes, poor management, and emerging/(re-)emerging diseases are compromising the availability and quality of water resources even for those who have access. Political controversies over water of various kinds are mounting; some argue future wars will

be fought over water. This course examines current issues, conflicts and prospects with respect to water resources globally and how this issue will influence the health of humans, societies, and the planet. Prerequisite: DWA 101

### **368 - American Grand Strategy: The Perils of Being Number One**

America is the most powerful nation in the post-Cold War world but has not, as yet, forged a national consensus on post-Cold War foreign policy. The country, and the world, have repudiated the neo-Con unilateralist approach of the Bush administration?but there is no agreed upon substitute. Various authors are proposing strategies from "ethical realism" to "liberal interventionism" to "neo-isolationism" and on. The course will examine critically proposals for a new American Grand Strategy from leading foreign policy thinkers and from groups such as the Princeton project. We will try to agree on what a workable Grand Strategy might be?and analyze whether it might have widespread bi-partisan support at home and ample international support abroad. *Prerequisite: DWA 101 or Politics 101. Junior or senior standing in DWA or Politics*

### **370 - Democracy in Global Politics**

This course investigates the contours of historical and contemporary debates about democracy in global politics. The central aim of the course is to make such terms as "pluralism," "representation," "freedom," and "democracy," which simultaneously serve as hollow tropes in contemporary political discourse and as the basis for a secular religious faith for many on the left and the right, more difficult. Rather than cleansing these terms of their complications, students are encouraged to see them from all sides, interrogating their maddening paradoxes and ugly undertones while never losing sight of their awesome possibilities. Accordingly, this course is divided into three sections. The first section offers a historical/philosophical overview of the rise of, and a variety of challenges to, the idea of democracy as both a political ideal and an institutional form from the advent of the American and French revolutions to today. The second section is devoted to various schools of thought on democratic governance, with a special focus on post-World War II developments in democratic theory. The last section of the course focuses on contemporary politics of surrounding the discourse about and promotion of democratic values in a global context. *Prerequisite: DWA 101*

### **377 - Rising Nations: The Political Economy of the BRIC countries and the Challenges to US Leadership**

Junior seminar on the global impact of the rising nations of Brazil, India, Russia and China--so-called BRIC countries--the growth of their economies and their growing political and economic influence on global power arrangements--and an analysis of the US response to the rise of these nations in the post-Cold War era of globalization. What is the intellectual justification of the course? Provide juniors and seniors in DWA and related majors with an analysis of key players on the international scene and a critical examination of how the US is responding to a multi-polar world. *Prerequisites: DWA 101 or Politics 101. Junior or senior standing in DWA or Politics*

CORE REQUIREMENT MET: **ASIA**

### **395 - Special Topics in Diplomacy and World Affairs**

Seminar in International Institutions and International Law. Our globalized political and economic system relies on international regimes and related organizations to help set, monitor, and enforce the rules. This seminar examines comparatively the historic rationale behind prominent international institutions and legal frameworks, and analyzes their current and possible future roles in economic development, global governance, and political stability.

*Prerequisite: DWA 201. Open only to DWA majors with junior or senior standing.*

CORE REQUIREMENT MET: **INTERCULTURAL**

### **397 - Independent Study in DWA**

*Prerequisite: permission of instructor.*

2 or 4 units

### **401 - Human Development in a World of Promise and Peril**

This seminar-style course will focus on practical case studies to identify the drivers of and potential brakes on sustainable human development. Illustrative country cases from around the globe will focus students on the present day reality of people's lives; the role of development planning, policies and actions by the State; and how the norms established at the global level of the UN are implemented at the national as well as local levels. Modern day global issues related to population dynamics, climate change, inequality, food security, energy access, natural & man made disasters and others will be examined for their impact on human development against the backdrop of the U.N. Conference on Sustainable Development (Rio +20), the U.N.'s focus on the Post 2015 Development Agenda, and the Millennium Development Goals. Cases will range from a review of specific UN programmes that went to scale and led to fundamental national change (examples: Mongolia microfinance, Cambodia decentralization and Ethiopia's HIV/AIDS response) -- to a review of individual countries where multiple UN programmes and the political economy stand out as driving factors for change (examples: Myanmar, Costa Rica and Brazil). These cases will be informed through literature review and through contact with UN staff and UN agencies who worked on the programmes as well as with individuals from the concerned Missions. *Prerequisite: DWA 201*

### **402 - UN and Conflict Prevention: Actors & Architecture**

The importance of conflict prevention and conflict resolution policies has long been recognized at the United Nations. The debate was originally focused on the effectiveness of peace keeping operations and traditional diplomatic measures. Its parameters have been broadened considerably and now encompass longer term efforts to assist developing countries in enhancing durable structures conducive to peace and democratic stability and the targeted use of development cooperation. Combining theoretical /conceptual and practical concerns and drawing from case studies of recent conflicts, the ultimate objective of the course is to identify feasible short term and long term conflict prevention strategies and tools and to develop practical suggestions to move from a culture of reaction to a culture of prevention. More specifically, the course will deal with: a. the evolving meaning of prevention as it was understood in the Charter of the United Nations and subsequently shaped by the changing causes and nature of conflicts; b. the main actors in conflict prevention against the backdrop of UN institutions; c. the tools and practice of "operational" prevention (i.e. early warning, mediation, sanctions, peace operations, peace enforcement and the role of regional organizations); d. the tools and practice of "structural" prevention (good governance and

democracy, mainstreaming human rights and gender, meeting post conflict reconstruction and addressing the root causes of conflict); and e. the significance of the emerging norm of the "responsibility to protect". *Prerequisite: DWA 201*

### **403 - The U.N. Experience**

This course will provide students with practical, hands on experience through an internship with a UN Agency or a member state mission. This will be a professional undertaking requiring intensive engagement with high-level responsibilities. The internship will be complemented throughout the semester with the following three elements: 1) A bi-weekly seminar to fully process the learning and practical experiences of the internships. 2) A guest speaker series for dialogue with UN leaders. 3) a bi-weekly analytic notebook that will provide an opportunity for students to critically analyze internship experiences, guest lectures, and assigned reading materials. *prerequisite: DWA 201*

8 units

### **410 - State Department Task Force: Social Movements, Underrepresented Populations, and Foreign Policy.**

The abilities to locate, compile, synthesize, evaluate and compellingly present complex and up-to-date knowledge on rapidly changing global issues - and to do so in a team - are highly valued across public, private and civil society sectors. This course helps students learn and practice how to research, write and present an extended policy/practice oriented report for a real-world client on a contemporary and exciting topic in world affairs, and practice being part of a high-functioning team. The topic and thus client will be unique each time the course is taught. The skills acquired and applied in Task Force help students stand out as they venture into the world and towards the jobs and activities they are passionate about in diplomacy and world affairs. *This course can be repeated one time with instructor permission. Prerequisites: DWA 201*

### **420 - Peoples, States, and Wars: Revolutionary Readings**

This course will address enduring challenges in global politics in the political, economic, and social spheres. These challenges will be contextualized through three prisms: 1. Evolving norms of international society and justice. 2. Histories of peoples and states. 3. Key intellectual works that have both been informed by and helped construct collective understandings of these norms and histories. The challenge of war, nationalism/ethnic conflict, economic underdevelopment, and international justice will be addressed through seminal texts, both classic and contemporary. In order to expand the scope of traditional international relations inquiry, these texts will extend into related intellectual traditions. *prerequisite: DWA 101*

### **490 - Senior Seminar in DWA**

Preparation, research, writing, and discussion of senior thesis projects in fulfillment of the comprehensive requirement.

## ***Faculty***

## Regular Faculty

### **Laura Hebert**

*Associate Professor, Diplomacy and World Affairs*

B.A., University of Wisconsin, Milwaukee M.A., University of Oregon Ph.D., University of Denver

### **Hussein Banai**

*Assistant Professor, Diplomacy & World Affairs*

BA York University; MSc. London School of Economics, Ph.D. Brown University

### **Anthony Chase**

*Professor, Diplomacy and World Affairs*

B.A., UC Santa Cruz; M.A.L.S., Columbia University; M.A.L.D., Ph.D., Fletcher School of Law and Diplomacy

### **Lan T. Chu**

*Associate Professor, Diplomacy and World Affairs; Affiliated Faculty, Latino/a and Latin American Studies*

B.A., M.A., New York University; Ph.D., George Washington University

### **Sophal Ear**

*Associate Professor, Diplomacy & World Affairs*

B.A. University of California, Berkeley; M.P.A. Princeton University; M.S., M.A., Ph.D., University of California, Berkeley

### **Sanjeev Khagram**

*John Parke Young Chair in Global Political Economy*

B.A.; M.A.; Ph.D. Stanford

### **Movindri Reddy**

*Associate Professor, Diplomacy and World Affairs*

B.A., University of Natal; M.A., Ph.D., Cambridge University

### **Derek Shearer**

*Stuart Chevalier Professor, Diplomacy and World Affairs*

BA, Yale University; PhD, The Union Graduate School

## On Special Appointment

### **Jacques Fomerand**

*Assistant Director, Occidental-and-the-U.N. program; Adjunct Assistant Professor, Diplomacy and World Affairs*

B.A., Lycée Janson de Sailly; M.A., Diplôme de l'Institut d'Études Politiques; Ph.D., City University of New York

### **Douglas Gardner**

*Non Tenure Track Assistant Professor, Diplomacy & World Affairs*

B.A., Denison University; M.A., Thunderbird School of International Management

**Carina Miller**

*Adjunct Assistant Professor, Diplomacy and World Affairs*

B.A., Universidad de Buenos Aires; M.A., Ph.D., Georgetown University

**Sherry Simpson Dean**

*Adjunct Instructor, Diplomacy & World Affairs*

B.S. Boston University

**Horacio Trujillo**

*Adjunct Assistant Professor, Diplomacy and World Affairs*

B.S.F.S., Georgetown University; M.A., Stanford University

## ***East Asian Languages & Cultures***

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

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

### ***Requirements***

#### **Chinese Studies**

**Major Coordinator:** Professor Chen

**MAJOR:** A minimum of 10 courses (not including the 2 units of senior comps work), including 5 courses in Chinese (CHIN202 and 4 courses CHIN301 and above); 1 literature in translation course (CHIN272 CHIN273, or CHIN274), 1 methods or theory course (LING301, CHIN272, CHIN273, CHIN274, CHIN460, ECLS290 or ECLS370); and 3 additional China-related courses (taught in English or Chinese). The Senior Comprehensive Requirement will be fulfilled through either a seminar course (CHIN272, CHIN273, CHIN274, or CHIN460) or a 2-unit Independent Study in the fall semester of the senior year, in which the student will produce: either (1) a 20-page paper written in English on Chinese language or literature, including source texts written in Chinese; or (2) an annotated translation, with commentary, of a Chinese language text into English. In the spring semester, the student will make any required revisions and prepare an oral presentation to be given in Chinese.

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

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

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

## Japanese Studies

**Major Coordinator:** NTT Associate Professor Ezaki

**MAJOR:** A minimum of 10 courses (not including the 2 unit senior comps work), including 5 courses in Japanese (JAPN202 and 4 courses JAPN301 and above); 1 literature in translation course (JAPN271 or JAPN273); 1 methods or theory course (LING301, JAPN271, JAPN273, JAPN470, ECLS290 or ECLS370); and 3 additional Japan-related courses (taught in English or Japanese). The Senior Comprehensive Requirement will be fulfilled through either a seminar course (JAPN271 or JAPN273) or a 2-unit Independent Study in the fall semester of the senior year, in which the student will produce: either (1) a 20-page paper written in English on Japanese language or literature, including source texts written in Japanese; or (2) an annotated translation, with commentary, of a Japanese language text into English. In the spring semester, the student will make any required revisions and prepare an oral presentation to be given in Japanese.

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

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

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

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

paper.

## East Asian Studies

**Major Coordinator:** Professor Day

**MAJOR:** a minimum of 10 courses (to be selected from a pre-approved list of East Asia related courses, and not including the 2 units of senior comps work), including an East Asian survey course (History 141, Religion 160, AHVA H160, Politics 227); at least two semesters of Chinese or Japanese (one of which must be either 202 or above); and a seminar to be chosen in consultation with the Major Coordinator. The Senior Comprehensive Requirement will be fulfilled through a seminar course or a 2-unit Independent Study in the fall semester of the senior year, in which the student will produce a 20–page paper written in English on China, Japan, or an East Asian comparative/transnational topic; in the spring semester, the student will make any required revisions and prepare an oral presentation to be given in English.

**MINOR:** A minimum requirement of 20 semester units of courses in the East Asian Studies course list. CHIN201 and JAPN201 or above may be counted toward the minor. At least two of these courses must be taken at Occidental.

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

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

## Group Language Major

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

## Courses

Chinese Studies

### 101 - Elementary Chinese I

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

Chinese. Consult instructor for details.

## **102 - Elementary Chinese II**

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

5 units

## **197 - Independent Study in Chinese**

*Prerequisite: permission of instructor.*

2 or 4 units

## **201 - Intermediate Chinese I**

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

CORE REQUIREMENT MET: **ASIA and REGIONAL FOCUS**

## **202 - Intermediate Chinese II**

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

CORE REQUIREMENT MET: **ASIA and REGIONAL FOCUS**

## **272 - The Rise of the Martial Arts Novel**

This seminar course will examine the rise of the martial arts novel (wuxia xiaoshuo) in the context of its historical and literary roots. We will focus on how the figure and chivalric code of the martial hero and heroine have persisted in the historical, literary, and popular imagination - through such works as Sima Qian's historical biographies, *The Romance of the Three Kingdoms*, *Outlaws of the Marsh*, Tang dynasty classical tales, Ming dynasty court-case fiction in the vernacular language, and Pu Songling's classical strange tales written in the Qing period. We will also explore how the twentieth-century master of the martial arts novel, Jin Yong (Louis Cha), a journalist writing in exile in colonial Hong Kong, has captured the imagination of Chinese diasporic communities throughout the world and contributed to the rise of the transnational Chinese martial arts film. All readings and discussions will be in English.

No prerequisites. Given in alternate years.

CORE REQUIREMENT MET: **ASIA and REGIONAL FOCUS ? PRE-1800**

## **273 - Contemporary Chinese Writers in Exile**

This seminar examines contemporary Chinese fiction since the 1990s, with a special focus on the growing number of works written in exile and in the author's native or second language. We will explore the works of Nobel laureate Gao Xingjian writing in Chinese as a French citizen, Dai Sijie writing in French in France, Ha Jin and Yiyun Li writing in English in the U.S. What are the national, transnational, cultural, gendered, and aesthetic contexts and issues surrounding the writing and reading of fiction written "out-of-country" and "out-of-language"? How do the writers, in a variety of languages, genres, and political stances, return to memories of their homeland, in particular to national traumas such as the Cultural Revolution, and re-write official

versions of the nation and re-member their selves? All readings and discussions will be in English. *No prerequisites. Given in alternate years.*

CORE REQUIREMENT MET: **GLOBAL CONNECTIONS**

### **274 - Ghost and Love Stories**

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

CORE REQUIREMENT MET: **ASIA and REGIONAL FOCUS ? PRE-1800**

### **301 - Expository Essays and Short Narratives I**

Reading and discussion of expository essays and short narratives on Chinese society, culture, and current topics. Introduction to the use of literary style Chinese and idioms in public discourse. Developing advanced level oral-aural and essay writing skills. Prerequisite: CHIN202 or permission of instructor. *Prerequisite: Chinese 202 or permission of instructor.*

CORE REQUIREMENT MET: **ASIA and REGIONAL FOCUS**

### **310 - Expository Essays and Short Narratives II**

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

CORE REQUIREMENT MET: **ASIA and REGIONAL FOCUS**

### **330 - Topics in Fiction & Film**

A survey of representative works of short fiction and film by 20th century and contemporary Chinese writers and film makers. Topic and content of the course will vary from year to year according to three areas of focus: mainland China, Taiwan/Hong Kong, and transnational Chinese. Students will read and view original works, practice oral and written summaries, commentaries, discussion and analyses in Chinese. Students will also read essays on literature and film in Chinese, with some readings in English. This course may be taken three times. *Prerequisite: CHIN301 or above or instructor permission.*

CORE REQUIREMENT MET: **REGIONAL FOCUS (for mainland China and Taiwan/Hong Kong topics); GLOBAL CONNECTIONS (for transnational Chinese topic)**

### **350 - Classical Chinese Thought and Sayings**

Readings in short classical Chinese texts from pre-Qin historical, philosophical, and literary works that are the sources of sayings still common in modern vernacular Chinese. Students will learn the grammar, structure, and vocabulary of classical Chinese (wenyan) and gain advanced proficiency in modern spoken (baihua) and literary (shumianyu) Chinese through

exercises in oral and written discussion and analysis of the use of classical Chinese thought and sayings in contemporary Chinese language and culture. *Prerequisite: CHIN 301 or permission of instructor. Given every four years.*

CORE REQUIREMENT MET: **ASIA and REGIONAL FOCUS • PRE-1800**

### **460 - Translating Chinese I**

This advanced level course will introduce students to the art, practice, and intercultural contexts of translating Chinese into English. The class will discuss the content, linguistic form, and cultural contexts of a variety of authentic examples of written Chinese, followed by practice in producing readable English translations. Original Chinese texts will include short stories, essays, and media. This course is open to both non-native and native speakers of Chinese who wish to develop their bilingual skills and intercultural literacy. Class discussion will be conducted in Mandarin Chinese and English. *Prerequisite: CHIN301 or instructor permission. Can be taken two times for credit.*

CORE REQUIREMENT MET: **GLOBAL CONNECTIONS**

Courses that Count Towards a Major or Minor in Chinese Studies, Japanese Studies, and East Asian Studies

\* Courses with Pre-modern content

+ Seminar courses

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American Studies 270. Asian-American Literature

American Studies 272. Asian Immigrants in American Society

American Studies 280. The American Experience in East Asia

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

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

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

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

Art History and the Visual Arts H289. Modern and Contemporary Architecture of the Asia Pacific

\* + Art History and the Visual Arts H362. Art In Early China

\* + Art History and the Visual Arts H364. Art In Later China

Chinese 201. Intermediate Chinese I

Chinese 202. Intermediate Chinese II

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

+ Chinese 273. Contemporary Chinese Writers in Exile

\*+ Chinese 274. Ghost and Love Stories

Chinese 301. Expository Essays and Short Narratives I

Chinese 310. Expository Essays and Short Narratives II

Chinese 330. Topics in Fiction and Film

\* Chinese 350. Classical Chinese Thought and Sayings

Chinese 460. Translating Chinese I

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

Diplomacy and World Affairs 251. International Relations of East Asia

Diplomacy and World Affairs 251. Security in Asia

\* History 141. East Asian Survey Since 1600

\* History 242. Imperial China

History 243. Modern and Contemporary China

\* History 246. Premodern Korea

\* History 247. Premodern Japan

History 248. Modern Japan

\* History 249. Korean History and Culture

History 295 Topics in History: Peasant China in Transformation

History 295 Topics in History: Japanese Imperialism and the Modern Korean Identity

History 295 Topics in History: Mao Zedong

History 295 Topics in History: Voices of Youth in East Asia

History 348. The Cultural Revolution in China

Japanese 201. Intermediate Japanese I

Japanese 202. Intermediate Japanese II

+ Japanese 271. Fiction in Japanese Literature and Film in Translation

\* + Japanese 273. Women's Travel Diaries

Japanese 301. Advanced Japanese I

Japanese 302. Advanced Japanese II

Japanese 340. Language in News Media and Advertising

\* Japanese 350. Tales of the Supernatural

Japanese 360. Translating Texts

Japanese 470. Translating Texts (Essays)

Music 103. Music of Asia and the Pacific Islands

Politics 226. Contemporary Chinese Politics

Politics 227. East Asian Politics: China, Japan, Korea, and Taiwan

\* Politics 259. Political Thought In The Ancient World: Greece, India, and China

\* Religious Studies 160. Introduction to Asian Religions

\* Religious Studies 260. Buddhist Thought From India to Japan

\* + Religious Studies 365. Seminar: Buddhist Ethics

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

American Studies 290. American Studies: Theory and Methodology

Art History and the Visual Arts F393. Seminar in Film Theory and Criticism

Art History and the Visual Arts H395. Junior Seminar

Diplomacy and World Affairs 235. Nationalism and Ethnicity

Diplomacy and World Affairs 337. International Relations Theory

Diplomacy and World Affairs 342. Transnational Identity and International Relations

English and Comparative Literary Studies 290. Introduction to Literary Analysis

English and Comparative Literary Studies 370. Literary Criticism

History 300. History Colloquium

Linguistics 301. Introduction to Linguistic Structure

Politics 211. Comparative Politics

Sociology 200. Classical Sociological Theory

Sociology 205. Contemporary Sociological Theory

Sociology 304. Sociological Research Methods

Sociology 305. Quantitative Research Methods

Sociology 310. Sociological Field Methods

Urban and Environmental Policy 301. Urban Policy and Politics

Urban and Environmental Policy 303. Sustainable Development

Urban and Environmental Policy 304. Community-Based Research Methods: Urban and Environmental Projects

East Asian Languages and Cultures

### **397 - Independent Study in East Asian Languages & Cultures**

*Prerequisite: Permission of instructor*

2 or 4 units

Japanese Studies

### **101 - Elementary Japanese I**

Introduction to the language in all its aspects basics of grammar and oral communication, and the reading and writing of hiragana & katakana-through intensive drills and exercises. Introduction to formal and casual speech styles. May not be taken for credit by those with more than one year of previous high school (grades 10, 11, 12) study or one semester of college

study of Japanese. Consult instructor for details.

5 units

## **102 - Elementary Japanese II**

Continuation of Japanese 101. Further development of communication skills, both oral and written. Mastery of the basic conjugated forms of verbs and adjectives in the past-nonpast and positive-negative paradigms in both the polite -masu and plain forms. Students will learn to decode the speaker's assumptions or attitudes as they are integrated into certain grammatical forms. Introduction to kanji (approximately 50 characters and their multiple readings).

*Prerequisite: Japanese 101 or equivalent.*

5 units

## **201 - Intermediate Japanese I**

While consolidating their knowledge of grammar basics, students will learn the keigo (honorific forms) system and a variety of additional verb forms, both inflectional and paraphrastic. Increased emphasis on conversational skills as well as training in composing texts with coherence and accuracy. Introduction of additional kanji and their multiple readings (approximately 200 characters over the two semesters of the intermediate level). *Prerequisite: Japanese 102 or equivalent.*

5 units

CORE REQUIREMENT MET: **ASIA and REGIONAL FOCUS**

## **202 - Intermediate Japanese II**

Continuation of Japanese 201. Further development of all four skills. Students will deepen their understanding of the speaker's attitudes as well as the spatial and temporal concepts integrated in grammatical forms. Mastery of at least 250 kanji with their multiple readings by the end of this level. *Prerequisite: Japanese 201 or equivalent.*

5 units

CORE REQUIREMENT MET: **ASIA and REGIONAL FOCUS**

## **271 - Fiction in Japanese Literature and Film**

This course examines the art of storytelling via selected works of prose fiction and film which were originally written/produced in the Japanese language in the early modern through contemporary periods. Through close reading of texts and visual images, the student will identify and analyze specific issues that are relevant to the critical messages and the development of the narrative. The course is given in English but those whose language proficiency permits may choose to read the texts in the original Japanese. *No prerequisites. Given in alternate years.*

CORE REQUIREMENT MET: **ASIA and REGIONAL FOCUS**

## **273 - Popular Culture and Literary Traditions of Tokugawa Japan**

This course examines literary traditions and aspects of popular culture in Japan under the Tokugawa shogunate (the feudal era of the 17th through mid-19th centuries), when education spread far beyond the elite samurai class and the people's literacy rate rose to an unprecedented level thanks to long-lasting peace and economic development. Included among

various cultural activities to which the commoners now had access were travel, literary compositions, and the humorous oral narrative called rakugo. In this course we will primarily discuss women's travel diaries, a relatively understudied area, that have come to light only recently, and explore how women's literary activities intersected with the cultural context of the time and how literary traditions carried on since ancient times are represented, transformed, and reinterpreted in their works. In addition to women's travel diaries, students will be introduced to a number of selected rakugo stories; through their comic characters, real and fictional, historical and contemporary, we will investigate the imagination of townspeople who were among the major players of popular culture at the time. The course is given in English. *No prerequisites. Given in alternate years.*

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

### **301 - Advanced Japanese I**

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

CORE REQUIREMENT MET: **ASIA and REGIONAL FOCUS**

### **302 - Advanced Japanese II**

Continuation of Japanese 301. While completing the essentials of the structure of Japanese, students will prepare for a higher level of learning, with intensive training in reading and writing in particular. Students are expected to master 500 kanji and their multiple readings in total by the end of this course. *Prerequisite: Japanese 301 or equivalent.*

CORE REQUIREMENT MET: **ASIA and REGIONAL FOCUS**

### **340 - Language in News Media and Advertising**

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

CORE REQUIREMENT MET: **ASIA and REGIONAL FOCUS**

### **350 - Tales of the Supernatural**

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

yose. *Prerequisite: Japanese 302 or permission of instructor.*

CORE REQUIREMENT MET: **ASIA and regional focus ? PRE-1800**

### **360 - Translating Texts**

This advanced level course will develop the student's cultural literacy through translating Japanese texts into English. The class will discuss the content and linguistic form of authentic examples of written Japanese, followed by practice in producing readable English translations that not only convey the original Japanese accurately but show awareness of cultural registers and contexts. An assortment of authentic materials will be used, including short stories and essays on current events and topics in popular culture. Prerequisite: Japanese 302 or instructor permission

CORE REQUIREMENT MET: **GLOBAL CONNECTIONS**

### **397 - Independent Study in Japanese**

*Prerequisite: permission of instructor.*

2 or 4 units

### **470 - Translating Texts (Essays)**

This advanced level course will develop the student's cultural literacy through translating Japanese texts into English. This course focuses on essays on various topics including, but not limited to, literature, travel, food, and philosophy. The class will discuss the content and linguistic form of authentic examples of written Japanese, followed by practice in producing readable English translations that not only convey the original Japanese accurately but show awareness of cultural registers and contexts. Can be repeated two times for credit.

*Prerequisite: JAPN 302 or instructor permission.*

CORE REQUIREMENT MET: **GLOBAL CONNECTIONS**

## ***Faculty***

### **Regular Faculty**

#### **Sarah Chen**

*Professor, East Asian Languages and Cultures; Advisory Committee, Group Language*  
B.A., Rutgers University M.A., Ph.D., Stanford University

### **On Special Appointment**

#### **Motoko Ezaki**

*Adjunct Associate Professor, East Asian Languages and Cultures; Advisory Committee, Group Language*

B.A., M.A., Seinan Gakuin University; M.A., Ph.D., UCLA

#### **Andrew Miller**

*Adjunct Instructor, East Asian Languages and Cultures*

B.A., Princeton University; M.A., UCLA

**Yuki Taylor**

*Part-time NTT Associate Professor, East Asian Languages and Cultures*

B.A., M.A., Ph.D., UCLA

**Affiliated Faculty**

**Tsung Chi**

*Professor, Politics; Affiliated Faculty, East Asian Languages and Cultures*

B.A., National Chengchi University; M.A., Ph.D., Michigan State University

**Alexander F. Day**

*Assistant Professor, History; Affiliated Faculty, East Asian Language and Cultures*

B.A. Colby College; M.A., Ph.D. UC Santa Cruz

**Paul S. Nam**

*Adjunct Assistant Professor, History*

B.A., Williams College; M.A., Ph.D, UCLA

**Dale Wright**

*David B. and Mary H. Gamble Professor in Religion, Religious Studies*

B.A., San Diego State University; Ph.D., University of Iowa

**Xiao-huang Yin**

*Professor, American Studies; Affiliated Faculty, East Asian Languages and Cultures; Affiliated Faculty, History*

B.A., Nanjing University; M.A., Ph.D., Harvard University

## **Economics**

Economics is the study of decision-making and policy-making in the context of a world constrained by scarcity. We aim to help our students understand how decisions are linked to incentives and how policies can help align individual incentives with social objectives, including an efficient use of the world's resources and an equitable distribution of its output. We also aim to equip our students with the rigorous theoretical and empirical tools of our profession to enable them to better analyze and guide the decision making of individuals, the conduct of businesses and nonprofit enterprises, and the policies of governments and international organizations.

The Department aims to ensure that students majoring in Economics (1) understand the framework that professional economists use to analyze social and economic issues; (2) recognize how economic behavior and policies can affect both the aggregate level of prosperity and differentials in prosperity across members of society distinguished by characteristics such as race, gender, and socioeconomic status; (3) have proficient decision-making and problem-solving skills; (4) are competent in writing and speaking; and (5) possess critical-thinking skills that enable them to apply the theoretical and empirical tools of

professional economists to a wide range of issues.

## **Requirements**

**ECONOMICS MAJOR:** A major in economics requires a minimum of ten courses. Of these, a core of seven must be the following:

- Economics 101 and 102 (introductory economics);
- Calculus 1 or equivalent;
- Economics 250 and 251 (intermediate theory);
- Economics 272 (econometrics; requires Mathematics 146 or equivalent);
- Economics 495 (senior seminar).

The remaining three courses may be selected from among the 300-level economics courses (electives) described in this catalog. In order to declare an economics major, a student must have completed Economics 101.

A typical schedule might be arranged as follows:

First year: Economics 101, 102, and Calculus 1

Sophomore year: Economics 250, 251, and Math 146

Junior year: Economics 272 and 300-level electives

Senior year: Economics 495 and 300-level electives

The major can be completed in fewer than four years, but it is almost impossible to complete the major in less than three years.

**CHOOSING ELECTIVES:** The economics department offers so many electives that it's helpful to think about how these electives might be grouped to give more intellectual continuity to a course of study. For example, students interested in obtaining a Masters in Business Administration (MBA) and/or having a career in management are encouraged to complete Economics 233 (Accounting and Financial Analysis), an internship, and either Economics 350 or 326. Students interested in obtaining a Ph.D. in economics are encouraged to complete Mathematics 150 (instead of Math 146), Math 120 or equivalent, Math 212, 214, 310, and at least one of Math 330, 332, 341, 342, 370, or 372. Students interested in a career in public policy are encouraged to complete either Politics 101 or UEP 101, an internship or service learning experience, and at least one of the following: Economics 301, 302, 308, 312, 320, 324, 325, 328, or 361.

**MINOR:** Economics 101, 102, 250, and 251, Calculus 1, and two 300-level courses in economics (or Economics 272 and one 300-level course in economics). Please note that Calculus 1 is a prerequisite for Economics 250 and 251.

**WRITING REQUIREMENT:** Students majoring in Economics will satisfy the final component of Occidental College's college-wide writing requirement by arranging (with the instructor) for an Economics 300-level course (or Economics 272) to be designated as the student's writing course. The writing requirement must be satisfactorily completed by May of the student's junior

year. Students who fail the requirement or who fail to meet the deadline will be required to both take a composition course in the senior year and demonstrate acceptable writing skills in the senior comprehensive in order to graduate. Students should familiarize themselves with the departmental requirement at the time of declaring the major. See the Writing Program and consult the department chair for additional information.

**COMPREHENSIVE REQUIREMENT:** Met by passing the Major Field Test (MFT) in economics in February of the student's senior year and by completing Economics 495 in the fall semester of the student's senior year. The MFT is administered at the College, and students must sign up for it in the fall semester of their senior year. Students who will be off campus during one of the semesters of their senior year must contact the department chair by the end of their junior year.

**HONORS:** Majors can earn honors by taking Economics 499 in the fall of their senior year and by writing and defending, in that class, a thesis that is judged by the department faculty to be of honors quality. Enrollment in Economics 499 is limited to students with GPAs of 3.5 or higher (both overall and within the department). Interested students should consult with their academic advisor and then apply to the department chair by end of their junior year.

## **OFF-CAMPUS AND TRANSFER CREDITS**

- Students who have passed a microeconomics or macroeconomics class at another college or university will be allowed to skip Economics 101.
- Economics majors must complete the following courses at Occidental and may not satisfy them with transfer credits: Economics 250, 251, 272, at least two 300-level electives, and their Senior Comprehensives course.
- Students may take one accounting course for College credit, either at Occidental or through transfer credits. Students may not receive College credit for any other business-related course.
- Students who have received a score of 4 or 5 on either AP Calculus test have met the departmental Calculus I major requirement (and the calculus pre-requisite for courses that require Calculus I).
- Students who have received a score of 5 on both the AP Microeconomics test and the AP Macroeconomics test will be allowed to skip Economics 101 and Economics 102. Students who have received a score of 4 or 5 on both the AP Microeconomics test and the AP Macroeconomics test will be allowed to skip Economics 101.

## ***Courses***

### **101 - Principles in Economics I**

An introduction to the economic way of thinking that includes both micro- and macroeconomic topics. We begin with an analysis of how market supply and demand help allocate resources and discuss market power, market failures, and the role of government regulation. We explore the determination of gross domestic product, the problems of unemployment and inflation, and macroeconomic policy making.

### **102 - Principles in Economics II**

A continuation of Economics 101 that completes the coverage of economic principles by

incorporating the development of more sophisticated analytical tools. Microeconomic topics include production costs, the behavior of firms under different market structures (competition, monopoly, and oligopoly), taxation and income distribution, and input markets. Macroeconomic topics include the Keynesian model of output determination, the monetary system, and the effects of fiscal and monetary policies. *Prerequisite: Economics 101.*

## **151 - Entrepreneurial Leadership in the 21st Century**

The 21st century has witnessed an explosion of practical interest, research, teaching on entrepreneurship and leadership across sectors of economic, social and political life. Entrepreneurial leadership connects critical thinking to creative problem-solving and solution seeking. The range of models includes technology innovators, social entrepreneurs, policy innovators, non-profit leaders, responsible business managers among others. This course will provide students with a synthetic and multi-disciplinary overview to entrepreneurial leadership at the individual, organizational, and societal levels. Students will engage with the latest thinking, practical case-studies, and guest-entrepreneurs from the social, economic, cultural and political spheres. Same as DWA 151

## **197 - Business Internship**

Internship in a business or management setting. *Prerequisite: permission of instructor. May not be repeated for credit.*

2 units

## **233 - Accounting and Financial Analysis**

Accounting principles and practices. Recording financial data, assets, liabilities, owner equity, income and expenses, preparing and analyzing financial statements. Not open to freshmen except by permission of instructor.

## **250 - Intermediate Micro-Economic Theory**

Foundations of microeconomic theory. Topics include the analysis of consumer theory and decision making, the theory of the firm under perfect competition, general equilibrium, and market inefficiency arising from monopolistic/oligopolistic/strategic behavior, incomplete information, externalities, and public goods. Should be completed before the end of the sophomore year. *Prerequisites: Economics 102 and Calculus 1 or equivalent. May be taken before or after Economics 251. Should not be taken in the same semester as Economics 251.*

## **251 - Intermediate Macro-Economic Theory**

A study of the factors which influence and are involved with the national economy. Aggregate analysis as applied to problems of national income accounting and determination, inflation, unemployment, modern economic growth, and the influence of the money supply.

*Prerequisites: Economics 102 and Calculus 1 or equivalent. May be taken before or after Economics 250. Should not be taken in the same semester as Economics 250.*

## **272 - Applied Econometrics**

The use of regression and correlation to test economic hypotheses. Emphasis will be on the use and interpretation of single equation regression techniques rather than on their derivation. *Prerequisites: Economics 102; Calculus 1 and Mathematics 146 or equivalents; one additional Economics course above Economics 102; and familiarity with computers.*

CORE REQUIREMENT MET: **MATH/SCI**

## **297 - Independent Study in Economics**

Application of modern research methods to current problems in economics and related fields.  
2 or 4 units

## **301 - Environmental Economics and Policy**

The purpose of this course is to illustrate the role that economics can play in creating and improving environmental policy. We will apply the theories of economic efficiency, cost-benefit analysis, market failure, and property rights to environmental policy and regulation. We will cover the principles of market-based environmental policies and their applications in the world today. We will touch on all aspects of the economy's interaction with the environment including air and water pollution, global warming, environmental health, non-market valuation, and resource extraction. *Prerequisite: Economics 101 or 102.*

## **302 - Industrial Organization**

A study of firms and industries in the United States economy. Topics include the acquisition and use of market power by firms, strategic behavior of firms in oligopoly markets, and antitrust policy. The course will approach topics from both theoretical and applied perspectives.

*Prerequisite: Economics 250.*

## **305 - Game Theory**

This course is an introduction to the study of strategic interaction using the tools of game theory. The focus of the course is on developing a set of analytical techniques, with the goal of understanding and using game theoretical models in economics. The first part of the course introduces the basic framework and tools of game theory. The second part of the course covers a number of economic (and some non-economic) applications of game theory; specific topics may include auctions, bargaining, voting, and market competition. *Prerequisite: Econ 250 or permission of instructor.*

## **307 - Economics of Information**

This course focuses on the economic implications of asymmetric information, which exists when one party in a relationship is better informed than another. For example, the seller of a used car has better information about the car's quality than the buyer; the owner of a firm cannot perfectly monitor the effort levels of employees. Asymmetric information represents an important deviation from the perfectly competitive model, and can give rise to inefficient outcomes. Applications that will be covered include corporate governance, labor markets, auctions, and public decision making. Concepts will be covered in a mathematically rigorous way. *Prerequisite: Economics 250.*

### **308 - Public Finance**

An investigation of the economic principles of "market failure" and government involvement in the economy, especially in the efficiency and income redistribution effects of major U.S. tax/expenditure policies. We will develop a theoretical structure with which to analyze the microeconomic functions of government, and then apply this structure to analyze and evaluate current governmental policies in the areas of social security, health care, welfare reform, the environment, education, and especially the design and reform of the federal tax system.

*Prerequisite: Economics 250.*

### **309 - Free Market Economics: The Austrian Perspective**

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

*Economics 102.*

### **311 - International Economics**

Economic activity in a global context. The first part of the course covers the causes and consequences of international trade, with a consideration of both national welfare and income distribution issues. Coverage then turns to trade policy in theory and practice, with a focus on the current global trading environment under the World Trade Organization. The course finishes by examining international investment and debt issues, including the role played by the International Monetary Fund during global financial crises.

May not be taken for credit by students who have taken DWA 220/POL 232

*Prerequisite: Economics 102; or permission of instructor.*

### **312 - International Finance**

The theory and analysis of foreign exchange markets, macroeconomic policy-making in an open economy setting, international investment flows, and international financial institutions. The course also examines the international monetary system over the past century and looks at innovations in global financial institutions. *Prerequisite: Economics 251.*

### **314 - Economic Institutions in Historical Perspective**

This course examines the historical development and the role of institutions underlying market economies. It discusses the many forms which institutions, i.e., social norms, laws, and regulations, affect economic behavior and performance. Based on examples from United States and European economic history, topics will include contract enforcement, trading institutions, political institutions, financial institutions, property rights in land and environmental resources, regulation of labor and capital markets, and the origin and development of one of

the most important economic institutions ? the firm. We will pay particular attention to institutions that emerged in response to market failures and to the changing nature of economic institutions over time. *Prerequisite: Economics 102.*

### **315 - Economics of Financial Markets**

An empirical and analytical study of financial markets. Topics covered will include net present value calculations, the capital asset pricing model, financial derivatives, the efficient market theory, the term structure of interest rates, and banking. *Prerequisites: Economics 250 and 251.*

### **319 - Law and Economics**

This course examines the application of economics to the law. Studies of actual cases reveal how economics can be applied to address such questions as 1) whether an action violates the law, 2) who has experienced economic harm as a result of that action, and 3) what is the legally prescribed consequence. Specific applications include property rights related to technical innovation, competition in concentrated industries, and the extent of corporate liability. The primary context is the United States, but other legal systems provide some specific comparisons. *Prerequisite: Economics 250*

### **320 - Economic Development**

Theoretical and empirical analysis of the process of economic development in Less Developed Countries. After examining several theories of growth and development we will discuss inequality and poverty, the effects of population growth and rural-urban migration, saving and financial markets, international trade, foreign aid and foreign borrowing, agriculture, and the role of the Government. Case studies will be drawn from the development experiences of Asian, Latin American, and African economies. *Prerequisite: Economics 102.*

### **324 - Economics of Immigration**

This course examines the economic causes and consequences of immigration. The focus of the course will be on the United States' experience. However, we will also examine aspects of other international migrations. The course will focus on the economic reasons that motivate people to migrate to other parts of the world, the labor market and fiscal impacts of immigration on sending and receiving countries, and the economic consequences of U.S. immigration policy choices. *Prerequisite: Economics 101.*

### **325 - Labor Economics**

The goal of Labor Economics is to enable you to use economic analysis and reasoning to understand wage and employment determination in U.S. labor markets. This course will expose you to current theoretical and empirical debates within the discipline. We will cover such topics as labor force participation, labor demand unemployment, labor mobility, wage structure, labor unions, human capital investments (education and training), internal labor markets, and labor market discrimination. Relevant public policy issues such as the minimum wage, living wage ordinances, compensating wage differentials, immigration policy, affirmative action, income inequality, and welfare programs also will be addressed in this course.

*Prerequisite: Economics 250.*

### **326 - Economics of Human Resource Management**

An application of economic analysis to various topics in personnel economics, including compensation and incentives, hiring, training, downsizing/buyouts, stock options, pensions, and teams, among many others. In order to add realism to, and applications for the analysis, students will discuss and evaluate numerous real-world mini-cases and more formal case studies. Students will be evaluated on the quality of their written work, problem sets, examinations, and discussion, and a variety of class formats will be used. *Prerequisite: Economics 250. Note: students who take this course may not take Professor Moore's section of Economics 495.*

### **327 - Economics of Gender- Marriage, Motherhood & Money**

An examination of the historical and contemporary economic positions of women in the United States, this course is designed as an overview of major theories, trends and debates on the topic of gender in the labor market. We will examine gender differences in economic outcomes through the use of economic models, including feminist extensions and critiques of such models. Topics include: the family as an economic unit; gender differences in education, work, training and income; and the economics of marriage, divorce and fertility. *Course prerequisites: Economics 102*  
*May not be taken by students who have credit for Economics 328.*

### **328 - Economics of Race and Gender**

An examination of the historical and contemporary economic positions of women and minorities. Topics include the economics of slavery, racial and sexual discrimination, labor market segmentation, wage differentials, labor force participation, red-lining, and income inequality. Relevant public policy issues such as affirmative action and welfare also will be addressed. *Prerequisite: Economics 102.*  
*May not be taken by students who have credit for Economics 327.*

### **331 - Radical Economic Thought**

Econ 330: Radical Economic Thought An introduction to the history of radical philosophical alternatives to neoclassical and Keynesian economics. A critique of these mainstream schools is followed by the development of competing radical alternatives, with the analytical focus on concepts of economic surplus and social class, exploitation, alienation, and theories of capitalist development, crisis, and transformation. Ethnographic case studies provide examples of archaic and contemporary alternative economic practices. Special attention is paid to philosophies of human nature, the labor process, problems of racism and sexism, imperialism, current US economic problems and socialist alternatives. *Prerequisite: Economics 102*

### **337 - The Great Depression**

The Great Depression of the 1930s was the most significant crisis of capitalism in modern history. It was global in its reach, decreasing economic output and production and bringing international trade and finance to a halt. Businesses and households suffered from banking

crises, the restriction of credit, as well as the loss of employment. In the recent 2008 financial crisis, the memory of the Great Depression has often been invoked as a possible worst-case scenario. In this course, we will study the economic and historical circumstances that led to the instability of the economies in the 1920s and the devastating crash that followed. We will learn about the underlying economic models that explain the devastating economic collapse and analyze the political, social, and cultural ramifications of the widespread economic crisis. These include the political challenges to the existing systems of parliamentary democracy embodied in Fascism and Nazism, as well as those from the left. We will examine the social implications of massive unemployment and mass poverty, including homelessness, family dissolution, and "hoboism." We will look at cultural responses to the crisis, including attempts to represent the crisis realistically, as in the "New Realism" movements, and efforts to offer distraction from the devastation, such as the Shirley Temple and Busby Berkeley Hollywood films. We will also discuss the role of the interwar Gold Standard in propagating the crisis and look at policy measures taken to stimulate economic activity. Last we will analyze the macroeconomic lessons that have been learned from the Great Depression and look at their implementation and effectiveness in fighting the current economic slump. We will focus on the United States and selected European nations. *Prerequisite: Economics 101 or 102. This is the same class as History 337.*

### **340 - Behavioral Economics**

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

### **350 - Managerial Economics**

The application of economic theory and analytical tools to business and management decision making. Topics to be covered will include examples from a variety of fields, including pricing, ethics, entrepreneurial startups, strategy, new products, acquisitions, marketing, human resources, and production. The course will include a large number of case studies with required student presentations. *Prerequisite: Economics 250.*

### **351 - Macroeconomic Policy Since the Great Depression**

Since the financial crisis of 2008, the U.S. economy has languished: unemployment has remained elevated, job growth has been anemic, and poverty rates have risen to levels not seen in decades. What should policymakers do to help get the U.S. economy out of this mess?

This course revolves around this question. It does so by analyzing the current macroeconomic policy challenges facing the United States from the vantage point of modern macroeconomics

and economic history. Students will read state-of-the-art empirical research in macroeconomics and develop a sense for how macroeconomists conduct research and make policy recommendations. Special emphasis will be placed on exposing students to the major developments of U.S. macroeconomic policy since the Great Depression and on the role of history in guiding contemporary macroeconomic policy decisions and debates. Prerequisite: Economics 251.

### **352 - Firm-level International Trade and Investment**

Firm-level studies are now at the forefront of international trade research. In this course, we look at firm behavior in the international economy and how it is influenced by government regulations and international trade agreements. We use modern trade theory to analyze firm decision-making; we start with a discussion of the firm's decision to engage in international commerce, and then examine how firms choose between various types of foreign direct investment. Throughout the course, we learn from empirical studies and business case studies how firms engage in international commerce. *Prerequisite: ECON 250 and 272.*

### **361 - Topics in Macro-Economic Theory and Policy**

This course examines issues in macroeconomics beyond those typically addressed at the intermediate level with a strong emphasis on macroeconomic policy. Specific topics include intertemporal choice in macroeconomics, inflation targeting and the risk management approach to monetary policy, international macroeconomics, recent advances in the study of the aggregate labor market, real business cycle models, government debt and the intertemporal government budget constraint, and time series macroeconomics. *Prerequisite: Economics 251.*

### **397 - Independent Study in Economics**

Advanced independent research in economics. For example, advanced Econometrics can be taken on an independent study basis. *Prerequisites: Economics 250 and 251 or permission of instructor.*

### **495 - Senior Seminar in Economics**

An intensive application of economic analysis to issues chosen by the instructor, in consultation with students during the course. The course emphasizes the development of analytical, writing, team-work and presentation skills and is meant to be an opportunity for students to apply their economic training to specific topics. Complete descriptions of the seminars offered in a given year will be mailed out to students prior to the Spring registration. Senior status is required for this course. Students who will be off campus in the fall of their senior year must contact the department chair by the end of their junior year to arrange a substitute senior seminar. *Prerequisites: Economics 272 (may be taken concurrently) and either Economics 250 or 251*

### **Section 1 - Austrian Economics**

This seminar investigates an alternative approach to economics, the Austrian School of Economics, which emphasizes methodological individualism and subjectivism. The Austrian School traces its roots back to the works of the Spanish Scholastics of the sixteenth century and stress the importance of the individual, private property, limited government and the organizing power of the free-market. Students will read from authors such as Menger, Mises, Hayek, Rothbard and Hoppe and evaluate various properties of a state-planned economy versus a decentralized free market economy. *Prerequisites: Economics 272 (may be taken concurrently) and Economics 250. May not be taken by any student who has taken or is planning on taking Economics 309.*

## **Section 2 - Free Market Economics: Personnel Economics**

All sections of Economics 495 have the goal of furthering students' analytical thinking, writing, team-work, and presentation skills. This particular section will develop these skills by applying economic analysis to decisions relating to the management of human resources inside the firm. This relatively new applied area of economics is referred to as "personnel economics", and it is a sub-field of labor economics. The following are some of the personnel issues we will investigate, among many others:

- 1) structuring compensation schemes to motivate workers
- 2) providing workers with human capital in the form of on-the-job training
- 3) recruiting, hiring and retaining employees
- 4) managing quits and dismissals
- 5) structuring fringe benefits (including stock options and pensions)
- 6) compensating workers in teams

In order to add realism to, and applications for, the analysis, we will use real world mini-cases as well as more formal Harvard Business School Case Studies. In addition to several shorter writing assignments, each student will analyze the compensation scheme of an actual firm of their choice. *Prerequisite: Economics 250 (Economics 272 is helpful) May not be taken by any student who has taken or is planning on taking Economics 326.*

## **Section 3 - Health Economics**

This seminar provides an overview of health economics, covering the demographic and socio-economic determinants of health and the design and implementation of health care systems in both domestic and global contexts. Students will apply economic theory to model issues such as addictions and risky health behavior, optimal health provider incentives, and health insurance provision in the face of market failures and inconsistent preferences. Using this grounding, students will read state-of-the-art empirical research on recent policies such as the Oregon Medicaid Experiments, the Affordable Care Act, and pay-for-performance programs in developing countries. *Prerequisites: Economics 272 (may be taken concurrently) and Economics 250.*

## **Section 4 - Industrial Organization**

This course covers topics in the field of industrial organization, which is the study of firms in markets. We will analyze the acquisition and use of market power, strategic interactions among firms, and the role of government competition policy. Our approach will blend two alternative but complementary methodologies: theoretical modeling of strategic firm behavior and industry equilibrium, and the factual detail found in case studies of specific industries. In addition, students will participate in a semester-long simulation designed to model real-world decision making and complex interactions among firms in an industry. *Prerequisites: Economics 272*

*(may be taken concurrently) and Economics 250. May not be taken by any student who has taken or is planning on taking Economics 302.*

## **499 - Honors Thesis**

Independent research with one-on-one faculty mentoring. After a brief introduction to thesis research methods, students will develop a topic and then write and present an honors thesis. *Prerequisites: Senior status; Economics 250, 251, and 272 (or permission of the instructor); and permission of the department.*

## **Faculty**

### **Regular Faculty**

#### **Kirsten Wandschneider**

*Associate Professor, Economics*  
M.Sc., Ph.D., University of Illinois

#### **Bevin Ashenmiller**

*Associate Professor, Economics; Advisory Committee, Urban and Environmental Policy*  
B.A., Princeton University; Ph.D., UC Santa Barbara

#### **Lesley Chiou**

*Associate Professor, Economics*  
B.A., UC Berkeley; Ph.D., MIT

#### **Jorge González**

*VP for Academic Affairs, Dean of the College, and Professor, Economics*  
B.A., Monterrey Institute of Technology (ITESM) M.A., Ph.D., Michigan State University

#### **Andrew Jalil**

*Assistant Professor, Economics*  
A.B.; Sc.B. Brown University; Ph.D. UC Berkeley

#### **Brandon Lehr**

*Assistant Professor, Economics*  
B.A., UC Berkeley; Ph.D., Massachusetts Institute of Technology

#### **Mary Lopez**

*Associate Professor, Economics; Affiliated Faculty, Latino/a and Latin American Studies*  
B.A., UC Riverside; M.A., Ph.D., University of Notre Dame

**Robby Moore**

*Elbridge Amos Stuart Professor of Economics*

B.A., Pomona College; A.M., Ph.D., Harvard University

**Diana Ngo**

*Assistant Professor, Economics*

B.S. Harvard University; Ph.D. University of California, Berkeley

**Woody Studenmund**

*Laurence de Rycke Professor of Economics*

A.B., Hamilton College; M.A., Ph.D., Cornell University

**Jim Whitney**

*Professor, Economics, Emeritus*

B.A., UC Santa Cruz; M.S., Ph.D., University of Wisconsin

## On Special Appointment

**Daron Djerdjian**

*Adjunct Assistant Professor, Economics*

B.A., UCLA; Ph.D., Syracuse University

**Daryl Ono**

*Adjunct Instructor of Accounting, Economics*

B.A., UCLA; Ph.D., Pacific Western University

**Victoria Umanskaya**

*Adjunct Assistant Professor, Economics*

B.A. (DHE), Saratov State University; Ph.D., University of Wyoming

## Education

"Be the change, to see the change"

Not everyone aspires to be a teacher, but we are all 'educators' in one sense or another. The faculty in Education invites Occidental's best and brightest to "be the change" by complementing a major course of study with an Education minor. The minor in Education will prepare students to address the complex challenges and issues related to education in our nation's evolving urban school communities. Students will learn to think clearly and analytically about schooling, pedagogy, educational policy and practice in a variety of school- and community-based educational settings.

Viewing the urban school as situated in broader communities is an essential contextual perspective that our program emphasizes. As such, an understanding of the urban community and neighborhood is fundamental in developing the problem solving skills necessary for effective agency in urban educational contexts. With this in mind, the Education Minor

integrates foundational coursework with urban community engagement via internships and/or field experiences to provide a rich, collaborative and informative context for school reform, school improvement and educational activism.

## **Requirements**

**MINOR:** A minor in Education requires 22 units of coursework, which must include Education 201, 207 and 300. The remaining courses are elective; students may select from any other courses offered in the department. At least four (4) of the remaining twelve units must be completed in an Education course numbered 313 or higher. The department occasionally accepts courses from other departments for credit. These decisions are made on an individual basis, in consultation with the department chair. No more than four (4) units either from other departments or transfer courses from other institutions (including study abroad courses) will be counted towards the minor

## **Courses**

### **101 - A History of Urban Schooling in the U.S.**

In every major urban center across the United States, children and youth attend public schools managed by highly-bureaucratized administrative entities called 'school districts'. This course provides a historical survey of the evolution of U.S. urban schooling, tracing its development from earliest community-based, one-room schoolhouses to modern, major urban unified school districts. We explore the roles that industrialization & immigration have played in the urbanization of communities, and the ways in which schools have adapted in order to provide for the socialization of the urban worker. We examine shifts in the politics of public education, as it pertains to control over schools and schooling, and the various stakeholders involved. We conclude with a look at the evolving roles of the teacher, school counselor, and the administrator – as well as a glimpse into what the future holds for both traditional and alternative forms of public schooling in urban school communities across the U.S.

CORE REQUIREMENT MET: **US and US DIVERSITY**

### **140 - Community Literacy**

Directed tutoring experience and connecting with children within the context of Occidental's Community Literacy Center. Students work one-on-one with kindergarten through fifth grade children, building upon their strengths, skills, and interests. This course explores a variety of language arts strategies as well as deepens the awareness of the listening, speaking, reading and writing continuum. Students will become familiar with California State Language Arts Standards, and reflect upon their tutoring experience. *Graded on a Credit/No Credit basis only. May be repeated for credit.*

2 units

### **141 - Community Literacy With Middle School Students**

Meets with middle and high school students for extensive explorations in writing. Occidental students will collaborate and coach writing activities which will include narrative, expository and analytical prompts. This course is designed to deepen the critical and creative abilities of both groups of students, while connecting written explorations to the California State Language Arts

Standards.

*Graded on a Credit/No Credit basis only. May be repeated for credit.*

2 units

## **145 - Educational Innovations: Challenges and Effects**

In this course, students will systematically examine the causes, challenges, and effects of several innovations in schools, such as charter schools, magnet schools, dual-immersion/bilingual programs, high-tech high schools, and online-high school programs. The course will help students develop a historical perspective of the schooling system and to understand how current and future innovations can impact educational processes. As part of the course, the students will have an opportunity to interact with invited speakers (CEOs from charter schools, school district superintendents and board members, as well as administrators who are Oxy graduates). Students will read research-based studies and articles focusing on the different educational innovations.

CORE REQUIREMENT MET: **UNITED STATES and US DIVERSITY**

## **201 - Sociocultural Foundations of Education**

In this introductory course, students study, as a community of learners, the historical, philosophical, political, sociological, economic and psychological foundations of U.S. education in the public school. Using a variety of analytical lenses, students will critically engage with key texts to examine factors that influence power, control and the quality of schooling for urban communities. Throughout the semester, we will focus our analysis on the possibility and potential of achieving “socially-just” relationships in urban school communities through teacher practice, educational leadership and community-based activism.

CORE REQUIREMENT MET: **UNITED STATES and US DIVERSITY**

## **205 - The Politics and Pedagogy of First and Second Language Acquisition**

Analysis of the English language development of listening, speaking, reading, writing and thinking skills of elementary and secondary students in culturally and linguistically diverse public school classrooms. Includes the examination of theories and factors (both pedagogical and political) in first and second language development, universals and differences in language structure and use, and the transference of first and second language literacy skills. Includes instructional strategies for non-native English speakers (e.g., native language instruction, sheltered/SDAIE approaches, English language development) integrated into a multicultural curriculum with linguistically appropriate assessment methods, and content aligned with state standards.

CORE REQUIREMENT MET: **INTERCULTURAL and GLOBAL CONNECTIONS**

## **207 - Conflict in Education**

How are the American values of equity and opportunity evident in the history and structure of the nation's public school system? This course examines key U.S. Supreme Court decisions and the following areas of policy debate and conflict with particular emphasis on the Constitution: Bilingual education, funding/expenditures, immigrant education, desegregation, special education, affirmative action, and equal resources.

CORE REQUIREMENT MET: **UNITED STATES and US DIVERSITY**

## **213 - Chicano Education**

This course will cover the historical and current educational issues relating to the largest non-white population in the United States Latinos. The term "Chicano" is used in the political context to reflect the struggle for educational equality of all Latinos. The course emphasizes the social, political, and economic condition of Chicano students and the impact these conditions have on their educational success in the United States.

CORE REQUIREMENT MET: **UNITED STATES and US DIVERSITY**

## **215 - Educating African America**

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

CORE REQUIREMENT MET: **UNITED STATES and US DIVERSITY**

## **217 - Educational Policy**

National reform efforts (e.g., Nation at Risk, No Child Left Behind, Race to the Top) have permeated the educational establishment for decades, yet the achievement gap between rich and poor, and white - non-white students has shown no appreciable progress. This course will analyze current and past policies in education intended to improve the educational experience of all students and address this achievement gap. Students will receive an understanding of policy formation, the effect of applied research relative to educational policy and then select a reform policy (e.g., value-added teacher pay, class size, charter schools, etc.) to further investigate as a project field assignment.

CORE REQUIREMENT MET: **UNITED STATES and US DIVERSITY**

## **219 - Educational Inequality**

This course will analyze the educational infrastructure PK-16 pipeline to examine the nature of inequality. The following three areas will be examined: 1) theories of educational inequality, 2) research on inequality, and 3) policies of inequality. Students will gain a basic understanding of the theories of educational inequality as they relate to genetic, cultural, school and societal perspectives using critical theoretical lenses. Students will also examine the research addressing educational inequality paying attention to designs, methods and samples covered. And finally, students will analyze educational policies that either reproduce or eliminate inequalities.

CORE REQUIREMENT MET: **UNITED STATES and US DIVERSITY**

## **281 - Introduction to Data Analysis & Interpretation**

This class provides students with the ability to develop a conceptual and practical understanding of research and evaluation in education and the social sciences. Course topics include basic statistics, survey design, data analysis, article critique, and data interpretation. The course will allow students to demonstrate a proficient knowledge of basic statistics (ranging from basic descriptive statistics to inferential statistics), research design, and analysis. Students will advance from being consumers of knowledge, to being critical when reading previous literature. Students will be introduced to the following concepts: Descriptive Statistics (including Cross-Tabulation), Correlation, Reliability and Validity, One and Two Sample Statistical Tests, ANOVAs, and Simple and Multiple Regression.  
CORE REQUIREMENT MET: **MATH/SCI**

### **283 - Technology in Education**

This course covers the various uses of technology in the classroom as well as other related issues, e.g., differential student access. Students demonstrate their understanding of computers and software through hands-on activities and class presentations. They illustrate how technology can be integrated across the curriculum in the classroom through written lesson plans and units. Students learn to access electronic databases for student/school-level information and for subject matter support.

### **300 - Community Engagement in Education**

This seminar will provide students with an opportunity to gain field experiences in an educational setting in urban Los Angeles. Students will select either a public school, a community-based organization, or a policy-making group as a site in which to develop a field-based research project. Regular meetings in seminar will guide students as they spend the semester in a carefully crafted and mutually agreed upon "internship/fieldwork" experience that will culminate in a semester-end project report that addresses an educational issue of import to the fieldwork site. *Prerequisite: EDUC 201 and EDUC 207, or instructor permission. May be repeated for credit.*

CORE REQUIREMENT MET: **UNITED STATES and US DIVERSITY**  
2 units

### **314 - Literacy and Language for Culturally Diverse Secondary Schools**

Principles and techniques for creating teacher-student-text interactions, vocabulary development, comprehension, and study skills in all school subjects for all students (including English language learners) at the middle school, junior high, and senior high levels. Topics include diagnostic procedures, activating background schemata, English language development, different instructional models and constructivist-based instructional materials, skills development, standards-based and high-stakes assessment, reading for English language learners/speakers, and procedures for improving students' reading habits and interests. *Prerequisites: Education 201 and, 205 (concurrent or permission of instructor).*

### **315 - Critical Pedagogy in Secondary Urban Schools**

In this course, the students will understand that unlike traditional perspectives of education that claim to be neutral and apolitical, critical pedagogy views all education theory as intimately linked to ideologies shaped by power, politics, history and culture. Given this view, schooling functions as a terrain of ongoing struggle over what will be accepted as legitimate knowledge and culture. In accordance with this notion, critical pedagogy must seriously address the concept of cultural politics both legitimizing and challenging cultural experiences that comprise the histories and social realities that in turn comprise the forms and boundaries that give meaning to student lives. This course will ask students to conduct 15 hours of fieldwork to analyze and evaluate the current state of urban education as well as see transformational models that are possible

**CORE REQUIREMENT MET: UNITED STATES**

### **320 - Critical Race Theory in Education**

Critical Race Theory (CRT) is a historic movement among legal scholars of color in the U.S. that has enjoyed widespread application in a number of disciplines, including Education. This course introduces students to CRT through a close reading of the key writings that formed the movement. We will examine the application of CRT in education research, theory and practice contextualized in a variety of settings including schools, community-based organizations, and other relevant spaces. Specific attention will be paid to the CRT methodology of counter-storytelling and its utility in centering the experiential knowledge of people of color in education. *Prerequisite: A 200-level course in Education, or instructor permission*

**CORE REQUIREMENT MET: UNITED STATES**

### **350 - Freire, Fanon, & Freedom in Education**

"How can the oppressed, as divided, unauthentic beings, participate in developing the pedagogy of their liberation?" This course focuses on Freire's theoretical, pedagogical, and practical contributions to contemporary movements in critical pedagogy, critical literacy, and educating for 'social justice'. Beginning with Franz Fanon's influences on Freirean thinking about revolution and decolonization, we will analyze the construction of the 'Pedagogy of the Oppressed'. We pay particular attention to the role of the Hegelian dialectic as a driving philosophical method, as well as the significance of Freirean themes in understanding contemporary schooling, education, community activism, and vocation in general. Students will analyze, critique, and reflect upon their own framing philosophies for personal engagement with oppressed peoples and communities - towards the broader goal of defining an individual role in the development of a pedagogy of the oppressed that both negotiates and is informed by students' multiple identities. *Prerequisite: A 200-level course in Education, or instructor permission.*

**CORE REQUIREMENT MET: INTERCULTURAL and GLOBAL CONNECTIONS**

### **397 - Independent Study in Education**

Interested students must obtain *Guidelines for Independent Study* from the Department and complete the appropriate contract from the Registrar. *Prerequisite: permission of instructor.*  
2 or 4 units

## ***Faculty***

## Regular Faculty

### **La Mont Terry**

*Associate Professor, Education*

A.B., M.A.T., Occidental College; Ph.D., UCLA

### **Ronald Solórzano**

*Professor, Education; Affiliated Faculty, Latino/a and Latin American Studies*

B.S., M.Ed., Loyola Marymount University; Ph.D., UCLA

### **Désirée Zamorano**

*Director of the Community Literacy Center*

B.A., UC Irvine; M.A., Cal State Dominguez Hills

## On Special Appointment

### **Suzie Abajian**

*NTT Assistant Professor, Education*

B.A.?, M.A., Occidental College??; Ph.D. University of California Los Angeles

### **Adelina Alegria**

*Adjunct Assistant Professor, Education*

B.A., Cal State Dominguez Hills; Ph.D., UC Santa Barbara

### **Hanna Spinosa**

*Adjunct Assistant Professor, Urban & Environmental Policy and Education*

B.A., UC Berkeley; M.A., Stanford University; M.A., Ph.D., UC Los Angeles

## **English**

Courses in the English department engage students in the close critical study of English-language literature in an international and interdisciplinary context, encompassing works from British, American, and other Anglophone literary traditions. In keeping with Occidental's mission values of equity and excellence, students in English courses read the work of both long-studied writers and of those previously excluded from traditional literary history. Majors will 1) become proficient in close reading and focused discussion of individual literary works, 2) learn to situate those works in their generative historical, geographic and social contexts, and 3) become skilled in interpreting them through a range of theories and methods that characterize the evolving discipline of literary studies. Non-majors will develop their capacity to engage in close reading, critical thinking, and analytical writing. Most courses in the department are seminars or combinations of lecture and discussion. This pedagogical orientation underscores the department's strong emphasis on faculty-student interaction and the collaborative production of knowledge. Introductory survey courses (ENGL 287-289) expose students to the breadth and diversity of Anglophone literary history. Upper division courses (ENGL 300 level classes) develop sophisticated skills in literary analysis, interpretive writing, and oral presentation. Methodological and research-oriented seminars in the

sophomore, junior and senior years (ENGL 290, 390 and 490) direct students in the practice of original independent analysis that places primary textual interpretation in dialogue with secondary critical research.

## **Requirements**

**MAJOR:** A major requires a minimum of eleven courses (44 units). These must include three historical survey courses (ENGL 287, ENGL 288, and ENGL 289); students may substitute one of the corresponding first-year survey courses (187, 188, 189) for its 200 level counterpart (287, 288, 289), but may not receive major credit for both (e.g. 187 and 287). Students must also take three sequential seminars (ENGL 290, ENGL 390, and ENGL 490) in their sophomore, junior and senior years, respectively. The remaining five courses should be chosen in consultation with the student's adviser. But they must include one course from each of the following four categories, with no more than two taken at the 200-level:

**Group I:** Medieval and Renaissance Literature (courses numbered 210-229 or 310-329)

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

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

**Group IV:** Emergent Literatures (courses that satisfy the department criteria for representing the study of literatures from historically marginalized groups or communities)

*[NOTE: "Emergent Literature" courses will typically fall under the Group II or III categories.*

*However, they cannot count for both a period requirement (such as Group II or III) and the Emergent Literature requirement.]*

Students considering graduate work in literature are strongly encouraged to take additional English courses beyond the minimum of eleven in order to broaden and deepen their knowledge of literary history and their practice of literary interpretation. They should also take ENGL 370: Literary Criticism. Most graduate programs require proficiency in at least one foreign language.

**CREATIVE WRITING EMPHASIS:** Students majoring in English may elect to take additional courses in order to complete a Creative Writing Emphasis, a special track that provides a strong background in both literary history and creative writing skills. Students choosing this emphasis will take a total of 13 courses. These must include ENGL 287, ENGL 288, ENGL 289, ENGL 290, ENGL 390, ENGL 490, and three courses from among the four upper division course categories noted above as Groups I, II, III and IV (only one of these may be a 200 level course). The four remaining electives must be creative writing courses. At least two of these must be from the English department. Other departments and programs that have offered writing courses include French, Theater, AHVA, and Writing and Rhetoric. Students interested in pursuing the Creative Writing Emphasis must work out a careful program in consultation with their adviser and the department chair.

**MINOR:** Five courses (20 units); two courses from 287-290 (one first year course from among ENGL 187, 188 or 189 may substitute for its 200 level equivalent); and three other courses, two of which must be taken at the 300-level.

**ADVANCED PLACEMENT POLICY:** English majors who have completed the AP test in English with a score of 4 or 5 may petition the department chair to be allowed to graduate with 10 courses (including all required courses and Group I-IV categories) rather than the 11 specified above.

**JUNIOR WRITING REQUIREMENT:** Students majoring in English satisfy the final component of Occidental College's college-wide writing requirement by successfully completing ENGL 390 in the junior year and receiving a notation of "Satisfactory" for its writing component.

**SENIOR COMPREHENSIVE REQUIREMENT:** All majors must take ENGL 490 (Senior Seminar) in the fall of the senior year, where they will design, develop, and complete a significant project involving literary research and analysis. The project will result in a substantial essay of original interpretation and pertinent secondary research, and a formal conference-style oral presentation at the Senior Symposium held during the spring semester. See the department website for more details.

**HONORS:** Honors may be awarded to graduating seniors who demonstrate excellence in course work and who successfully develop their comps project into an honors thesis. To be eligible, students must have a 3.65 grade point average in courses taken toward the major and an overall 3.5 grade point average. Qualified students will be invited to apply for permission to proceed to honors by the department prior to the beginning of the spring semester. Upon review by department faculty, students whose applications are accepted will register for ENGL 499 (Independent Study), for two units in the spring semester. They will complete a thesis to be orally defended before a faculty committee during the spring semester. Honors candidates are encouraged to take ENGL 370, preferably in the junior year. For further details, consult with your department advisor.

## ***Courses***

### English Courses Open to All Majors

*English courses numbered 200-290 are open to all Occidental students of any major who have completed the first-year fall CSP writing seminar. No more than two may be counted toward the English major.*

### **189 - The American Experience in Literature**

A historical survey of the major literary genres from the colonial to the contemporary period, emphasizing the persistent thematics of the American experience from a cross-cultural perspective. This class is particularly suited for students interested in the ways in which well-known American authors are in conversation with African Americans, Native Americans, Asian Americans, Latinos/as, and white women, who, until recently, had been left out of the literary

canon. Open only to first year students. ENGL 189 satisfies an equivalent requirement to ENGL 289 within the English major. Students may not receive credit for both 189 and 289. CORE REQUIREMENT MET: **UNITED STATES, U.S. DIVERSITY**

### **241 - The "Deviant"**

This course looks at representations of "deviance" in 19th and early 20th century literature. Underlying our examination will be an investigation of what constitutes the "normal" and the ways in which normativity polices its boundaries. Focusing primarily on literary and filmic representations of the sexual, racial, legal, and economic "taboo," in works including Charles Dickens' *Great Expectations*, E.M. Forester's *Passage to India*, and Djuna Barnes' *Nightwood*, we will seek to uncover the terms of normativity against which the figure of the deviant emerges into representation. We will supplement our analysis of literature with readings from a range of theoretical methodologies, from psychoanalysis, legal theory, Marxist/economic theory, to postcolonial and critical race studies. Major requirement met: Group II/IV.

### **280 - Creative Writing**

This creative writing workshop will focus on fiction, memoir and poetry. Students will be required to read and write extensively, to write reports on assigned reading, to attend author readings on campus, and to participate in class examination of student work. A final portfolio is due at the end of the semester. We will examine ways of heightening imagination through both memory and perception. *The class is limited to first and second year students. Prerequisite: Any first year fall CSP writing seminar, Writing and Rhetoric 201, or permission of instructor.* CORE REQUIREMENT MET: **FINE ARTS**

### **288 - English Literature 1660-Present**

Monsters and Monstrosity: Literature is rife with portraits of monsters and monstrosity. From Homer's *The Odyssey*, and Grimm's fairytales, to Mary Shelley's *Frankenstein*, and Salman Rushdie's *Shame*, monsters challenge our everyday ideas about normality. Situated between the animal and the human, monstrous creatures are ciphers for difference that force us to consider what we regard as culturally abject or grotesque, as well as alluring. That these mythical figures continue to fascinate, even as they frighten, suggests their symbolic power in embodying both our latent desires and prohibitions. This course will explore the emergence of the monstrous aesthetic across several genres (epic, drama, novel, poetry, film), and periods (renaissance to contemporary) to probe the shifting terrains of sexual, racial, and cultural otherness that monsters represent. Along the way, we will ask critical questions that arise from the study of monstrosity. What, for instance, separates monsters from humans? How does monstrosity define our notions about beauty and ugliness, desire and disgust? Does the monster appear each time under a different guise? If so, to what extent does it reshape our sensibility about what is socially abnormal? What can monsters teach us about the hopes and apprehensions of the cultures and times to which they belong? Ultimately, we will seek to understand how and why these ferocious figures also elicit sympathy in us toward those markedly unlike ourselves. Our reading list includes works by R.L. Stevenson, Mary Shelley, William Blake, Alfred Tennyson, Patricia Highsmith, among others. The course will introduce British literature from the eighteenth to the early twentieth century, with special attention to the Romantic period (John Keats, William Wordsworth) and to the Modernist works of James Joyce, Virginia Woolf, and T. S. Eliot. *Prerequisite: Fall CSP class.*

## CORE REQUIREMENT MET: **EUROPE and REGIONAL FOCUS**

### **289 - The American Experiences in Literature**

This class surveys American Literature from the colonial period to the present. We will study genres, authors, and cultural trends in a historical framework. Significant emphasis will be placed on close reading and analytic writing. Students will be introduced to the nomenclature of literary analysis through discussion and interpretation of individual texts.

CORE REQUIREMENT MET: **UNITED STATES and US DIVERSITY**

### **290 - Literary Methodologies**

This course will introduce students to contemporary critical methodologies in literary studies. Students will engage a wide range of critical approaches to help ground their subsequent study of literature across the English department curriculum. By studying influential works of theory and criticism, you will become familiar with the historical genesis of literary studies, with special attention to the political, social and other institutional factors informing the rise of particular methodologies in the academe. We will trace these critical genealogies so as to recognize and participate in the fullness of literary studies. *Prerequisite: any first year fall CSP writing seminar, Writing and Rhetoric 201, or permission of instructor.*

## Upper Level English Courses

*English courses numbered 300-385 are designed primarily for English majors and students from other majors with some experience in reading and writing about literature at an advanced level. Successful completion of one 100-level or 200level English course, or junior or senior standing, is required for these courses. In some cases individual instructors may require additional prerequisites, as listed below.*

### **310 - Death in Middle English Literature**

Examining death in the imaginative and meditative culture of the 14th and early 15th centuries, this seminar will introduce advanced students to a wide range of Middle English literature. No prior knowledge of Middle English or medieval literature required. We will contextualize our work by looking at religious, philosophical, and medical texts about death, yet our focus will be on scenes of death, burial, mourning, and memorial in literary texts by Chaucer, the Pearl Poet, Julian of Norwich and others. Asking how we can construe the ethical and political imagination of the medieval English literary world, we will also consider larger issues related to the literary awareness of death: the representability of death; the political and generic function of consolation, tragedy, and elegy; death's relations to the sacred and the sovereign; the economics of death in the age of the plague; war and martyrdom; mourning and rebellion; dreams and the afterlife; gender, living death, and anchoritism. *Prerequisite: Successful completion of one 100-level or 200 level English course, or junior or senior standing*  
**CORE REQUIREMENT MET: EUROPE ? PRE-1800 and REGIONAL FOCUS**

### **322 - Renaissance Literature: Punishment and the Passion**

This class explores early British literature with an emphasis on literary representations of punishment and the passions. The Renaissance and Reformation in England witnessed the emergence of more centralized institutions to police sin and illegality in society, to tame passions, whether devotional or political, that could unsettle the developing sovereignty of the modern state. We will examine how literary texts represent and respond to such larger political and theological shifts in punishment. Some of the most innovative and exciting works of drama, poetry, and prose in this period struggle with the purpose and effects of confinement, imprisonment, slavery, and penance. Topics will include: the normalization of punishment through legal centralization; the relationship between punishment and the humanistic culture of teaching; the relationship between domestic and colonial punishment; revenge and forgiveness; race, gender, sexuality, and punishment; punishment and class hierarchy; violence and equity; sin and salvation; self-punishment and penance; punishment and spectacle; the ethics of witnessing punishment; slavery and revolt. Authors include: Machiavelli, Thomas More, Anne Lock, Spenser, Shakespeare, Donne, Milton, Hobbes, and Aphra Behn. *Prerequisite: One 100-level or 200 level English course, or junior or senior standing.*

**CORE REQUIREMENT MET: EUROPE and PRE-1800 and REGIONAL FOCUS**

### **341 - Race, Law, and Literature**

This course interrogates the crucial role of the law in British imperial governance by reading colonial legislation and court proceedings alongside works of nineteenth and early twentieth century literature,. Doing this allows us to examine how dominant legal paradigms were disseminated in the era's cultural production, and, in turn, how cultural ideals reflected in literature were materially implemented through the law. In addition, we will look at how literature often provided a viable means of contesting the normative terms of the law. Major requirement met: Group II/IV.

**CORE REQUIREMENT MET: INTERCULTURAL and GLOBAL CONNECTIONS**

### **345 - American Literature Before 1990**

The Literature of Non-Representation: In the Greek and Judeo-Christian traditions, literature is usually understood as an untrue copy of the "real." As such, it has often been devalued as morally suspect and materially empty. However, this perspective was itself inverted by some

American literature of the 18<sup>th</sup> and 19<sup>th</sup> centuries. In this contrarian view, literature is the activity of realization itself and the literal and scientific modalities are fictions lost in their habitual misunderstandings. For these opposing writers, the poetic process constitutes the reader's dissolving emersion in the real without need of conceptual replica. This class will try to understand this non-representational view with primary concentration on the poems of Whitman and Dickinson bracketed by the previous practices of Bradstreet, Wheatley, Emerson, and Poe. Major requirement met: Group II

### **347 - 19th Century Novel and Bollywood Cinema**

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

*Prerequisite: Any 100 or 200-level English course or junior or senior standing.* Major requirement met: Group II/IV.

CORE REQUIREMENT MET: **INTERCULTURAL and GLOBAL CONNECTIONS**

### **365 - Contemporary Literature**

**Violence and Representation:** This course will interrogate Fanon's assertions that the colonized find their freedom only through violence, and that decolonization is always a violent process, by considering the structuring dialectics between violence, the body, and postcolonial narratives of insurgency. If, for Fanon, decolonization is both literally and linguistically an adopted violence so that militancy against colonialism is an answer back in the imported language of destruction that the colonizer best understands, our goal will be to investigate the complex and shifting relations to violence/violation that postcolonial texts elaborate when they represent insurgent anticolonial practices. By looking closely at how postcolonial narratives represent insurgencies against power and their attendant violences, we will arrive at an analytic for addressing the technologies of pain, trauma, brutality, torture, and repression that conditioned regimes of colonial discipline and control. We will also consider the extent to which postcolonial texts appropriate an apparatus of violence in representing bodies in rebellion, while also articulating alternative visions of resistance and social change that specifically refuse the ethics of extremism. Our inquiry will draw from a critical discourse on corporeality (Foucault, Scarry), the nation (Fanon, Anderson) and gender (Butler, Spivak) to illuminate the peculiar charge in narratives of insurgency between the embodied politics of militancy and the body politic. Finally, the texts which we will be reading deal in some way with the problematic of form (how to represent the urgency of politicized violence as a condition of modernity), and in so doing reach beyond realist conventions to reflect aspects of the surreal, the grotesque, the spectacular, and the magically real. We will assess the efficacy of these forms, and their overwrought symbolism, in managing the economy between the public and the private, victims and perpetrators, masculinity and femininity, and whites and blacks, which structured the play of colonial violence itself. Over the course of the term, we will be reading writers as diverse as Roy, Coetzee, Al-Shaykh, Djébar, Salih and viewing films such as *The Terrorist*, *Bandit Queen*, and *The Battle of Algiers*. *Prerequisite: Any 100- or 200-level English course, or junior or senior standing.* Major requirement met: Group III/IV.

## CORE REQUIREMENT MET: **INTERCULTURAL and GLOBAL CONNECTIONS**

### **370 - Literary Theory**

After a short introduction to Aristotle, this course will present the works of Marx, Freud, and Saussure as the basis for later 20th Century theory. We will then explore the structuralist and post-structuralist movements. This class is recommended to those contemplating graduate study in the humanities, and it is required for students pursuing Honors in English.

*Prerequisite: Any 100- or 200-level English course, or junior or senior standing.*

### **372 - Major Figures in Literature**

**Faulkner, Hemingway, and Morrison:** Discussion of the major novels of William Faulkner, Ernest Hemingway, and Toni Morrison with an emphasis on race and gender in American culture. *Prerequisite: Any 100- or 200-level English course, or junior or senior standing. Major Requirement met: Group III.*

CORE REQUIREMENT MET: **UNITED STATES, U.S. DIVERSITY**

### **377 - Literature and the Other Arts**

**On Afrofuturism.** This course interrogates the intellectual and artistic dimensions of the Afrofuturism movement. From the present-day going at least as far back as Phillis Wheatley's poetry, one finds a robust exploration of black culture's relationship to technology and futurity that diverge from Eurocentric standards of civilizational progress. The course will focus on literature and related genres, including music and film. Students will engage the work of Alondra Nelson, John Akomfrah, Sir Thomas More, Tracy K. Smith, Phillis Wheatley, Will Alexander, Evie Shockley, Sun Ra, Outkast, Octavia Butler, and others. Major Requirement met: Group III/IV.

CORE REQUIREMENT MET: **UNITED STATES and U.S. DIVERSITY**

### **380 - Creative Writing: Writing Identity**

This is a multi-genre workshop, with a focus on autobiographical fiction and memoir. Using students' own work, we will talk about general issues of craft, but here there will be a focus on situating your writing in a particular geographical locale, a particular historical moment, tapping into the experiences and memories from your own lives that can fuel your best writing. We will write what we know in the hopes of discovering what we don't know. We will "look for the stories that didn't happen within the stories that did." (John Gardener) *Prerequisite: junior or senior standing.*

CORE REQUIREMENT MET: **FINE ARTS**

### **382 - Advanced Creative Writing**

Students familiar with the elements of craft-setting, characterization, plot, dialogue, etc.-will produce several new stories and revise them, and will read and critique the works of their peers. In class writing exercises and outside readings will also be required. *Prerequisite: junior or senior standing.*

## CORE REQUIREMENT MET: FINE ARTS

### 390 - Junior Seminar in English

*The Junior Seminar is a small, discussion-oriented seminar required of all majors, emphasizing advanced critical approaches to a literary topic. Enrollment is restricted to English majors, who will pass the College 3<sup>rd</sup> Year Writing Requirement by satisfactory completion of the course writing requirements.*

**Objects of Beauty:** In her recent book, *On Beauty and Being Just*, Elaine Scarry makes the claim that “At the moment we see something beautiful, we undergo a radical decentering.” Others might suggest that notions of beauty have been used precisely to center certain normative standards, often violently marginalizing those who do not adhere. Whether dismissed as frivolous, theorized as a philosophical category of inquiry, or politicized in the service of feminist or anti-racist discourse, beauty does many things: it captivates, it incites pleasure and desire, it oppresses and subjugates, and it excludes. Throughout the course of this term, we will evaluate Scarry’s claim, looking at texts dealing with both theoretical and practical aspects of aesthetic experience. Beginning with Aristotle, we will evaluate Western theorizations of beauty through the Enlightenment and into the contemporary era. In addition, we will look at how non-Western writers have responded to aesthetic norms imposed upon them. Texts such as Pierre Bourdieu’s *Distinction* and Maxine Craig’s *Ain’t I a Beauty Queen*, will provide a framework for examining how politics of race, class, and gender shape questions of aesthetic value. Within this theoretical context, we will consider representations of beauty in print and visual culture, including popular cinema and literature. Throughout the term, we will focus on developing tools of scholarly analysis, written and verbal. Each student will be expected to engage in detailed and incisive discussions of each work and write a formal research paper. **(Fall)**

**Love and Death in Contemporary American Novels:** The study of works by Toni Morrison, Alice Walker, Louise Erdrich, Leslie Marmon Silko, Michael Ondaatje and Junot Diaz will enable us to explore the forms that love takes when it is grounded in the tumultuous histories of African American, Native American or Dominican American people. The theoretical frameworks for reading will be provided by narrative theory and psychoanalytic theory. The course will give particular attention to the narrative forms of these novels by contemporary writers of color. **(Spring)**

### 490 - Senior Seminar: Comprehensive Project

In this course seniors will design and carry out advanced research projects in areas of their own interests. Seminar meetings will be devoted to discussion of a core group of theoretical and/or historical texts (varying from year to year) and to practical issues of sophisticated literary critical work. The course will result in a substantial critical paper, a version of which will be presented at the spring senior symposium in satisfaction of Occidental's comprehensive requirement. *Open only to senior English majors*

### 499 - Honors in English

Research, writing, and defense of the honors thesis in ECLS. May be taken for 4 units fall or

spring, or for 2 units fall and spring. Prerequisite: permission of department. 2 units (fall and spring) or 4 units (Fall or Spring)

## **Faculty**

### **Regular Faculty**

#### **Leila Neti**

*Associate Professor, English*

B.A., UCLA; M.A., Ph.D., UC Irvine

#### **Daniel Fineman**

*Professor, English*

B.A., Franklin and Marshall College; M.A., Ph.D., Princeton University

#### **James Ford III**

*Assistant Professor, English*

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

#### **Warren Montag**

*Brown Family Professor in Literature, English*

B.A., UC Berkeley; M.A., Ph.D., Claremont Graduate School

#### **Michael Near**

*Professor, English, Emeritus*

B.A., M.A., Ph.D., UC Berkeley

#### **Eric Newhall**

*Professor, English; Advisory Committee, American Studies*

A.B., Occidental College; M.A., Ph.D., UCLA

#### **Martha Ronk**

*Irma and Jay Price Professor of English Literature; English, Emeritus*

B.A., Wellesley College; Ph.D., Yale University

#### **John Swift**

*Associate Dean for Core Curriculum and Student Issues; English; Core Program; Advisory Committee, Urban and Environmental Policy*

B.A., Middlebury College M.A., Ph.D., University of Virginia

#### **Raul Villa**

*Professor, English; Advisory Committee, American Studies; Advisory Committee, Latino/a and Latin American Studies*

B.A., Yale University; M.A., University of Michigan; Ph.D., UC Santa Cruz

#### **Jean Wyatt**

*Professor, English*

A.B., Pomona College; Ph.D., Harvard University

## On Special Appointment

**Danzy Senna**

*Writer in Residence, NTT faculty member*

## Geology

The mission of the Geology major is to foster in students an understanding of the Earth: the processes that affect its surface and interior; its formation and evolution through time; and its functioning as the physical environment for the living world. The major accomplishes this goal by offering to students a set of coordinated experiences in the classroom, laboratory, and field. Geology is an intrinsically interdisciplinary science, drawing upon the tools of mathematics, physics, chemistry, biology, geography, and environmental science to examine problems that range in scale from a single mineral grain to the entire solar system. Geology majors learn to work together on inquiry-based laboratory and field projects, and each produces a Senior Thesis describing independent research they have undertaken with a faculty mentor. There is a special emphasis on articulating ideas orally, graphically, and in writing, skills that are valuable not only in science but also in the many other careers where geology majors from Occidental have found success. Geology is a global science, and so students who have made progress in the major as sophomores are encouraged to study abroad for a semester during their Junior year. The Geology major expresses the Department's commitment to prepare students to excel in an increasingly complex and environmentally stressed world.

### Requirements

**MAJOR:** The following courses are required for completion of the major program in the Department of Geology: Geology 105 or 106 (or equivalent), 215, 225, 235, 305, 324, 325, 315 or 342, 345, 490, and at least three of the following: Geology 245, 255, 315 or, 342 (whichever course is not used in required sequence), 355, or 4 credits of 390 or other approved geology courses. Mathematics through Math 120 (or equivalent) or Math 110 and a Department-approved statistics course is also required.

**Environmental Science Concentration in Geology:** Geology 105 or 106; one of Biology 105, 106, 110, 115; Biology 260 or 270; Economics 101 and 301(or approved alternative); Geology 225; Geology 324, Geology 235; Geology 245; Geology 255; Geology 305; Geology 315 or 342; Geology 325; Geology 490. Mathematics through Math 120 (or equivalent) or Math 110 and a Department-approved statistics course is also required.

All graduate schools and professional careers in geology or environmental science require at least a basic understanding of chemistry and physics. Students considering graduate school or professional careers in these fields should also take the following courses: Chemistry 120; Physics 110 and 120 or Physics 115 and 125.

**MINOR:** Geology 105, 215, 235, and any other two courses in Geology to be selected with

department approval.

**WRITING REQUIREMENT:** Students majoring in Geology will satisfy the final component of Occidental College's college-wide writing requirement by submitting a portfolio of at least two papers from any of the intermediate- or advanced-level writing-intensive Geology courses normally required for the major (or appropriate course work). Students should familiarize themselves with the departmental requirement at the time of declaring the major. See the Writing Requirement and consult the department chair for additional information.

**COMPREHENSIVE REQUIREMENT:** The comprehensive requirement in Geology is met by a passing grade on the senior comprehensive project. The senior comprehensive project is based on research conducted under the supervision of Department faculty or in an off-campus summer research program or field camp. This project can be started as early as the Junior year and typically involves field or laboratory work during the summer between Junior and Senior years. Seniors are expected to present their research orally and submit a written thesis by Spring Break. During the Fall semester of senior year, all Geology majors attend a senior seminar (Geology 490 or equivalent). A major goal of these meetings is to help students make timely progress on their comprehensive projects.

**HONORS:** Students with a GPA of at least 3.25 are eligible to graduate with honors in geology. For these students, a larger senior thesis is planned, and students start their research earlier than the fall of their senior year. For this extra work, the honors student receives additional course credit beyond credit for comprehensives. Refer also to the general College policies regarding the Honors Program.

**GEOLOGY COURSE NUMBERING:** Geology 105 is open to first-year and second-year students only; 200-level courses are open to any student who has completed Geology 105; 300-level courses are intended for junior and senior geology majors and minors; 400-level seminars are for senior majors.

## ***Courses***

### **105 - Earth: Our Environment**

Introduction to geology with emphasis on the physical processes that shape the environment on the Earth's surface. The course will cover the fundamentals of plate tectonics, rocks, minerals, geologic time, surface processes, and Earth's interior. Special attention will be paid to geologic hazards (such as earthquakes, volcanoes, floods, and landslides), the history and future of global climate change and the human impact on the environment. Students who have completed a substantive introductory Geology course are encouraged to seek instructor permission to enroll in any of the 200-level Geology courses. *Includes one 2-hour laboratory per week and a one or two day field trip. Open to first-year and second-year students only.*  
CORE REQUIREMENT MET: **LAB-SCI**

### **106 - Earth and the Human Future**

Nature and humanity interact with and impact one another in complex and significant ways. Human health, safety and economic well-being is significantly impacted by natural processes, providing both opportunities and constraints on sustainability. This course focuses on these interactions as studied by earth scientists. Topics include Earth surface properties and

processes, air quality, mineral and energy resources/reserves for industrialized society, water resources, hazardous earth processes, development and degradation of soils, and climate. Labs include using problem-solving skills and case studies. Includes one 2-hour laboratory per week and a one day field trip.

CORE REQUIREMENT MET: **LAB-SCI**

## **150 - Geographic Information Science I**

This course focuses on teaching students how to access, integrate, and quantitatively evaluate many types of spatial information using different methods of analysis. Students use GIS software to understand, explore and analyze information from a variety of sources with an emphasis on understanding the geography of environmental health and the relationships between multiple determining factors. Students will learn fundamentals of geography and cartography, GIS techniques in quantitative spatial analysis, and introductory spatial statistics as applied to vector-based data. The tools and skills used in this course, and the analytical, problem-solving projects used in laboratory and project assignments, will provide them with a means to better understand the environmental health, risk and epidemiology, and enhance their ability to and make informed and quantitative comparisons. (Students are encouraged to enroll in UEP 201, a course that explores how environmental factors impact human and ecological health.)

CORE REQUIREMENT MET: **LAB SCIENCE**

## **215 - Evolution of the Earth**

The history of the Earth and life upon it, from the origin of the planet 4.6 billion years ago to the present. The course focuses on the chemical, physical and biological processes that have affected the planet's interior and surface, including atmosphere, hydrosphere, and lithosphere, through time. Includes one 3-hour laboratory per week and field trips. *Prerequisite: Geology 105 or 106*

CORE REQUIREMENT MET: **LAB-SCI**

## **225 - Introduction to Field Methods**

Collection and interpretation of geologic data form the core of the course, with seven days devoted to field work. Basic rock identification, analysis of ancient environments, and structural geology are discussed, and applied during field work. Scientific writing skills are emphasized. The techniques learned in this course are widely applicable, so the course is open to majors of any specialty. Field trips replace weekly laboratory work. *Prerequisite: Geology 105 or 106.*

CORE REQUIREMENT MET: **LAB-SCI**

## **235 - Global Geophysics and Tectonics**

An introduction to plate tectonics and the geology of plate boundaries. Topics include techniques for describing plate motions, earthquakes and seismology, reversals of the earth's magnetic field, the nature of the seafloor, and the geology of mountain belts. *Includes one 3-hour laboratory per week. Prerequisite: Geology 105 or 106 or permission of the instructor.*

CORE REQUIREMENT MET: **LAB-SCI**

## **240 - Geologic Hazards**

This course will examine the physical and chemical process associated with geologic events that occur on the human-time scale and harm society: earthquakes, volcanism, and mass wasting. Focusing on events from California, the course will include in-field examinations of local geological examples as well as quantitative and qualitative evaluation of geophysical and geochemical datasets associated with well-documented case studies. Includes one 3-hour laboratory per week and required field trips. *Prerequisite: Geology 105 or 106*

CORE REQUIREMENT MET: **LAB-SCI**

## **245 - Earth's Climate: Past and Future**

An introduction to Earth's climate system and the geological record of its change. Topics covered include: Earth's radiative balance and the role of greenhouse gases; poleward transport of heat by the atmosphere and ocean; climate change on the plate tectonic timescale; the Cenozoic cooling; astronomical control of Pleistocene glacial cycles; rapid millennial-scale climate change; and the future of Earth's climate. *Includes one 3-hour laboratory per week. Prerequisite: Geology 105 or 106 or permission of instructor.*

CORE REQUIREMENT MET: **LAB-SCI**

## **255 - Spatial Analysis with GIS**

An introduction to concepts of Geographic Information Science and spatial analysis using GIS designed for natural science majors. Emphasis on spatial analysis both vector and raster data, including aerial photos, satellite imagery, and introductory terrain analysis. Course also includes introduction to GIS data acquisition and Global Positioning Systems receivers, individual and group projects, and presentation of results. It is expected that students are experienced using the MS Windows operating system, and Microsoft Excel software. One three-hour laboratory per week. *Prerequisite: Geology 105 or 106, or Geology 150, or permission of instructor* CORE REQUIREMENT MET: **LAB-SCI**

## **305 - Earth Materials**

The fundamentals of rock formation are explored through study of common rock-forming minerals and major rock types. Understanding of these processes is based on the physical, optical, chemical and textural properties of minerals and rocks. The course includes a field trip to investigate rocks and minerals in some of California's most interesting natural settings. One, three-hour laboratory per week and field trip. *Prerequisite: Geology 105 or 106*

CORE REQUIREMENT MET: **LAB-SCI**

## **315 - Sedimentary Geology**

Study of the processes of sedimentation, the properties of sedimentary rocks, and the use of stratified sedimentary sequences for correlation, dating, and interpretation of depositional environments and geologic history. Course includes field trips to classic localities throughout southern California and one laboratory per week. *Prerequisite: Geo 105 or 106 and 225*

CORE REQUIREMENT MET: **LAB-SCI**

## **324 - Advanced Field Mapping**

Building on material learned in Geology 225 and Geology 305, this course involves mapping of

more complex areas Fieldwork is the heart of this course and full participation in the 4-6 days of fieldwork is required. May be taken twice. *Prerequisite: Geology 225 and Geology 305 (concurrent enrollment accepted)*

2 units

CORE REQUIREMENT MET: **PARTIAL MATH/SCI**

### **325 - Structural Geology**

Study of the deformation of rocks and the structures produced. Rock mechanics are introduced and the nature and origin of folds, faults, and other structures are discussed, along with the relation of structures to tectonic settings. Course includes interpretation of areas displaying complex geological relations that illustrate structural principles. *Includes field trips and one laboratory per week. Prerequisite: Geology 225.*

CORE REQUIREMENT MET: **LAB-SCI**

### **342 - Geomorphology**

Landforms and their interpretation in terms of tectonic and climatic processes will be presented. The focus will be on landforms, such as mountain belts, faults, and landslides, caused by active tectonic processes. Methods of dating and quantifying geologic events will be introduced. Scientific writing skills will be emphasized. *Includes one three-hour laboratory per week and field trip. Prerequisite: Geology 225.*

CORE REQUIREMENT MET: **LAB-SCI**

### **345 - Petrology**

Petrology is the study of the origin, tectonic occurrence, geochemical evolution, and classification of igneous and metamorphic rocks. Students will address questions related to the origin of the Earth's crust through examination of the textures, mineral assemblages, field relations, and compositional characteristics of igneous and metamorphic rocks. Laboratory work will engage students in the study of rocks in hand specimen and microscope as well as the analysis and interpretation of experimental and geochemical datasets. Includes one three-hour laboratory per week and multiple field trips. *Prerequisite: Geology 305.*

CORE REQUIREMENT MET: **LAB-SCI**

### **355 - Paleomagnetism**

This course is an introduction to the Earth's ancient magnetic field and the magnetic properties of rocks. magnetism of rocks, Students will learn how rocks acquire a magnetic signal and will explore how those signals relate to the structure of the geomagnetic field. Special emphasis is placed on collection of samples in the field, and with special emphasis on laboratory techniques and applications. Strongly recommended for students considering research projects with Professors Bogue and Cromwell. Includes one 3-hour laboratory per week. *Prerequisite: Geology 105 or 106.*

CORE REQUIREMENT MET: **LAB-SCI**

### **390 - Special Topics in Geology**

Two- or four-credit advanced courses on specialized topics in geology. May be taken more

than once with department approval as topics vary.

**Geology 390: Geochemistry.** This course will explore the geochemical principles controlling fundamental geologic systems, from the "weathering engine" to the igneous-metamorphic-hydrothermal systems that form and shape planets. This overview of geochemistry will focus on thermodynamics and kinetics which allow us to assess these systems with regards to temperature, pressure and time. Quantitative evaluation of earth processes through geochemical modeling will be conducted using the programs SUPCRT, Visual Minteq and Geochemist's Workbench (industry standards). Laboratories, workshops and fieldtrip(s) will reinforce and expand on many of the topics covered in class. *Prerequisite: GEO 305*  
CORE REQUIREMENT MET: **MATH/SCIENCE**  
5 unit course

### **397 - Independent Study in Geology**

*Prerequisite: permission of instructor.*  
2 or 4 units

### **490 - Senior Seminar and Thesis Research in Geology**

This class focuses on student Senior Comprehensives research and covers proposal writing, data analysis, preparation of illustrations, and oral and written presentation of research projects. Journal readings and discussions on topics related to student research are integral to the course. Careers and graduate school options in the Earth Sciences are also discussed.  
*Prerequisite: Open only to senior Geology majors.*

### **499 - Honors in Geology**

*Prerequisite: permission of department.*

## ***Faculty***

### **Regular Faculty**

#### **Margaret Rusmore**

*Professor, Geology*

B.S., UC Santa Cruz; M.S., Ph.D., University of Washington

#### **Scott Bogue**

*Associate Dean for Research; Professor, Geology*

A.B., Brown University; Ph.D., UC Santa Cruz

#### **James Sadd**

*Professor, Environmental Science*

B.S., University of Southern California; M.S., University of Texas; Ph.D., University of South Carolina

### **On Special Appointment**

**Ann Blythe**

*Full Time Non Tenure Track Associate Professor, Geology*  
B.S., Ph.D., Cornell University; M.S., University of Pennsylvania

**Geoffrey Cromwell**

*Non Tenure Track Assistant Professor, Geology*  
B.A. Occidental College; M.S., Ph.D. University of California San Diego

**Joel Wedberg**

*Adjunct Instructor, Geology*  
SC.B. San Diego State University

## ***Group Language***

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

### ***Requirements***

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

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

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

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

OR

(2) Students choosing not to write a comparative paper may conduct two separate research

projects and do the following for each half of the Group Language major:

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

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

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

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

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

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

**Spanish:** A student will fulfill the Spanish portion of the comprehensives EITHER through

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

**HONORS:** Group Language majors with an overall GPA of 3.25 and a 3.5 GPA for major courses may submit an honors research proposal at the end of the fall semester of the senior

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

**WRITING REQUIREMENT:** Students majoring in Group Language will satisfy the final component of Occidental College-wide writing requirement by submitting a paper in English from a 300 level or seminar course in the fall of the senior year.

## ***Courses***

### Courses that Count Towards a Major in Group Language

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

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

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

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

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

**Linguistics:** 5 courses: Ling 301; a second course in linguistics; one semester of a foreign language from one of the following categories: 1) Greek or Latin, 2) Spanish or French, 3) German or Russian, 4) Arabic, Chinese, or Japanese (the course must be in addition to and in a different category from the language used to fulfill the Core language requirement); and two additional courses with a language focus (such as one more foreign language course, another course in linguistics, Cognitive Science 330, Philosophy 370, or Education 205).

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

**Spanish:** 5 courses: Spanish 202 or 211 plus four courses numbered 300 and above. Two of these four courses must be in either literature or linguistics. One must be numbered 340 or

above. Only one course may be taken in English.

## **Faculty**

### **Advisory Committee**

#### **Sarah Chen**

*Professor, East Asian Languages and Cultures; Advisory Committee, Group Language*  
B.A., Rutgers University M.A., Ph.D., Stanford University

#### **Robert Ellis**

*Norman Bridge Distinguished Professor of Spanish, Spanish and French Studies; Affiliated Faculty, Latino/a and Latin American Studies; Advisory Committee, Group Language*  
B.A., Pomona College; M.A., Ph.D., UCLA

#### **Hanan Elsayed**

*Assistant Professor, Spanish and French Studies; Advisory Committee, Group Language*  
B.A., Montclair State University; M.A., Ph.D., Rutgers University; Graduate Certificate in African Studies, Rutgers University

#### **Motoko Ezaki**

*Adjunct Associate Professor, East Asian Languages and Cultures; Advisory Committee, Group Language*  
B.A., M.A., Seinan Gakuin University; M.A., Ph.D., UCLA

#### **Salvador Fernández**

*Professor, Spanish and French Studies; Affiliated Faculty, Latino/a and Latin American Studies; Advisory Committee, Group Language*  
B.A., UC Riverside; M.A., Indiana University; Ph.D., UCLA

#### **Susan Grayson**

*Professor, Spanish and French Studies; Advisory Committee, Group Language*  
A.B., M.A., Ph.D., UCLA; Ph.D., Wright Institute Los Angeles Attestation d'études, Université de Bordeaux

#### **Felisa Guillén**

*Professor, Spanish and French Studies; Affiliated Faculty, Latino/a and Latin American Studies; Advisory Committee, Group Language*  
B.A., M.A., University of Madrid; Ph.D., UC Santa Barbara

#### **Mary Johnson**

*Assistant Professor, Spanish and French Studies; Affiliated Faculty, Linguistics; Advisory Committee, Group Language*  
B.A., University of Wisconsin-Madison; M.A., Ph.D., The Ohio State University

#### **Adelaida López**

*Professor, Spanish and French Studies; Advisory Committee, Latino/a and Latin American Studies; Advisory Committee, Group Language*  
B.A., Wellesley College; M.A., Ph.D., Columbia University

**Jürgen Pelzer**

*Professor, Comparative Studies in Literature and Culture; Advisory Committee, Group Language*  
M.A., University of Constance; Ph.D., University of Wisconsin

**Walter Richmond**

*Full Time Non Tenure Track Professor, Comparative Studies in Literature and Culture; Advisory Committee, Group Language*  
B.A., Arizona State University; M.A., Ph.D., USC

**Arthur Saint-Aubin**

*Professor, Spanish and French Studies; Advisory Committee, Group Language*  
B.A., Swarthmore College; M.A., Ph.D., Johns Hopkins University

**Michael Shelton**

*Associate Professor, Spanish and French Studies; Cognitive Science; Affiliated Faculty, Linguistics; Affiliated Faculty, Latino/a and Latin American Studies; Advisory Committee, Group Language*  
B.S., St. Cloud State University; M.A., Ph.D., Pennsylvania State University

## ***History***

History is one of the most vital and comprehensive subjects in the Occidental College curriculum. Our department offers a broad diversity of courses and approaches covering every time period, and cultures from all over the globe. Students will become familiar with intellectual, social, political, comparative and oral history, and may select from a wide spectrum of courses including such geographical areas as Latin America, the Middle East, Asia, Africa, Europe, the United States, and such topical areas as Women's History, the History of Science and Medicine, revolution and history in film. The faculty recognizes that students will develop their own perspectives on the material presented, and welcomes close interaction with motivated and involved majors. History is, after all, an exciting kind of detective work, finding and putting together the pieces of the puzzle to enhance our understanding of the past, but also of the present, and perhaps even the future. Some history majors go on to further studies in the field, but because of their wide exposure to various times and cultures, they are well prepared for almost any career. Besides providing a background for anyone interested in a truly liberal education, History helps prepare students for the fields of law, business, foreign service, librarianship, museum work, historic preservation, journalism, environmental studies, and teaching from primary and secondary through university levels.

## ***Requirements***

**MAJOR:** The History major consists of a minimum of forty units, or ten four-unit courses. This

includes two required courses (300 History Colloquium and 490 Senior Seminar) and three surveys from different geographical areas (United States, Latin America, Asia, Europe, Africa/Middle East). Survey courses (the 100 series and some of the 200 series) cover a broad chronological time frame. Three of the remaining five classes should be additional upper division courses (in the 300 and 400 series). At least one course must deal with the pre-modern period. Students thus have the opportunity to sample a breadth of fields and periods. Of the ten required courses, at least seven must be taken in the History department, and no more than three will be accepted from other departments or institutions (see discussion of acceptable courses from other departments below).

Students with AP scores of 4 or 5 receive academic credit, but still need to take the requisite 10 courses for the History major. They may, however, be excused from one survey requirement, taking 2 rather than 3 area surveys, although we discourage this, believing as we do that our department courses are far more challenging and sophisticated than even the best high school AP class.

Students must have a grade of B- or better on the 15-page paper in History 300.

**ACCEPTABLE COURSES FROM OTHER DEPARTMENTS:** The department occasionally accepts for history credit courses from such other departments as American Studies, Art History and the Visual Arts, Critical Theory - Social Justice, Diplomacy and World Affairs, English and Comparative Literary Studies, Philosophy, and Politics. These decisions are made on an individual basis in discussion with the student's advisor and/or the department chair. Courses that may be counted toward the major without petition are: American Studies 272, 280, 290, 295, and 390; ECLS 341. No more than three courses from other departments or transfer courses from other institutions (including study abroad courses) will be counted towards the History major.

**MINOR:** Five courses (20 units) in History from at least two areas, including History 300.

**WRITING REQUIREMENT:** Students majoring in History satisfy the final component of Occidental's college-wide writing requirement by successfully completing History 300. Students should familiarize themselves with the departmental requirement at the time of declaring the major. See the Writing Program and consult the department chair for additional information.

**COMPREHENSIVE REQUIREMENT:** Students meet their comprehensive requirement by taking History 490 in the fall semester of their senior year and writing for that course a 25-page paper that involves research and analysis of primary and secondary sources. They are required to turn in a 5-page prospectus of their project and attend several meetings in the spring of their junior year to prepare for History 490. Papers may concentrate on a geographical area or take a topical approach, such as History of Science and Medicine; Women's History; or Revolutions.

**HONORS:** Students with sufficiently high GPA (3.25) overall can write an honors thesis. Senior history majors pursuing honors will take the Senior Seminar in the fall and, if invited by the Senior Seminar instructors in consultation with thesis advisors, will extend their thesis work in the spring Honors Seminar. The honors thesis is a 40-page paper, which demonstrates excellence in historical research, writing, and analysis, written under the supervision of the Honors Seminar instructor, the thesis advisor, and a third faculty reader. Students planning to try for honors must make known their intentions in a written proposal early spring semester of

their junior year. See the Honors Program for additional information.

**DISTINCTION:** Students are eligible for distinction if they receive an A or A- on their paper for History 490.

**AWARDS:** The R. Lee Culp Prize is awarded annually to a senior for the most outstanding senior thesis. The Edith Culp Prize is awarded annually for the best term paper or junior seminar paper. The Diana Culp Bork Prize is awarded annually for outstanding service to the department.

## ***Courses***

Asia

### **141 - East Asian Survey Since 1600**

A survey of Chinese, Japanese and Korean societies from the late 16th century to the present. The focus will be on the transformation of their traditional order from relative isolation to the confluence of East-West history. Several themes to explore include the clashing of cultural values, maritime trade, persistent Confucian values vs. rising forces of imperialism, nationalism and revolutionary ideologies, contrasting roads taken by each society in order to meet the challenges of modernity, cultural debates over gender and generational issues, and contesting appeals of western ideologies, from liberalism to fascism and communism. Finally a review of the post-WWII era: opposing alignments in the U.S.-led Cold War, socialist state building and experimentations, military rule, democracy Asian-style, fundamental societal changes, including youth and mass culture, successive economic "miracles," and China's re-emergence as a global power.

CORE REQUIREMENT MET: **ASIA • PRE-1800 and REGIONAL FOCUS**

### **242 - Imperial China**

A chronological and thematic survey of the Chinese civilization from neolithic times to about 1600. Major themes will include the nature of the Chinese world order, family and lineage, gender issues, philosophical and religious transitions, political authority and its ideological underpinnings, dynastic cycles and broader patterns in socio-political movements, interactions with other civilizations, and the impact of technological and demographic changes through time. We shall use the comparative approach on specific themes to illuminate contrasts and similarities between Chinese and western societies, and take note of recent archeological finds and new scholarly interpretations to better understand its dynamic past and rapidly changing present.

CORE REQUIREMENT MET: **ASIA • PRE-1800 and REGIONAL FOCUS**

### **243 - Modern and Contemporary China**

Chinese history from about 1600 to the present: encounter with the West, maritime trade, the growth of the domestic economy, the rise of the Manchus and territorial expansion, internal decline, rebellions, imperialism, and revolution. Modernization efforts, ideological struggles,

and the cultural and economic transformations under the People's Republic.

CORE REQUIREMENT MET: **ASIA and REGIONAL FOCUS**

### **245 - China and the World**

This course will look at the relationship of China to the world over the last 600 years. It will emphasize the global flow of trade goods and commodities, ideas and ideologies, and religions and people. And it will look at the shifting position of China within modern international relations, including a critical investigation of the Cold War, Thirdworldism, the environment and development, and neoliberal globalization. Students will gain a working knowledge of both Chinese and world history. They will be encouraged to question the narratives we tend to tell ourselves about world history and China's role in it. This is particularly important as the interaction of China and the U.S. has been increasing markedly over the past few decades. We will call into question narratives of the "rise of the west," just as we will call into question the contemporary discourse on the "rise of China." Same as DWA 245

CORE REQUIREMENT MET: **GLOBAL CONNECTIONS and PRE-1800**

### **246 - Pre-Modern Korea**

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

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

### **247 - Pre-Modern Japan**

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

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

### **248 - Modern Japan**

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

CORE REQUIREMENT MET: **ASIA and REGIONAL FOCUS**

### **249 - Modern Korea**

Korea is unique, or so say the Koreans. In many ways, it is. Politically, of the democratic nations in the world, south Korea is one of the precious few to have achieved democracy through the blood and sacrifice of its everyday citizens, that is from the bottom up.

Economically, after the Korean War, Korea was one of the poorest nations in the world ranking below sub-Saharan countries in terms of GDP; now, it is a member of the G20. This survey will begin with the forced opening of the "Hermit Kingdom" in 1872, and conclude with the twenty-first century international phenomenon of K-pop.

CORE REQUIREMENT MET: **CENTRAL/SOUTH/EAST ASIA and REGIONAL FOCUS**

### **295 - Topics in Chinese History: Peasant China in Transformation**

Throughout the twentieth century, the Chinese state as well as various political movements attempted to transform the peasantry into modern productive citizens. While all of these projects sought to modernize China by transforming and reorganizing the peasant, most of them failed to change the peasant as planned. When these projects reached the village, they were altered by peasants, local elites, and the logics of village life, leading to unintended consequences. Course topics will include: late imperial attempts to strengthen control over village life; organizing peasants for revolution; early twentieth century cooperative movements; socialist land reform; rural gender relations; the Great Leap Forward and the commune system; the Cultural Revolution in the countryside; sent down youth; the private lives of peasants under socialism; the return to household-based farming in the early 1980s; and, contemporary protest and attempts to organize peasant cooperatives. Through film, personal accounts, fiction, and primary and secondary sources, we will take an intimate look at Chinese peasant society in transformation.

CORE REQUIREMENT MET: **CENTRAL/SOUTH/EAST ASIA and REGIONAL FOCUS**

### **295 - Japanese Imperialism & the Modern Korean Identity**

In this course, we will explore the complex interplay between Japanese imperialism, colonial occupation, and the formation of modern Korean identities. Beginning with an examination of shifting premodern relations in the late nineteenth and early twentieth centuries, we will move onto theories addressing imperialism, nationalism and Orientalism. Students will be asked to assess the applicability of these theories to early twentieth-century Korea under colonial occupation in particular, and to non-Western societies in general. Special emphasis will be devoted to the themes of national consciousness, identity formation, gender, class, socio-economic development and industrialization, resistance and collaboration. *Prerequisite: 1 History course.*

CORE REQUIREMENT MET: **INTERCULTURAL**

Comparative/Transnational

### **274 - Medicine And Disease In Western Society**

A study of three aspects of the history of medicine: theory and practice from ancient times to the present; great doctors and healers, both male and female, examined in their social contexts; the effects of epidemics, such as the Black Death, on the course of Western civilization. We will end with some historically based speculations about the medical future.

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

### **278 - Twentieth Century Decolonization in Global Perspective**

This sophomore seminar aims to rethink imperial and postcolonial history from the perspectives of the colonized and to consider how decolonization, one of the most important political developments of the twentieth century, impacted local lives. The timings and patterns of decolonization are extremely varied so we will narrow our focus to the core periods of decolonization in Asia and Africa from the 1920s to 1960s and nationalism and revolution in Latin America from the 1920s to 1980s. We will also consider the Third World Movement in the United States in the 1960s and 1970s. We will define decolonization as the political struggle for legal sovereignty as well as social movement for moral justice and political solidarity against imperialism, both formal and informal and external and internal. Topics will include the role of metropolitan and international politics; economy and labor; nationalism and anticolonialism; race and ethnicity; and gender and sexuality in the Pan-African movement; decolonization in India and the Middle East; the nationalist movements of China, Vietnam and Indonesia; and the revolutions of Mexico, Cuba, and Central America. Enrollment limited to sophomores.

CORE REQUIREMENT MET: **INTERCULTURAL**

### **312 - Race, Rights & Revolution In The Atlantic World**

The circulation of labor, goods, people and cultures between Africa, Europe and the Americas created an Atlantic World whose history transcends continental and national boundaries. This course examines the relationship between race, rights, and revolution during the Atlantic Age of Revolution that stretched from roughly the mid-eighteen to mid-nineteenth centuries. In particular we will explore how Revolutions in British North America, France and Haiti influenced the movement to end the slave trade and slavery in the Americas and galvanized slave revolts and other movements for Black liberation and human rights around the Atlantic World. A variety of readings including autobiography, social and political history and ethnography, will illuminate not only the history of the Atlantic World but new forms of scholarly writing that break the mold of national historical narratives. Themes include: slavery, slave revolt, the discourse of human rights, resistance, religion, labor, and shifting ideologies of difference, in particular gender, class, and race. *Prerequisite: Satisfactory completion of at least one History course or permission of instructor.*

CORE REQUIREMENT MET: **INTERCULTURAL and GLOBAL CONNECTIONS**

### **353 - Catholicism and Social Justice in the Americas**

This seminar explores the cultural and social history of progressive Catholic activism throughout the Americas in the twentieth century in order to understand Catholicism's contributions to the development of a robust public sphere and faith based counterculture. Through transnational and interdisciplinary approaches, we will examine the role that lay Catholics and rebel priests and nuns have played in the struggle for economic justice, human rights, and world peace. Topics will include the Catholic Worker Movement; liberation theology;

the Marycrest and Solentiname experiments; Base Ecclesial Communities; death penalty abolition; peace networks; Catholics for Choice; New Ways Ministry; and the Sanctuary Movement. Los Angeles as a field of study will occupy a significant place in our exploration with site visits to the El Salvador Community Corridor, Catholic Worker communities, and Homeboy Industries. *Prerequisite: HIST 102 or HIST 151 or LLAS 101*

CORE REQUIREMENT MET: **GLOBAL CONNECTIONS and INTERCULTURAL**

### **376 - Genocide and the Ethical Crisis of Modernity**

This course confronts the difficult and profound ethical, social, and political questions unleashed by the crime of genocide. The idea, actuality, and experience of genocide in the twentieth century have raised questions about the very nature of society and humanity. By studying the genocidal crises of the modern age, from the Armenian Genocide of 1915 to the Holocaust to the contemporary genocide in Darfur in the Sudan, we are forced to consider the darkest chapters of modern history and the ethical trauma which follows in their wake. While most students have heard of the Nazi-perpetrated Holocaust which murdered the Jews of Europe, the other genocides of the last hundred years are less well known. This course, by comparing the societies which experienced genocide and the conditions which produced it, will examine the psychological, cultural, and societal roots of human cruelty, mass violence, and genocide. With this in mind, this course will take a chronological and thematic approach to introducing students to the history of genocide.

CORE REQUIREMENT MET: **INTERCULTURAL**

### **395 - Imperialism: Theories And Practices**

Imperialism is defined as "the practice, the theory and the attitudes of a dominating metropolitan centre ruling a distant territory" (Edward Said). This semester, we will explore the diverse interpretations of this concept and its manifestations, including its relations to the political, economic, social, and cultural. Descending from the realm of the abstract, we will ground these theories in historical case studies, to name just a few, the British, French, and Japanese Empires. Lest we forget, imperialism is a dialectic movement not just between theory and practice, but perhaps more importantly, between the imperial subject and subjected.

CORE REQUIREMENT MET: **INTERCULTURAL**

Europe

### **121 - Antiquity to 1700: Europe and the Middle East**

A survey of multiple Western civilizations and their interrelationships. Among ancients, we shall study Mesopotamians, Egyptians, Hebrews, Persians, Greeks, and Romans. In medieval times, we shall examine Catholic Europe, Greek Orthodox Byzantium, Islamic Civilization, and their interrelationships. We shall consider the treatment of women and of minorities, and shall highlight travelers between civilizations. We shall conclude with the European Renaissance and Reformation, Turkish hegemony in the Eastern Mediterranean, and the shift in trade from the Mediterranean to the Atlantic Ocean as modern science and enlightenment challenge

traditional civilizations.

CORE REQUIREMENT MET: **INTERCULTURAL, GLOBAL CONNECTIONS and PRE-1800**

### **122 - Europe 1700 to the Present**

The course emphasizes the political, social and economic implications of the "twin revolutions," the Industrial Revolution and the French Revolution. Themes include the rise of nationalism, new nation-states, urbanization, the emergence of the workers' and women's movements, and the crisis of liberalism. We trace the political, social and economic legacies of the 18th and 19th centuries through to Fascism and the post-World War II era. *Discussion sections to be arranged.*

CORE REQUIREMENT MET: **EUROPE and REGIONAL FOCUS**

### **220 - Ancient Athens and Renaissance Florence**

This course provides an opportunity to vicariously "live" in historical cities considered to be creators of democratic or representative forms of government as well as of great literature and art. Historian Thucydides, comic Aristophanes, and philosopher Plato draw us into Athenian politics and culture; likewise, Lorenzo de' Medici and Machiavelli inform us of Florentine politics and culture. Monumental architecture and sculpture continue to serve to decorate and sustain the individuality of each city. By examining documents of daily life (including court cases) and the luxury products of the diverse crafts, we increase our knowledge of the controversial behavior and productivity of a wide spectrum of women and men. By focusing on two cities in their "golden age," the class will emphasize the shared positive, as well as negative, characteristics of ages historians have designated as "golden." *Students may petition for 300-level credit for this class with the completion of additional work arranged with the instructor.*

CORE REQUIREMENTS MET: **EUROPE ? PRE-1800 and REGIONAL FOCUS**

### **223 - Rise of French Culture**

History of France and of French creativity in literature and in the visual arts from the High Middle Ages to the Age of Enlightenment (12th to 18th centuries). *Students may petition for 300-level credit for this class with the completion of additional work arranged with the instructor.*

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

### **224 - Marco Polo to Machiavelli**

Italian Renaissance & Exploration This course offers a chance to come to know a variety of individuals who lived in and travelled from the Italian peninsula in the 1300s, 1400s, and 1500s. We shall journey to the Far East with Marco Polo, meet peoples of the Mediterranean, and "visit" the republics of Venice and Florence, the papal court of Rome, and the ducal courts of Urbino and Mantua. We shall enjoy distinctive creations in literature, education, philosophy, and the arts, and read letters about S. American peoples from Amerigo Vespucci. Diplomat Machiavelli witnessed independent Italian city-states fall to French and Habsburg conquests and described such realistic politics; courtesan Veronica Franco successfully practiced her sexual trade while writing poems celebrating her true love as well as her mercantile city-state. Students may petition for 300-level credit for this class with the completion of additional work arranged with the instructor.

CORE REQUIREMENT MET: **PRE-1800 and GLOBAL and INTERCULTURAL**

### **226 - The Age of Encounters**

As the early modern network of trade shifted from the Mediterranean to the Atlantic Ocean, the Portuguese, the Spanish, the French, the Dutch, and the English competed for trade and for colonization of peoples newly encountered. We shall evaluate Renaissance arts and letters, traveler reports and images of peoples of South America, and Protestant Christianity and the Catholic Counter-Reformation with subsequent competition among missionaries and European states for converts around the globe. We shall discuss amusing short satires by the most famous Northern humanist and humorist Erasmus, A Short Account of the Devastation of the Indies by protester of cruelty Las Casas, and empirical scientist Bacon's scientific utopia New Atlantis. *Students may petition for 300-level credit for this class with the completion of additional work arranged with the instructor.*

CORE REQUIREMENT MET: **INTERCULTURAL • PRE-1800 and GLOBAL CONNECTIONS**

### **234 - The Crisis of Interwar Europe**

The class examines the political, social and economic crises which shook the nations of Europe in the two decades following the First World War. In particular, we address the character of the crisis, the varied European responses to it and the challenges represented by the end of the First World War, Depression, Fascism, the Second World War and the Holocaust. While assessing the nature of the social, political, economic crisis of interwar Europe, we will also pay close attention to historiographic debates on the rise and nature of Fascism and the origins of the Second World War. We focus strongly on primary sources, such as the novels, film and art of the era. Topics include the "Lost Generation," the Weimar Republic, the Spanish Civil War, and the Popular Front in France.

CORE REQUIREMENT MET: **EUROPE and REGIONAL FOCUS**

### **235 - Cultures of Violence in Twentieth Century Europe**

This course examines the history of modern Europe with a focus on popular and state-supported ideologies of exclusion and violence in the long twentieth century, 1890-2011. Central to this course is a focus on the discursive boundaries of civil society based on race and class. Throughout the course we situate European developments in a world-historical framework as a way to understand the increasingly interdependent political, social and economic relationships between Europe and the colonial periphery. We begin in fin de siècle Europe and trace the polarization of national politics and the development of the contending state ideologies of fascism and communism. We explore the consequences of various programs of decolonization as well as the popular revolts against cultural diversity and post-colonial immigration to the metropole. The course also investigates the origins and consequences of the neo-liberal "revolution" of the 1980s, the ethnic violence stemming from the disintegration of the Soviet Union and eastern bloc nations, and the return of the radical right throughout Europe in the 1990s. Our course readings combine secondary and primary sources, literature, as well as a wide range of cinematic and musical sources in order to understand the evolution of European notions of race, national belonging and political violence.

CORE REQUIREMENT MET: **EUROPE**

### **237 - History of Feminism**

This course will trace the development of feminism in Europe and the United States and will consider policy issues in applications of feminism in contemporary American law and within the global human rights movement. In early modern times, popular conceptualizations of the intersection of gender, ethnicity, and class divided women from each other just as feminism emerged from a debate on women's nature to a debate on opportunities for women: to be educated, to write, to speak out, to preach, to express one's individuality in dress and demeanor, to work in one's chosen occupation. For the transformation in political theory from Lockean family representation to Suffragette individual representation in the state, we shall explore the literature on "rights" from Wollstonecraft to United Nations declarations on Women's Rights. Participating in contemporary feminism, students will debate alternative viewpoints on issues such as abortion, violence against women, and discrimination; and we shall also experience together a diversity of feminist films.

CORE REQUIREMENT MET: **INTERCULTURAL**

### **271 - Herstory: Women in European Culture**

This seminar will focus on the various ways exceptional women made their mark over the course of Western civilization. We will examine women in Antiquity, the Middle Ages, the Renaissance, the Enlightenment, the French Revolution, the Romantic period, and the 20th century. Examples of outstanding female contributions will be drawn from literature, the arts, the sciences, philosophy and politics. We will do intensive readings of primary texts by and about these women. Students will choose particular individuals to study and research in depth and in the context of their period. *Open to sophomores and juniors only.*

CORE REQUIREMENT MET: **EUROPE**

### **328 - Age of Enlightenment**

Ideas, politics and society in 18th Century Europe, especially France, where challenges to authority and tradition boosted confidence in reason and progress and eventually exploded the Old Regime. Particular attention will be given to the "republic of letters" of the philosophes whose mission was to bring about reform by "changing the common way of thinking." The role of women in this "salon" society will be examined, as will such controversial works as *Dangerous Liaisons* and the writings of the Marquis de Sade. *Prerequisite: Satisfactory completion of at least one History course.*

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

### **330 - The French Revolution and the Birth of Haiti**

The Storming of the Bastille, the Great Fear, the Women's March, War with the rest of Europe, the September Massacres, the King's trial and execution, Robespierre's Republic of Virtue, the Reign of Terror, the Thermidorian reaction, the rise and fall of Napoleon, the impact of the rhetoric of revolution overseas, the end of slavery in France's colonies, the transformation of French colonial Saint Domingue from slave colony into the new nation of Haiti, and the meaning of "liberty, equality, fraternity" for our own time.

CORE REQUIREMENT MET: **INTERCULTURAL • PRE-1800 AND GLOBAL CONNECTIONS**

### **336 - Modern Italy, 1789 to the Present**

This course traces the creation and development of the modern Italian nation state. We will

study Italian politics and society as Italy moved from a group of separate states toward a unified government and culture. Starting in the late 18th century, the course covers themes such as, the character and legacy of Italian unification, the Southern Question, Fascism, postwar parliamentary democracy. *Prerequisite: one European history course.*

CORE REQUIREMENT MET: **EUROPE**

### **337 - The Great Depression**

The Great Depression of the 1930s was the most significant crisis of capitalism in modern history. It was global in its reach, decreasing economic output and production and bringing international trade and finance to a halt. Businesses and households suffered from banking crises, the restriction of credit, as well as the loss of employment. In the recent 2008 financial crisis, the memory of the Great Depression has often been invoked as a possible worst-case scenario. In this course, we will study the economic and historical circumstances that led to the instability of the economies in the 1920s and the devastating crash that followed. We will learn about the underlying economic models that explain the devastating economic collapse and analyze the political, social, and cultural ramifications of the widespread economic crisis. These include the political challenges to the existing systems of parliamentary democracy embodied in Fascism and Nazism, as well as those from the left. We will examine the social implications of massive unemployment and mass poverty, including homelessness, family dissolution, and "hoboism." We will look at cultural responses to the crisis, including attempts to realistically represent the crisis, as in the "New Realism" movements, and efforts to offer distraction from the devastation, such as the Shirley Temple and Busby Berkeley Hollywood films. We will also discuss the role of the interwar Gold Standard in propagating the crisis and look at policy measures taken to stimulate economic activity. Last we will analyze the macroeconomic lessons that have been learned from the Great Depression and look at their implementation and effectiveness in fighting the current economic slump. We will focus on the United States and selected European nations. *Prerequisite: Economics 101 or 102. Same as Economics 337.*

### **345 - The Holocaust: History, Testimony, and Memory**

The Holocaust: History, Testimony, and Memory will be a research seminar which confronts the history of the Holocaust through in-depth investigations into survivor testimonies and commemoration and memorialization. The course will examine the genocide of the European Jews by the National Socialist regime, introduce students to the history of Europe from 1919 to 1945, and raise questions about the moral and ethical legacies of the Holocaust. During the semester, we will use a variety of visual and written sources to document and analyze the systematic and bureaucratic murder of European Jews by the Nazis. Using the survivor testimonies archived at the USC Shoah Foundation Visual History Archive and the museum installation at the Museum of Tolerance, we will interrogate the emerging fields of witnessing and testimony in relationship to the memory of the Holocaust and the phenomenon of Holocaust commemoration and memorialization. We will ask questions about how individuals and society assimilated the experience of genocide: what narrative choices, what linguistic choices, and what visual choices did survivors and the larger culture make when remembering and commemorating the Holocaust? In this way, the course will be interdisciplinary combining the methods and sources of history, Jewish Studies, cultural studies, and art history.

*Prerequisite: One course in History*

CORE REQUIREMENT MET: **EUROPE and REGIONAL FOCUS**

## Latin America

### **150 - Colonial Latin America**

This course provides an overview of the historical evolution of Latin America from 1492 to 1820. The course begins with an introduction to the indigenous, Iberian, and African backgrounds and traces the convergence of cultures and ethnicities that shape Latin American societies and cultures. The course examines this process of change through the writings of Latin American men and women who reflected upon the peoples and culture of their own times. Topics of study include race and ethnicity; gender; class; native resistance to colonial rule; and Afro-Brazilian religion.

CORE REQUIREMENT MET: **LATIN AMERICA • PRE-1800**

### **151 - Modern Latin America**

This course offers a survey of postcolonial Latin America as a process of cultural transformation, political struggle, and economic change. We will explore the complex challenges of colonial legacies posed to emerging nation-states in the nineteenth and twentieth centuries and seek a balance between engaging particular histories and larger processes common to the region. The first section of the course introduces themes of the nineteenth century: colonial heritage and the different routes taken to political independence; the political, economic, and social challenges of independence in a multi-cultural context; citizenship and race, and the development of export agriculture. The second section introduces themes of the twentieth century: industrialization; revolution; U.S.-Latin American relations; and select intellectual trends. Students will use a variety of sources including scholarly works, films, and primary sources to engage these topics and issues.

CORE REQUIREMENT MET: **LATIN AMERICA and REGIONAL FOCUS**

### **252 - Religion in Mexico, PreColumbian Times to Present**

This course offers a broad survey of Mexican religion from pre-Columbian times to the present. The course begins with the study of Nahua ("Aztec") spirituality and ritual and continues with an examination of major developments of the colonial period as indigenous, European, and African peoples came together with their many different beliefs and practices. We will study indigenous strategies of both resistance and accommodation to the imposition of Catholicism, the origins of the devotion to the Virgin of Guadalupe, the Mexican Inquisition, millenarian movements, missions, and women in the church in the colonial period. Our study concludes with the anti-clerical reforms of the late nineteenth- and early twentieth-centuries, the Cristero Rebellion, increasing influence of Protestantism, and the persistence of local religions in modern Mexico. Students will analyze historical documents, religious dramas, confessional manuals, Inquisition records, paintings, sculptures, and films in their examination of the history of religion and spirituality in Mexico.

CORE REQUIREMENT MET: **LATIN-AMERICA and REGIONAL FOCUS**

### **253 - Modern Mexico City**

This interdisciplinary course will survey the urban geography and cultural history of Mexico City from the late nineteenth century to the present. Through a range of sources including photographs, literature, film, art, architecture, and public spaces, we will chart the growth of the oldest capital in the Americas as it developed into the world's original mega city and what journalist David Lida argues is the capital of the 21st century. The lectures and discussions will center on a series of overlapping questions: How did Mexico City take shape culturally and physically in the modern era? What traces remain of the colonial city? How should we conceptualize and theorize the city? How have different social groups and individuals negotiated and appropriated urban spaces? What have been the political and environmental consequences of the city's explosive growth? Through writing assignments and digital mapping we will develop sensitivity to historical contingency in the development of urban space and skills for cultural and visual analysis.

CORE REQUIREMENT MET: **LATIN AMERICA and REGIONAL FOCUS**

### **258 - Mexican Politics in the Twentieth Century**

This course offers an introduction to some of the major issues and themes in the political history of twentieth-century Mexico. We will examine a century of Mexican history covering the late nineteenth-century authoritarian regime of President Porfirio Diaz, the Mexican Revolution, the post-revolutionary corporatist regime of the PRI, and finally, the transition to democracy with the decline of the PRI and the crises in Mexican society in the late twentieth century. A focus on the use of cultural history to understand Mexican politics will engage the analytical categories of class, gender, ethnicity, and hegemony. We will pay particular attention to the process by which the state and grassroots society in Mexico have developed a relation, which shaped the course of the nation and its popular culture.

CORE REQUIREMENT MET: **LATIN AMERICA and REGIONAL FOCUS**

### **354 - The History of Race in Latin America**

This course examines historical and cultural constructions of race from the time of contact between indigenous, European, African, and Asian peoples in the colonial period to the present. We begin with the establishment and evolution of the ethnic hierarchy in the colonial period, focusing especially on African slavery in Latin America, interethnic interaction among Iberians, indigenous, and Africans, and attitudes toward marriage, sexuality and racial mixing. The course continues to explore a broad variety of themes in the modern period, including racial ideology and national policies and identities, immigration, the marketing of whiteness, the legacy of slavery, and Afro-Latino and indigenous social movements. The class focuses on Mexico, the Caribbean, the Andes, and Brazil, but we will not neglect to consider many other places, such as Venezuela, Central America, and California. *Prerequisite: one History course.*

CORE REQUIREMENT MET: **LATIN AMERICA**

### **355 - Indians of Mexico**

This course on Mexican history studies the complex cultures and civilizations of indigenous peoples from prehispanic times to the present, focusing especially on the Nahuatl ("Aztecs"), Maya, Mixtec, and Zapotec. The course examines the cultural survival of native peoples who have faced the challenges of conquest, devastating population loss, secondary status under Spanish colonial rule, constant exposure to external influences, and continuing exploitation to the present. The course traces the evolution of native community organization, art forms, social structure, and religion in the colonial and modern periods and considers native responses to

contemporary issues, such as migration, environmental degradation, and social injustice.  
CORE REQUIREMENT MET: **LATIN AMERICA • PRE-1800 and REGIONAL FOCUS**

### **357 - Environmental History of Mesoamerica**

Renowned for its dramatic scenery from the desert of Sonora, to the coasts and reefs of the Yucatán, to the volcanoes of the Sierra Madre range and cloud forest of Monteverde, Mesoamerica is also known for its increasingly unmanageable and overpopulated capitals such as Mexico City and Guatemala City. The variety of natural and built environments in Mesoamerica has produced a diversity of social, cultural and political landscapes. This seminar explores the ways in which different cultural groups have perceived, used, managed, and conserved the Mesoamerican environment from colonial times to the present. We will address a number of interrelated questions about the relationship between Mesoamerican societies and the environment. How have natural environments established parameters for human economic and social activity? How have Mesoamericans interpreted and then reshaped their environmental surroundings to satisfy their supposed needs? What impact have race and gender had on perceptions of the environment? What have been the environmental consequences of the colonial subsistence and agro-export economies, the nineteenth century infatuation with progress, and the twentieth century creation of industrial and urban conglomerations under the aegis of developmentalist ideologies? What is the historical geography of five centuries of sustained degradation and sporadic conservation of Mesoamerica's bio-physical environments? How have different groups of Latin Americans interacted in their quest to manage, control, and distribute natural resources? We will pay particular attention to how the relationship between humans and their natural and built environments shaped Mesoamerica's social and political development. *Prerequisite: at least one of the following: HIST 150, HIST 151, LLAS 101, UEP 101, POLS 210*  
CORE REQUIREMENT MET: **LATIN AMERICA and REGIONAL FOCUS**

### **359 - Mexico-United States Borderlands**

This course traces the history of a region that has undergone a series of extensive transformations in the last three hundred years. In the modern era, it changed from a periphery of the Spanish empire, to provinces of northern Mexico, and finally, to the southwest region of the United States. The area is a site of complicated and overlapping histories marked by processes of colonialism, diaspora, and nationalism. With particular attention to issues of race, gender, place, and power, we will examine the Mexico-U.S. borderlands through Chicana/o history, Mexican history, and U.S. Western history, as well as through fiction and art that explores the themes of boundaries, the body, and space.  
CORE REQUIREMENT MET: **LATIN AMERICA**

Middle East and Africa

### **182 - The Social and Cultural History of the Modern Middle East**

This is a survey course in which we will explore the cultural and social historical experience of the Middle East from the nineteenth century to the present. Our goal in this class is to develop

a sense of how people in the region view themselves and their history. We consider the currents of social change wrought by political and economic transformation, focusing particularly on the rise of new social movements and cultural currents. Here we will focus on issues of gender, religion, new social categories and notions of personhood and new forms of collective and individual identity. Finally, we look at the emergence of modern nation-states and their attendant juridical notions of citizenship and minority status.

**CORE REQUIREMENT MET: AFRICA/MIDDLE EAST and REGIONAL FOCUS**

### **183 - Middle Eastern History Since the Nineteenth Century**

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

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

### **282 - The Muslim World In Modern Times**

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

**CORE REQUIREMENT MET: AFRICA/MIDDLE EAST, INTERCULTURAL; GLOBAL CONNECTIONS**

### **283 - Peasant, Tribe and Nation in the Middle East**

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

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

### **385 - Identity Formation in the Modern Middle East and Africa**

This course explores histories of the Middle East and North Africa over the last century and a half through an examination of identity formation. In the simplest terms, this means we will study the ways that people in the region came to understand themselves and their place in the world. Specifically, we will consider the intersections of religion, nationalism, colonialism, economic and “minority” status and gender/sexuality in the emergent nation-states of the region. *Prerequisite: successful completion of one History course.*

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

Seminars

### **300 - History Colloquium**

This course introduces students to the practice and writing of history through topical approaches. Students will explore methodological approaches to historical inquiry, conduct research projects, and improve their writing skills. *Prerequisite: one History course. This course may not be used to satisfy a Core requirement. Open to majors and minors only, or may enroll with instructor's approval.*

**The Mexican Revolution.** Studies of the Mexican Revolution have been at the forefront in the development of modern Latin American social, political, and cultural history. The studies have also contributed to comparative discussions in world history about the meanings of revolutionary experience in the twentieth century. However, historians and other social scientists have reached no consensus about the Mexican Revolution from its periodization to its actual existence. This seminar will examine the competing set of interpretations alongside primary sources to analyze the origins, course, and legacy of the Mexican Revolution. Prominent historiographical themes for the course include: conflict between elite liberalism and mass mobilization; agrarian reform and unionization within a capitalist project of development; corporate representation of social interests; the institutionalization of revolution; race, gender, and class in nationalist rhetoric; and, the role of art, education, and science/technology in state formation. Open to majors and minors only, or may enroll with instructor's approval.

**Reel History.** This course will examine some of the ways that the history of France has been represented in films. Joan of Arc, The Return of Martin Guerre, Ridicule, The Rise to Power of Louis XIV, Danton, La Nuit de Varennes, Abel Gance's Napoleon, and Night and Fog are among the great movie classics to be analyzed. We will also deal with recent theoretical work on "historical" cinema. Are images as valid as written text when making meaningful connections with the past? Open to majors and minors only, or may enroll with instructor's approval.

**Writing the History of the Middle East.** This course is a junior seminar on recent developments in the research and writing of history as practiced by professional historians of the modern Middle East. We will look at the history of historical writing about the region and the transformative developments in the field over the last thirty years or so. The objective is to cultivate your awareness of historiography and historical criticism. Historiography can be

defined as the history of historical interpretation. Historical criticism refers to how we understand history as an object of study. To appreciate various modes of inquiry in the field, we will read exemplary texts embodying established traditions and new departures as well as critical works on the ideological roots of particular fields of history. Open to majors and minors only, or may enroll with instructor's approval.

### **The Fascist Revolution: Politics, Culture, and Soc.**

This History 300/ Junior Seminar closely studies the period known as Fascist Italy (1922 to 1945). Through a close analysis of the politics, culture, and society of Italy under Fascist dictatorship, we study the causes, character, and ramification of the Italian abandonment of democracy in the wake of World War I. Because it is a History 300 historiographic seminar, we examine the central debates of the field, such as whether Mussolini ruled primarily through coercion or consent, the extent of Fascist race ideology, and whether the regime was "modern" or "backward-looking." Other major themes include Fascist cultural modernism, gender and Fascism, and the Italian road to empire and World War II. This course uses primary sources, such as translated documents, memoirs, and diaries, as well as contemporary historical analyses. *Prerequisite: Majors and minors only, or with Instructor Permission*

### **Writing World History**

This junior seminar investigates various approaches to writing world history. The course is designed to help history majors understand historiography and historical criticism. By studying recent approaches to world history, students will learn how historical debate shapes the writing of history, how historians approach and critique each other's work, and how different styles of historical research and writing have developed over time. Open to majors and minors only, or may enroll with permission of instructor. *Prerequisite: One History course*

### **Re-Assessing European Global Encounters**

The 20th-century national movements of liberation from modern European colonialism initiated new histories of the previous early modern age of exploration (1300-1800) from the point of view of the enslaved, the conquered, the exploited, and the newly liberated. Each student will be writing a historiographical essay revealing changing interpretations of one distinctive global encounter. Historians are re-assessing on the Mediterranean both the Crusades and piracy and kidnapping. Scholars specializing in trade or colonialism of a particular nation-state such as Portugal, Spain, Netherlands, England, and France are re-considering specific settlements and trading ports on the Atlantic and Pacific Rims. Class work will enhance student skills: we shall be discussing exemplary recent historical films and histories, and we shall learn how to efficiently find diverse viewpoints through on-line and printed sources. *Prerequisite: Open to majors, minors, and others with instructor's approval. Prerequisite: Open to majors and minors only, or may enroll with instructor's approval.*

CORE REQUIREMENT MET: **GLOBAL CONNECTIONS and PRE-1800**

### **397 - Independent Study in History**

Reading tutorials, off-campus internships, and research projects are among options available. *Prerequisite: permission of instructor.*

2 or 4 units

### **490 - Senior Seminar in History**

In this fall semester seminar students will write a major paper that involves research and analysis of primary and secondary documents. Papers may concentrate on a geographical area, or take a topical approach, such as History of Science and Medicine, Women's History, or Revolutions. In addition, the seminar participants will read works by historians reflecting on their craft. The seminar culminates with individual oral presentations on the thesis research to the Department and campus community.

### **495 - Honors in History**

The honors seminar is designed for history majors who have completed the History 490 Senior Seminar and have been approved by the History 490 instructors to continue on as candidates for Honors designation. Over the course of the semester, each honors thesis writer will work with the seminar instructor on advanced methodologies and multiples drafts to expand his/her original research and revise the thesis from a 25-page paper to a 40+-page paper. The seminar will culminate with a program of oral presentations, in which each student will share his/her work with the Department and the campus community.

*Prerequisite: HIST 490*

United States

### **101 - United States Culture and Society**

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

**CORE REQUIREMENT MET: UNITED STATES • PRE-1800 and US DIVERSITY**

### **102 - United States Culture and Society II**

This course provides an introduction to United States history from the Civil War to the early 21st century. Readings and lectures are structured around the core theme of American pluralism. They emphasize the changing demographics of the American population and consider the different strategies that Americans have used to negotiate this growing diversity over time. Topics covered include Reconstruction, Westward Expansion and Overseas

Imperialism, Industrialization and the Gilded Age, the Progressive Era, World War I, the Great Depression and New Deal, World War II and the Rise of Internationalism, the Cold War & Third World Decolonization, Immigration Reform & Comparative Civil Rights Movements, the Vietnam War and the Rise of Global Dissent, Conservatism and the “Reagan Revolution,” America’s Border Wars, and the Post-9/11 War on Terror. We will give particular attention to issues of race, ethnicity, gender, religion, sexuality, region, and class in the shaping of modern America. Other important themes include the expansion of federal power and government’s role in people’s lives, contests over national citizenship and identity, America’s changing role in the world and engagement with foreign peoples, and the demographic transformations wrought by international migration and conflicts.

CORE REQUIREMENT MET: **UNITED STATES • PRE-1800 and US DIVERSITY**

### **206 - History of American Women**

This course will examine the variety of female experiences in 19th and 20th century America by looking at the class, racial and ethnic dimensions that shaped women's lives. A second major concern will be to study women in the context of the historical developments of their time; reform movements, westward migration, industrialization and urbanization, will be examined in light of their impact on women's experiences and values. The course will also consider a number of themes, including popular images of women, women and sexuality, women and the family, women and work, women as consumers, and women as reformers.

CORE REQUIREMENT MET: **UNITED STATES**

### **208 - Immigrants in America, 1492 to the Present**

What does it mean to say that America is a “nation of immigrants?” This course explores the creation of America through the arrival of diverse peoples from five continents over several centuries. Topics include the legal and political foundations of U.S. citizenship, the creation of the U.S.-Mexico border, the origins of illegal immigration, ethnic and diasporic identities, state power and resistance, popular culture, social movements, and the importance of race as well as gender and sexuality in shaping immigration policy and its enforcement. Special attention will also be given to exploring the diversity of immigrants’ experiences in America over time.

CORE REQUIREMENT MET: **UNITED STATES DIVERSITY and UNITED STATES**

### **209 - The United States in the World since 1900**

This course traces the United States’ rise to global superpower over the first half of the twentieth century; its engagement with and interventions in a decolonizing, Cold War world; and finally, its transition to its contemporary role as part of an increasingly multilateral and internationalist world order. Our investigation of US engagement with the wider world rests on the understanding that as America’s influence on the world grew, so did the world’s influence on America. Lectures and readings will cover America’s political and military dealings with other powers – that is, US diplomatic history as traditionally understood – but also address Americans’ cultural, social, economic, and intellectual interactions with foreign peoples both at home and abroad. Specific topics include US overseas imperialism, the US role in both world wars and the Cold War, the heightened significance of Asia and the Pacific World after 1940, internationalism and the creation of the United Nations, the emergence of the Third World and Washington’s ambivalent relationship to global decolonization, Americans’ involvement in the global revolutions of the 1960s, the economic upheavals of the 1970s, the end of the Cold War, and the politics of a post-Cold War, post-9/11 world.

## CORE REQUIREMENT MET: **US DIVERSITY and GLOBAL CONNECTIONS**

### **213 - 19th c. Black Activism for Abolition and Equality**

This course explores free Black political organizing from the American Revolutionary era through Reconstruction. Students will conduct original research into African American activism that stretched from New York to California, before and after the U.S. Civil War. We will explore the social networks and political institutions that nineteenth-century African Americans built to fight for civil rights, economic justice, and an end to chattel slavery. At the heart of the course is a digital humanities component that will involve students in researching the lives and ideas of individual Black activists. At the end of the course, we will contribute our collective research to the national website Colored Conventions. While engaged in original historical research, students will also be reading exciting scholarship on the rise of free Black communities in the U.S. and the emergence of African American institutions (churches, schools, press, political organizations). We will delve into questions such as: How did free African Americans from leadership to grassroots levels organize for racial equality, abolition, and community empowerment? How did class structures and gender ideology shape the dynamics of Black organizing? What transnational relationships and Diasporic identities did Black activists build in the protracted struggles for abolition and citizenship? Participants in this course will meet for an extended class period once a week and receive 5 credits.

CORE REQUIREMENT MET: **UNITED STATES and US DIVERSITY**

### **277 - Women and Community Health**

This course explores the history of women as promoters of community health in the diverse cultures of the nineteenth- and twentieth-century United States. Although women have not traditionally held power in mainstream biomedical occupations and institutions, women have nevertheless been critical to health and healing in local communities as caregivers, activists, and even scapegoats for disease. Furthermore, women's role in community health has been heavily shaped by gendered constructions of the body, disease, and wellbeing. Thus, while the focus of the course is on the social history of women's health and healing, the theoretical framework of the course also aims to explore how ideologies of gender, race, class, and sexuality shape the women's relationship to community health as both caregivers and health-seekers. The course is organized by a set of common themes that cut across time, space, and racial/ethnic boundaries in U.S. History. Themes include: spirituality and healing; work and health; sexuality and reproduction; activism for health justice.

CORE REQUIREMENT MET: **UNITED STATES and US DIVERSITY**

### **295 - Topics in American History**

#### **American Frontiers**

The Frontier is backcountry, ghost town, cowboys and Indians, prairie and homesteaders, ranchers and sodbusters. It is more than these familiar images, though: the American Frontier is the encounter of the Americas and the Americans - native and immigrant, from Europe, Asia, and Africa - with the rest of the world, a historical development that began in 1492 and is still going on today. Although this is a transnational phenomenon, this course is primarily concerned with the Frontier in North America and particularly in the American West and in California, viewing it simultaneously as place, process, and myth. In this course, we will also be doing our own original research in the Occidental Library's John Lloyd Butler Special Collections on Railroading, so students will have a chance to make their own mark upon the

American Frontier.

CORE REQUIREMENT MET: **UNITED STATES and US DIVERSITY**

### **Modern America: US History 1945 to Present**

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

CORE REQUIREMENT MET: **UNITED STATES and US DIVERSITY**

### **U.S. Intellectual History Since 1865**

This course examines major themes in the history of thought and culture in the United States since the late nineteenth century. Among other topics, we will consider the modern liberal-progressive tradition and its radical and conservative critics; the uneasy status of religion in a secular intellectual culture; cultural radicalism and feminism; consumer culture and its interpreters; the implications of American ethno-racial pluralism for national identity; the responses of intellectuals to hot and cold wars, the Great Depression, and the upheavals of the 1960s. In addition, course readings and lectures will introduce students to ongoing debates about the public role and responsibilities of intellectuals as a distinct social group. American intellectuals have long struggled to define their vocation as inquirers and critics. In the process, they have sought to understand how that vocation might best respond to the demands of a broader public sphere. Their efforts to balance intellectual integrity with civic engagement provide an opportunity to reflect on your own experiences as students and interpreters of the United States and its culture.

CORE REQUIREMENT MET: **UNITED STATES and US DIVERSITY**

**Women and American Politics** A little under one hundred years ago, American women were denied the vote. Now women make up 53 percent of the electorate, women hold a record proportion of Senate and House seats, and the nation has nearly elected a woman president. The change is meaningful, yet the U.S. still ranks just 55th on the World Economic Forum's index of women's empowerment. This course will examine the history of women in American politics from 1920 to the present, with a focus on 1960 to today. Topics will include: the politics of sexual revolution, women in elections as candidates and voters, liberal and conservative women's movements, women and gender in the political parties, feminism, the intersection of race, class, and gender in U.S. national politics, and public opinion on women's issues. Most class sessions will include film, guest speakers, or group projects.

CORE REQUIREMENT MET: **UNITED STATES and US DIVERSITY**

**Sport and Society in the Americas** Organized sport offers a literal and figurative arena in which national, racial, and gendered borders are often reinforced or undone. This course explores the ways sports constitute and disrupt social understandings of nation, race, gender, and sexuality within specific national contexts. Students will examine the cultural impact of a range of national pastimes across the Americas: from soccer in Argentina to baseball in Cuba, from cricket in Trinidad to college football in the United States. Students will be encouraged to examine these case studies in ways that move beyond comparative nation-based approaches to the study of sports and nation and instead analyze the ways sports operate as transnational

phenomena. Students will also consider the impact of sports "beyond the playing field," including the political economy of stadium construction, the representation of sport in film, and the politics surrounding the persistence of Native American mascots in college and professional sports in the United States. Course materials include works by historians, geographers, social theorists and journalists who have also been key contributors to the burgeoning field of sports studies.

CORE REQUIREMENT MET: **GLOBAL CONNECTIONS and INTERCULTURAL**

### **Afro-America**

This course examines the historical experiences of people of African descent in the Americas from slavery to the present. The guiding questions of this course are: What is Afro-America? Where is it? How can we write the histories of African descended peoples in the region throughout the region? Can the histories of Africans and their descendants be contained within the confines of "nation"? Are there alternative frameworks (transnational and/or Diasporic) that can better enhance our understanding of these histories? While the course will begin in the slavery era, most of our attention will focus on the histories of Africans and their descendants after emancipation. Topics we will explore include: the particularities of slavery in the Americas, the Haitian Revolution and its impact on articulations of race and nation in the region, the emergence of racial segregation (legalized and informal), debates on "racial democracy," the relationship between gender, race, and empire, and recent attempts to write Afro-American histories from "transnational" and "diaspora" perspectives. While historians have written most of the work we will read in this course, we will also engage the works of anthropologists and sociologists who have also been key contributors to this scholarship.

CORE REQUIREMENT MET: **GLOBAL CONNECTIONS and INTERCULTURAL**

### **304 - The American Revolution, 1760-1815**

This course considers the American Revolution as a broad social transformation whose origins preceded the conflict over British taxation and whose consequences stretched beyond the ratification of the Constitution. We will explore the cultural and social origins of American independence and recognize the role of Native Americans and enslaved Africans in shaping the political and military conflict. The course will devote significant attention to the early republic and the effort of diverse Americans to find a meaningful freedom in the new nation.

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

### **306 - The Emergence of Modern America: the United States 1919-1945**

This course will cover the domestic history of the U.S. from 1919 to 1945 and the social, cultural, and political changes accompanying America's evolution into a modern society. Themes include: developments in work, leisure, and consumption; impact of depression and war on the organization of the public and private sectors; persistence of traditional values such as individualism and the success ethos in shaping response to change; and the diversity of America's people and American experience. Prerequisite: Satisfactory completion of at least one American Studies or History course.

CORE REQUIREMENT MET: **UNITED STATES**

### **307 - Happy Days? America 1946-1963**

This course concentrates on the 1950s and encourages students to move beyond the stereotypes of *Happy Days*. Using movies, music, television, and written texts, the class will

explore the tensions of the Fifties, the era of overt repression and covert rebellion stretching from the late 1940s to the early 1960s. Themes include the Cold War and McCarthyism, early rock 'n roll, the Beats, the Bomb, civil rights protests, HUAC, the "feminine mystique," sexuality, and cultural icons such as Marilyn Monroe and James Dean. *Prerequisite: satisfactory completion of at least one American Studies or History course.* CORE REQUIREMENT MET: **UNITED STATES**

### **309 - Slavery in the Antebellum South**

This course examines the southern region of the antebellum United States as a "slave society", that is, a society in which slavery was central to the region's economy and a powerful slaveholding minority held the reigns of political power. We will examine the rise of a "peculiar" institution of southern slavery and the impact of chattel slavery on southern households, political institutions, and cultural practices. How did the institution of slavery shape the lives of southerners differently depending on race, class, gender, and geography? In what ways did the centrality of an institutionalized system of human property shape the social relations and lived experiences of enslaved African Americans, common whites, slaveholding planters, and Native Americans of the South? How did these groups of Southerners draw upon religion, violence, and ideologies of sex and race both to challenge and reinforce the southern social order? Finally, what did the South as a region come to mean to other antebellum Americans as sectional conflicts heightened in the 1850s? Students will explore the social and cultural history of the antebellum South through primary documents, first-person narratives, film, fiction, music, and extensive secondary scholarship.

CORE REQUIREMENT MET: **UNITED STATES**

### **390 - Research Seminar in History**

#### **History of Consumer Culture in the US 1880-1980**

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

CORE REQUIREMENT MET: **UNITED STATES**

### **395 - Special Topics in American History**

**Reading and Writing Los Angeles.** Major urban centers such as Los Angeles have always

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

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

CORE REQUIREMENT MET: **UNITED STATES and US DIVERSITY**

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

CORE REQUIREMENT MET: **UNITED STATES and US DIVERSITY**

**California Since 1940.** California Since 1940 Before World War II, California was in many ways an agricultural settler society, far removed from the global currents, which propelled it to world prominence in previous centuries. But the war transformed the Golden State into an industrial powerhouse and brought dramatic social changes, which would define the nation throughout the twentieth century. In this class, we begin with the Depression and War to witness the birth of a new, noir California, particularly in Los Angeles, and trace the intersection of military/technological expertise and leisure culture as it produced the counterculture, Internet, and personal computer revolutions that would once again place California at the center of the world. *Prerequisite: One history course*

## CORE REQUIREMENT MET: **UNITED STATES and US DIVERSITY**

### **The Arts and Public Life in Modern America**

An exploration of the ways in which the arts have influenced public life in the United States since the early 20th century and have, in turn, been shaped by competing visions of democratic citizenship. In addition to examining the public interventions of artists, we will study the history of institutions ranging from museums and government cultural agencies to local community arts groups. The course combines seminar meetings with visits to area sites and organizations.

CORE REQUIREMENT MET: **UNITED STATES and US DIVERSITY**

**Transportation and Place in American History.** How have our ways of moving through the world affected our understandings of familiar spaces around us? Can we think of transportation technology as a form of mass media that has changed over time, thus altering perceptions of even the most familiar landscapes? In this course, we will explore several historical modes of perceiving and navigating the landscapes of American cities, and particularly greater Los Angeles, ranging from the pedestrian city to the metropolis of railroads and streetcars (including the famous Pacific Electric system) to the sprawling megalopolis of automobiles and freeways. We might even speculate what a transit and pedestrian Los Angeles of the future might look like - will it be a return to the past, or betoken new ways of understanding, and organizing, our everyday urban spaces? Central to this exploration will be extensive research in the college's John Lloyd Butler Special Collections archives on railroads and their history and on Southern California in the twentieth century. In this process, students will carry out original archival research, culminating in a significant paper reflecting both their own research discoveries in the archives as well as their new perspectives on American urbanism in Southern California and elsewhere. *Prerequisite: One history course. Same as UEP 395*  
CORE REQUIREMENT MET: **UNITED STATES and US DIVERSITY**

## **Faculty**

### Regular Faculty

#### **Marla Stone**

*Professor, History*

B.A., Pomona College; M.A., Ph.D., Princeton University

#### **Wellington K. K. Chan**

*National Endowment for the Humanities Distinguished Professor of the Humanities; Professor Emeritus, History (1971-2010)*

B.A., Yale University; B.Lit., University of Oxford; M.A., Ph.D., Harvard University

#### **Alexander F. Day**

*Assistant Professor, History; Affiliated Faculty, East Asian Language and Cultures*

B.A. Colby College; M.A., Ph.D. UC Santa Cruz

#### **Lynn Dumenil**

*Robert Glass Cleland Professor of American History, Emerita (1991-2014)*

B.A., USC; M.A., Ph.D., UC Berkeley

#### **Sharla Fett**

*Associate Professor, History; Advisory Committee, American Studies*  
B.A., Carleton College; M.A., Stanford University; Ph.D., Rutgers University

**Michael Gasper**

*Associate Professor, History*  
B.A., Temple University; M.A., Ph.D., New York University

**Nina Gelbart**

*Professor, History*  
A.B., Harvard University; M.A., Ph.D., University of Chicago

**Jane Hong**

*Assistant Professor, History*  
B.A. Yale University; A.M., Brown University; A.M., Ph.D., Harvard University

**Maryanne Horowitz**

*Professor, History*  
A.B., Pembroke College, Brown University; M.A.T., Harvard University; M.A., Ph.D., University of Wisconsin

**Alexandra Puerto**

*Associate Professor, History; Advisory Committee, Urban and Environmental Policy; Affiliated Faculty, Latino/a and Latin American Studies*  
B.B.A., New School for Social Research; M.A., San Francisco State University; Ph.D., UC Davis

**Lisa Sousa**

*Professor, History; Chair, Latino/a and Latin American Studies*  
B.A., M.A., Ph.D., UCLA

## On Special Appointment

**Jeremiah Axelrod**

*Adjunct Assistant Professor, History*  
B.A., Williams College; Ph.D., UC Irvine

**Frank Guridy**

*Ray A. Billington Visiting Professor, History*  
B.A. Syracuse University; M.A. University of Illinois at Chicago; Ph.D. University of Michigan

**Daniel Horowitz**

*Visiting Professor, History*  
B.A., Yale; Ph.D., Harvard

**Paul S. Nam**

*Adjunct Assistant Professor, History*  
B.A., Williams College; M.A., Ph.D, UCLA

## Affiliated Faculty

**Jonathan Veitch**

*President and Professor Affiliated Faculty, History*

B.A., Stanford University; M.A., Harvard University; Ph.D., Harvard University

**Xiao-huang Yin**

*Professor, American Studies; Affiliated Faculty, East Asian Languages and Cultures; Affiliated Faculty, History*

B.A., Nanjing University; M.A., Ph.D., Harvard University

## ***Interdisciplinary Writing***

Writing classes provide students with the intellectual and technical frameworks that enable them to approach course materials and disciplines critically. Writing well is not a skill-set to be mastered, but an intricate interaction of cognitive and rhetorical processes performed for a variety of purposes, in multiple circumstances, and for diverse audiences. This minor allows students to practice these processes in a range of writing situations, and exposes students to comparative approaches to modes of writing: prose, creative nonfiction, playwriting, poetry, journalism, screenwriting, professional writing, and multimedia.

The interdisciplinary approach of this minor helps students develop strong writing skills, techniques, and practices through varied pedagogical styles and methods. A main benefit of this minor is that students will have opportunities to learn from faculty in different disciplines, gaining knowledge of those disciplines while writing in various genres. These courses provide a strong writing foundation for students interested in any number of academic and career fields.

### ***Requirements***

The Interdisciplinary Writing minor is a five-course (5) program consisting of one (1) required 200-level core class and four (4) electives, described as follows. Note: no more than three courses from one department can be counted towards the minor.

#### **Courses**

##### ***Minor Core Class (1)***

WRD 295: Argument and Rhetoric Across the Disciplines

The purpose of the IW minor core class is to equip students with skills and practices that are common to all of the disciplines included in the minor. In this class students will gain an awareness of audience, be introduced to narrative conventions and to narrative and rhetorical theory, and develop enhanced critical-analytic reading skills and stronger writing abilities and practices.

##### ***Electives (4)***

Along with completing the required core class (WRD 295), students will take four additional courses from the list below to fulfill the minor. While students may choose their own emphasis in a particular field or discipline, they must take two elective courses from different departments.

### **Art History & Visual Arts**

ArtM 220: Narrative Practices

ArtM 320: Advanced Narrative Practices

### **Critical Theory and Social Justice**

CTSJ 215: Critical Discourse Analysis

### **English**

ENGL 280: Creative Writing

ENGL 380 & 382: Advanced Creative Writing

### **Theater**

Theater 201: Alternative Voices

Theater 380: Playwriting

### **Writing and Rhetoric**

WRD 250: Writing with the Community

WRD 285: Principles of Journalism I

WRD 286: Principles of Journalism II

WRD 301: Creative Nonfiction

WRD 401: Writing Across the Curriculum

## ***Courses***

AHVA Electives

### **Art M220 - Narrative Practices**

This course focuses on theory, form, and practice of audiovisual, time-based storytelling for screens. Through a series of screenings, critical readings, creative writing exercises, and the crafting of short screenplays, students will become versed in the critical, political, and creative potentials of writing for screen cultures, including manipulation of time, space, and point of view, character development, and narrative theory. *Prerequisite: permission of instructor.*

CORE REQUIREMENT MET: **FINE ARTS**

### **Art M320 - Advanced Narrative Practices**

This course emphasizes the advanced design and writing of long-form narratives for various audiovisual time-based media forms. Through a combination of screenings, critical readings, and creative exercises, students will develop a treatment for a long-form narrative screen work and commence writing scenes for its first act. *Prerequisites: M220.*

## CTSJ Electives

### **CTSJ 215 - Critical Discourse Analysis**

This seminar introduces students to discourse analysis as the ontological and epistemological deconstruction of every day language and symbols and their relationship to power. Throughout the course, students develop techniques for gathering and analyzing multimodal transcripts of naturally occurring conversations, interviews, discourses in institutional settings, media discourses, and texts of historical materials. The course draws from systemic functional linguistics, genre/text studies, multi-modal semiotics, interactional sociolinguistics, and critical social theory to understand how linguistic features of texts constitute and are constituted by the social, cultural and local relations, processes and contexts in which they are embedded. Using a seminar format, students will engage the readings and apply discourse analysis strategies in order to develop their own independent qualitative research projects.

CORE REQUIREMENT MET: **GLOBAL CONNECTIONS**

## English Electives

### **ENGL 280 - Creative Writing**

This creative writing workshop will focus on fiction, memoir and poetry. Students will be required to read and write extensively, to write reports on assigned reading, to attend author readings on campus, and to participate in class examination of student work. A final portfolio is due at the end of the semester. We will examine ways of heightening imagination through both memory and perception. *The class is limited to first and second year students. Prerequisite: Any first year fall CSP writing seminar, Writing and Rhetoric 201, or permission of instructor.*

CORE REQUIREMENT MET: **FINE ARTS**

### **ENGL 382 - Advanced Creative Writing**

Students familiar with the elements of craft-setting, characterization, plot, dialogue, etc.-will produce several new stories and revise them, and will read and critique the works of their peers. In class writing exercises and outside readings will also be required. *Prerequisite: junior or senior standing.*

CORE REQUIREMENT MET: **FINE ARTS**

## Minor Core Class

### **WRD 295 - Argument and Rhetoric Across the Disciplines**

This class will engage the historical, theoretical, and cultural dimensions of rhetoric in a range of disciplines in the arts, literature, politics, and philosophy. In readings from Aristotle to poststructuralist theory, we will examine all aspects of the rhetorical situation (exigence, audience, and rhetor) and the contexts in which rhetorical acts occur. We will examine how language practices intersect with culture and identity, including class, race, sexuality, gender, and nation, as we consider how arguments are constructed and how writing and narrative transform culture.

CORE REQUIREMENT MET: **PRE-1800**

Theater Electives

### **Theater 201 - Alternative Voices in American Theater**

We study the artistry of contemporary theatrical movements as well as American writers from divergent cultural and aesthetic backgrounds. By looking at movements and artists in their cultural and social contexts, we explore the sources, the aims, and the artistic strategies of their works, while developing an understanding of important new voices in American Theater. The focus of the class will vary from year to year.

CORE REQUIREMENT MET: **FINE ARTS and US DIVERSITY**

### **Theater 380 - Playwriting**

We introduce our students in *Playwriting* to the art of writing for theater. Through a series of weekly creative writing assignments, students in the class develop the skills to construct the structures and craft the dialogue of play scripts. As a final project, each student develops and completes a one-act play. *There is a ticket fee of \$50 for the course.*

*Prerequisite: at least second-year standing, or permission of the instructor*

CORE REQUIREMENT MET: **FINE ARTS**

Writing & Rhetoric Electives

### **WRD 250 - Writing with the Community**

This course encourages an engaged and dynamic approach to writing studies, as it places writing in real-world contexts by partnering Oxy students with community organizations (in Los Angeles and Pasadena). Through these partnerships, students will identify local cultural and social concerns—specifically on the topics of homelessness, poverty, and immigration, which represent the interests of our particular community groups—and will use writing and rhetorical tools for analyzing and addressing these issues. In this class, we will explore a wide range of research and writing strategies common to both academic environments and the work place situations of our community partners, such as: primary or field research, secondary or library-based research, and both individual and collaborative writing projects. This course will allow

students to see community nonprofit organizations, plus the cultural, social, and political issues and rhetoric surrounding them, from the inside out. The work of this class is thus both scholarly and practical, motivating student learning by enlivening and enriching students' approaches to academic work.

CORE REQUIREMENT MET: **UNITED STATES and GLOBAL CONNECTIONS**

### **WRD 285 - Principles of Journalism I: Newswriting**

This course is an intensive introduction to the theories and practices of a trade that is protected by the 1st Amendment of the U.S. Constitution and yet increasingly under threat. Taught by a team of accomplished reporters and editors (Fall 2008's lineup included 6 Pulitzer Prize winners), this class will introduce nuts and bolts journalistic techniques, explore the inner workings of news media, and encourage students to apply critical thinking skills to communications theories and controversies relevant to all academic disciplines and integral to 21st Century global citizenship.

### **WRD 286 - Principles of Journalism II: Narrative Journalism**

Taught by some of California's top magazine and newspaper writers, editors and columnists, in this course students will learn to combine the reporter's craft with creative writing skills to produce lucid, compelling non-fiction. Exploring the spectrum of journalistic expression in newspapers, magazines, books, online publications, television and film, students will grapple with issues and controversies concerning media's role in society. The course will also develop students' reporting and interviewing techniques and focus intensely on the craft of writing. Using narrative devices, students will practice a contemplative form of journalism?striving to present richer views of who we are, how we live and the forces that shape our existence.

### **WRD 301 - Creative Non-Fiction**

An advanced composition course, creative non-fiction emphasizes writing for wide, cross-disciplinary audiences. Creative non-fiction shares the characteristics of literature, creative writing, and exposition, encompassing memoir, biography, technological practices, and many forms of the essay. Writing about nature, sports and travel, popular science and history, students will use professional writing and new journalism techniques. The readings will include short non-fiction works from authors such as Joan Didion, Norman Mailer, Mary Gordon, Bhanu Kapil Rider, Richard Selzer, Virginia Woolf and Brent Staples. The class will emphasize the particular challenges of several non-fiction genres, encouraging sound writing principles as well as experimentation and exploration. This community of writers will write and rewrite many texts-exploring methods and styles to move from draft to publication. *Prerequisite: student must have passed the Core Writing Requirement or taken ENWR 201.*

CORE REQUIREMENT MET: **FINE ARTS**

## ***Faculty***

### **Regular Faculty**

**Julie Prebel**

*Assistant Professor, Writing & Rhetoric*

B.A., UC Berkeley; M.A., Cal State San Francisco; Ph.D., University of Washington

**Thomas Burkdall**

*Director of the Center for Academic Excellence; Associate Professor, Writing & Rhetoric*

B.A., Pitzer College; M.A., Ph.D., UCLA

**Broderick Fox**

*Associate Professor, Art History & Visual Arts*

B.A., Harvard University; M.F.A., Ph.D., University of Southern California

**Susan Gratch**

*Professor, Theater*

B.A., M.F.A., University of Michigan

**Laural Meade**

*Full-time NTT Associate Professor, Theater*

A.B., Occidental College; M.F.A., UCLA

**Martha Ronk**

*Irma and Jay Price Professor of English Literature; English, Emeritus*

B.A., Wellesley College; Ph.D., Yale University

**John Swift**

*Associate Dean for Core Curriculum and Student Issues; English; Core Program; Advisory Committee, Urban and Environmental Policy*

B.A., Middlebury College M.A., Ph.D., University of Virginia

## ***Kinesiology***

Kinesiology encompasses the study of human development, anatomy, physiology, mechanics, and motor learning. Within each subdiscipline students study stressors, positive and negative, that govern human performance. In addition, discussions focus on numerous clinical conditions, and the exercise, nutritional, and medical techniques used to prevent and control these problems. The purpose of this major is to develop and integrate the concepts and principles from each subdiscipline to understand the complexity of the human mind and body. This major prepares students for advanced studies in medicine, physical therapy, dentistry, kinesiology, and other related life science programs.

**Departmental Mission Statement:** Our mission is to foster in a diverse group of students an understanding and appreciation of human functions and to encourage and develop learning skills that enhance their personal and professional growth.

Goals:

1. **Critical Thinking.** Students should learn how to engage in critical, evidence-based thinking.

2. **Integration Across Levels of Analysis.** Students should understand and integrate different levels of analysis in their working model of human form and function.
3. **Mastery of Core Knowledge.** Students are expected to master a significant proportion of the vocabulary and core body of knowledge in Kinesiology.
4. **Mastery of Discipline-Specific Conventions.** Majors should be able to read and understand the primary source literature in Kinesiology (journals and books) and to integrate and present that information in prescribed, discipline-specific ways, including oral and written exposition.

## ***Requirements***

**MAJOR:** Eight courses (37 units) are required for the Kinesiology major. They include Kinesiology 300, 301, 302, 304, 305, 310, and 490 and one additional course from Kinesiology 201, 306, 308, 309, 311 or 312. Kinesiology majors must also take Chemistry 120 or 130, 220, and 221; Mathematics 110 or 114, 120; Physics 110 or 115; Biology 110 or 115 and 130; and Psychology 101. Pre-professional students are strongly encouraged to consult with the Health Professions Office and with their academic advisor early in their career. Students planning to apply to medical schools should take two semesters of Physics and four semesters of Chemistry. Students planning to apply to physical therapy schools should take at least two upper-division Psychology courses.

**MINOR:** Five courses (22-24 units) are required for the Kinesiology minor. They include Kinesiology 104, 300, and 301, and two courses from the following: Kinesiology 201, 302, 304, 305, 306, 308, 307, 309, 310, or 311. A student may replace Kinesiology 104 with any upper division Kinesiology course as long as he or she has completed the necessary prerequisites.

**WRITING REQUIREMENT:** Students majoring in Kinesiology will satisfy the final component of Occidental College's college-wide writing requirement by successfully completing the written research requirements with a letter grade of "B" or better for two of the following 300-level courses: Kinesiology 302, 305, 306, 309, 310, 311 and 395. Students should familiarize themselves with the departmental requirement at the time of declaring the major. See the Writing Program and the department chair for additional information.

**COMPREHENSIVE EXPERIENCE:** The comprehensive experience is fulfilled by the successful completion of the requirements in senior seminar (Kinesiology 490).

**HONORS:** Honors in Kinesiology may be awarded at graduation to qualified students. Students eligible for College honors are those who have: 1) earned an overall College grade point average of 3.25 or better, 2) earned a grade point average in departmental courses of 3.5 or better, 3) performed independent research and presented their findings at an undergraduate conference (e.g., Occidental's summer research program or the Southwest Chapter of the American College of Sports Medicine Conference), or 4) submitted a final research paper complete with the appropriate sections and a comprehensive literature review.

## ***Courses***

### **104 - Introduction to Kinesiology**

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

CORE REQUIREMENT MET: **MATH/SCI**

### **196 - Internship in Kinesiology**

Supervised participation in the work of a nutrition, exercise, or other health related company or agency. *Prerequisite: permission of instructor. Graded on a credit/no credit basis only.*  
2 units

### **197 - Independent Study in Kinesiology**

Research in a subdiscipline of kinesiology for students who do not have advanced competence in kinesiology (see Kinesiology 397). *Prerequisite: permission of instructor. Graded on a Credit/No Credit basis only.*  
2 units

### **201 - Sport in American Society**

This course examines the social and cultural factors that influence sport and physical activity. The positive and negative consequences of the way sport is organized in American society will be discussed. We will explore the unifying power of sport, as well as how sport serves to reproduce many of the inequalities present in our society. Topics include: violence, substance abuse, media, gender, race/ethnicity, and social class, and their role within sport and physical activity. Same as SOC 210

CORE REQUIREMENT MET: **UNITED STATES and US DIVERSITY**

### **295 - Directed Research in Kinesiology**

Intense study in an area of kinesiology under the direct supervision of a faculty member. *Prerequisite: permission of instructor. May be repeated for credit.*  
2 units

### **298 - Community Health and Fitness Research**

This course examines the relative effectiveness of physical activity and nutrition resources/interventions in changing lifestyle behaviors of low-income Angelinos. Students will collaborate with community partners under the direct supervision of the instructor to create educational material, plan events, conduct informative workshops, and evaluate intervention strategies. Students should expect to commit to a minimum of 8 hours of course work each week including a 1.5 hour course meeting, assigned group work, and community outreach. Prior to enrollment, students are expected to have a basic background in Kinesiology and/or public health (e.g. KINE 104). No previous research experience required. Students are permitted to repeat KINE 298 for credit. *Prerequisite: instructor approval.*  
2 units

### **300 - Human Anatomy I**

This first semester covers musculoskeletal anatomy and provides an in depth study of bone composition and development; joint morphology; muscle structure, function, mechanics, and movement analysis. *Includes one three-hour laboratory per week. Not Open to Frosh*

CORE REQUIREMENT MET: **LAB-SCI**

### **301 - Human Anatomy II**

A structural survey of the human body covering the nervous, endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, reproductive, and integumentary systems. Lecture will also include the special senses of vision, hearing and olfaction. *Includes one three-hour laboratory per week. Not open to Frosh*

CORE REQUIREMENT MET: **LAB-SCI**

### **302 - Biomechanics**

The application of muscle mechanics and Newtonian mechanics to the documentation and analysis of human movement. Lecture will also focus on the application of static and dynamic problem solving to human performance. Laboratory work will be integrated with the lecture material and will emphasize the use of electromyography and video analysis to document and study human performance. *Prerequisite: Kinesiology 300. Includes one three-hour laboratory per week.*

CORE REQUIREMENT MET: **LAB-SCI**

### **304 - Human Physiology**

Introduction of principles of human physiology, with special emphasis on a systems approach. Presentation of an integrative approach to basic physiology of major organs and organ systems, covering aspects of cell function, including membrane transport, excitability, metabolism and functions of organs from the nervous, muscular, respiratory, cardiovascular, gastrointestinal, renal, endocrine and reproductive systems. *Includes one three-hour laboratory per week. Prerequisite: Kinesiology 301 or Biology 115*

CORE REQUIREMENT MET: **LAB-SCI**

### **305 - Exercise Physiology**

The study of human functions and their physiological adaptation to, and specification for, the stress of exercise. Cardiovascular, and respiratory responses to exercise; use of calorimetry to study metabolism during exercise; effects of environmental stress on exercise performance; body composition; ergogenic aids and nutritional factors in exercise performance.

*Prerequisites: Chemistry 120 and Kinesiology 307.*

CORE REQUIREMENT MET: **MATH/SCI**

### **306 - Biochemistry of Exercise and Energy**

Energy sources for human movement; substrate and energy metabolism during exercise; liver, skeletal, and cardiac muscle adaptations to acute and chronic exercise training. *Prerequisites: Chemistry 120 and Kinesiology 307.*

CORE REQUIREMENT MET: **MATH/SCI**

### **308 - Diet, Disease, and Exercise**

This advanced level course focuses on the etiology of the major degenerative diseases in our

society and the role genetics, diet, and exercise play in their development and treatment. Diseases covered include heart disease, cancer, non-insulin dependent diabetes, osteoporosis, and hypertension. Focus of course will look into treatment and prevention of disease through diet, exercise, and lifestyle modifications. The current scientific research covering the metabolic, cellular and system changes involved in disease progression and treatment will be of particular focus. *Prerequisites: Chemistry 120 and Kinesiology 307.*

### **309 - Developmental Motor Behavior**

Ontogenetic approach to human movement behavior and physical growth from conception to adulthood with emphasis on maturational and environmental factors. *Prerequisite: Psychology 101 or permission of instructor.*

CORE REQUIREMENT MET: **MATH/SCI**

### **310 - Motor Learning and Control**

Introduction to the processes of control and coordination in the performance of motor skills. Neurophysiological, mechanical, and cognitive bases of motor skill acquisition. *Includes one three-hour laboratory per week. Prerequisite: Psychology 101 and Instructor permission required.*

CORE REQUIREMENT MET: **LAB-SCI**

### **311 - Sports and Exercise Psychology**

Analysis of psychological variables in sport and physical activity. Examinations of broad issues and studies in sport and exercise psychology with special emphasis on their practical application. *Prerequisite: Psychology 101.*

### **395 - Directed Research in Kinesiology**

Intense study in an area of kinesiology under the direct supervision of a faculty member. *Prerequisite: permission of instructor. May be repeated for credit.*

2 units

### **396 - Internship in Kinesiology**

Supervised participation in the work of a nutrition, exercise, or other health related company or agency. *Prerequisite: permission of instructor. Graded on a Credit/No Credit basis only.*

2 or 4 units

### **397 - Independent Study in Kinesiology**

Individual study for students with advanced competence. Extensive study of a specialized topic, or broad study of an area not otherwise included in the curriculum. *Prerequisite: permission of instructor.*

2 or 4 units

### **398 - Community Health and Fitness Research**

This course examines the relative effectiveness of physical activity and nutrition resources/interventions in changing lifestyle behaviors of low-income Angelinos. Students will collaborate with community partners under the direct supervision of the instructor to create educational material, plan events, conduct informative workshops, and evaluate intervention strategies. Students should expect to commit to a minimum of 8 hours of course work each week including a 1.5 hour course meeting, assigned group work, and community outreach. Enrolled students will assume leadership responsibilities in course projects (e.g. become course liaison with community partners, develop research proposals, manage course mini-projects, etc.). KINE 398 can be repeated for credit. *Prerequisites: KINE 298, KINE 307, and instructor approval.*

2 units

## **490 - Senior Seminar in Kinesiology**

This seminar course examines a selected area of current topics in kinesiology. It is the intent of this course to utilize an integrative approach to the advanced study of kinesiology. Students will develop and write a comprehensive research paper in a subdiscipline of kinesiology. *Open to senior kinesiology majors with permission of instructor.*

## **499 - Honors in Kinesiology**

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

*Prerequisite: permission of department.*

## ***Faculty***

### **Regular Faculty**

#### **Lynn Mehl**

*Professor, Kinesiology and Psychology*

B.S., M.S., Ph.D., USC

#### **Marcella Raney**

*Assistant Professor, Kinesiology*

B.A., Occidental College; Ph.D., USC

#### **Stuart Rugg**

*Professor, Kinesiology*

B.S., UC Davis; Ph.D., UCLA

### **On Special Appointment**

#### **Kirk Bentzen**

*Non Tenure Track Assistant Professor, Kinesiology*

B.A., Occidental College; M.P.T., University of Southern California; M.B.A. La Sierra University; D.P.T. University of Southern California

**Melinda Houston**

*Adjunct Assistant Professor, Kinesiology*

B.A., University of California, Los Angeles; M.S., California State University, Fullerton; Ph.D., University of Tennessee, Knoxville

**Roy Salgado**

*Non Tenure Track Assistant Professor, Kinesiology*

B.S., M.S., California State University, Sacramento; Ph.D. University of New Mexico

## ***Latino/a & Latin American Studies***

The Latino/a and Latin American Studies (LLAS) major offers an interdisciplinary approach to the study of the societies and cultures of Latin America and the Latino and Chicano experience in the United States. By extending the study of "Latin America" beyond the geo-political borders of the region to include the Caribbean and the United States, the major emphasizes the importance of migrations, interethnic interactions, and cultural exchanges of Indigenous, European, African, and Asian peoples throughout the Americas. The LLAS program engages students with a variety of perspectives on the socio-political complexities and cultural traditions of the Americas, and the historical development of unique regional societies and cultures. The transnational perspective of our curriculum distinguishes the LLAS major from more traditional area studies programs.

Students in the major develop proficiency in Spanish and take courses from a broad range of academic disciplines and departments, including history, Spanish, sociology, English, music, politics, economics, psychology, and education. LLAS majors are strongly encouraged to participate in study abroad and summer research programs in Latin America or Spain. Our program also encourages students to engage in community-based learning through the different activities available in the Latino and Latin American communities that are integral to the city of Los Angeles. The major prepares students for graduate school as well as for a variety of career paths, including community organizing, social work, education, public history (museums and cultural centers), government, law, public service, and business.

### ***Requirements***

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

- LLas 101: Introduction to Latino/a and Latin American Studies.
- Two courses from the following three Latin American History and Politics courses: HIST 150; HIST 151; POLS 221;
- Two Latino Studies courses from the following offerings: EDUC 213 (Chicano Education); Econ 324 (Economics of Immigration); ENGL 352 (Chicano Literature);
- ENGL 365 (U.S. Latino Literature); HIST 359 (Mexico-U.S. Borderlands); MUSC 385 (Performance and Politics of the U.S. Mexico border); PSYC 385 (Chicanas and

Chicanos in Contemporary U.S. Society); SOC 420 (Immigration); SPAN 383 (Chicano Literature).

- In the interests of interdisciplinarity, no more than two electives may be taken from the same department.
- Electives three additional courses (not counting the two mandatory courses from HIST 150, HIST 151, POLS 221/210), from the list of electives listed under the COURSES drop-down menu, including at least one 300 level course. Starred 300-level courses fulfill the Junior Writing Requirement. In the interests of interdisciplinarity, no more than two electives may be taken from the same department.
- The equivalent of a 300 level Spanish class SPAN 202/211 or a third Latino Studies course.(two Latino Studies courses are mandatory).
- LLAS 490 Senior Seminar in LLAS. Declared majors propose the topic of their senior thesis by the end of Spring Junior year.

### **Minor**

Current requirements for the Latino/a and Latin American Studies Minor: SPAN 202 or 211 remains mandatory; so, too, are LLAS 101, two Latino Studies courses and two Latin American Studies courses, of which one should be at the 300 level. Only ONE history/politics course from History 150; History 151; Politics 210 will be required of minors.

### **Courses**

Courses that Count Towards a Major or Minor in Latino/a and Latin American Studies

AMST 295: SOCIO-POLITICS OF RACE

CTSJ: 247 Machos: Forms of Latin American Manliness.

\* ENGL 354: Chicano Literature.

\* ENGL 365 U.S. Latino Literature.

ECON 324 Economics of Immigration.

EDUC 213. Chicano Education.

DWA 237: Communism in a Post-Communist World.

DWA 240: Comparative Revolutions.

HIST 150: Colonial Latin America.

HIST 151: Modern Latin America.

HIST 252: Religion in Mexico, Pre-Columbian Times to the Present

HIST 258: Mexican Politics in the Twentieth Century .

\* HIST 300: Mexican Revolution or

\*HIST 300: Gender and Sexuality in Colonial Latin America.

HIST 353: Catholicism and Social Justice in the Americas

HIST 354: Race in Latin America.

HIST 355: Indians of Mexico.

HIST 358: Latin America - U.S. Relations;

HIST 359: Mexico-U.S. Borderlands .

MUSC 102: Music of Latin America.

\* MUSC 385/386: Performance and Politics of the U.S.-Mexico Border.

POLS 210/POLS 221: Latin American Politics.

POLS 295: Latino/a Politics  
POLS 295: Minority Politics in Latin America  
PSYC 385: Chicanas and Chicanos in Contemporary U.S. Society.  
RELS 228: Chican@s Religious Identities  
SOC 210: The Struggle for Human Rights in Mexico  
\* SOC 335: Democratizing Latin America  
\* SOC 420: Immigration.  
SPAN 301: Introduction to Pre-Columbian and Colonial Latin American Literature.  
SPAN 303: Introduction to Modern Latin American Literature and Civilization.  
SPAN 309: Latin American Writers in Spain.  
SPAN 313: Latin American Film and Culture.  
SPAN 314: Latin American Women's Voice in Fiction/Film.  
SPAN 363: Hispanic Autobiography.  
SPAN 382: Contemporary Mexican Novel.  
SPAN 378: Buenos Aires in Latin American Fiction and Film.  
THEA 303: Latina/o Theater.

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## Latino/a and Latin American Studies Courses

### **LLAS 101 - Introduction to Latina/o and Latin American Studies**

This interdisciplinary course will introduce students to sources, methods and approaches in the transnational study of Latin American and US Latino communities. We will focus on the social and cultural interaction of indigenous, European, African, and Asian peoples from the colonial period to the present, using a variety of primary and secondary materials, including films, literature, historical documents, visual arts, material culture, music, scholarly books and essays. Field experiences in Los Angeles will supplement the course materials. Specific course topics will vary by instructor, but may include: migration, mestizaje, indigenism, imperialism, dependency, nationalism, urbanization, popular culture, and social movements.  
CORE REQUIREMENT MET: **GLOBAL CONNECTIONS**

### **LLAS 490 - Senior Seminar**

In this course students will write their senior theses on Latin America or Latino communities. Seminar meetings will focus on issues concerning research methods and will guide students through the steps of writing a substantial essay. Students will present their findings in a public forum at the end of the course. *Prerequisite: Open only to LLAS majors.* Satisfaction of the Major's language requirement (SPAN 202 or SPAN 211). SPAN 202 or 211 fulfills the language requirement but is not counted towards the 40 units of credit necessary for the major.

## **Faculty**

### Regular Faculty

#### **Lisa Sousa**

*Professor, History; Chair, Latino/a and Latin American Studies*

B.A., M.A., Ph.D., UCLA

### Advisory Committee

#### **Adelaida López**

*Professor, Spanish and French Studies; Advisory Committee, Latino/a and Latin American Studies; Advisory Committee, Group Language*

B.A., Wellesley College; M.A., Ph.D., Columbia University

#### **Shanna Lorenz**

*Assistant Professor, Music*

B.A., Reed College; M.A., Ph.D., University of Pittsburgh; Ph.D. New York University

#### **Jennifer Piscopo**

*Assistant Professor, Politics; Advisory Committee, Latin American and Latino/a Studies*

B.A., Wellesley; M.Phil, University of Cambridge; Ph.D., University of California, San Diego

#### **Dolores Trevizo**

*Professor, Sociology; Advisory Committee, Latino/a and Latin American Studies*

A.B., Occidental College; M.A., Ph.D., UCLA

#### **Raul Villa**

*Professor, English; Advisory Committee, American Studies; Advisory Committee, Latino/a and Latin American Studies*

B.A., Yale University; M.A., University of Michigan; Ph.D., UC Santa Cruz

### Affiliated Faculty

#### **Elizabeth Braker**

*Professor, Biology; Advisory Committee, Kinesiology; Advisory Committee, Urban and Environmental Policy; Affiliated Faculty, Latino/a and Latin American Studies*

B.A., Colorado College; Ph.D., UC Berkeley

#### **Lan T. Chu**

*Associate Professor, Diplomacy and World Affairs; Affiliated Faculty, Latino/a and Latin American Studies*

B.A., M.A., New York University; Ph.D., George Washington University

#### **Robert Ellis**

*Norman Bridge Distinguished Professor of Spanish, Spanish and French Studies; Affiliated Faculty, Latino/a and Latin American Studies; Advisory Committee, Group Language*

B.A., Pomona College; M.A., Ph.D., UCLA

#### **Salvador Fernández**

*Professor, Spanish and French Studies; Affiliated Faculty, Latino/a and Latin American Studies; Advisory Committee, Group Language*  
B.A., UC Riverside; M.A., Indiana University; Ph.D., UCLA

**Jorge González**

*VP for Academic Affairs, Dean of the College, and Professor, Economics*  
B.A., Monterrey Institute of Technology (ITESM) M.A., Ph.D., Michigan State University

**Felisa Guillén**

*Professor, Spanish and French Studies; Affiliated Faculty, Latino/a and Latin American Studies; Advisory Committee, Group Language*  
B.A., M.A., University of Madrid; Ph.D., UC Santa Barbara

**Sanjeev Khagram**

*John Parke Young Chair in Global Political Economy*  
B.A.; M.A.; Ph.D. Stanford

**Mary Lopez**

*Associate Professor, Economics; Affiliated Faculty, Latino/a and Latin American Studies*  
B.A., UC Riverside; M.A., Ph.D., University of Notre Dame

**John McCormack**

*Assistant Professor, Biology; Affiliated Faculty, Latino/a and Latin American Studies*  
B.S., University of Arizona; Ph.D., University of California, Los Angeles

**Richard Mora**

*Associate Professor, Sociology; Affiliated Faculty, Latino/a & Latin American Studies*  
B.A., Harvard College (Sociology); M.A., University of Michigan (Education); M.A., Harvard University (Sociology); Ph.D., Harvard University (Sociology & Social Policy)

**Alexandra Puerto**

*Associate Professor, History; Advisory Committee, Urban and Environmental Policy; Affiliated Faculty, Latino/a and Latin American Studies*  
B.B.A., New School for Social Research; M.A., San Francisco State University; Ph.D., UC Davis

**Jaclyn Rodríguez**

*Professor, Latino/a and Latin American Studies*  
A.B., Occidental College; M.A., Ph.D., University of Michigan

**Michael Shelton**

*Associate Professor, Spanish and French Studies; Cognitive Science; Affiliated Faculty, Linguistics; Affiliated Faculty, Latino/a and Latin American Studies; Advisory Committee, Group Language*  
B.S., St. Cloud State University; M.A., Ph.D., Pennsylvania State University

**Ronald Solórzano**

*Professor, Education; Affiliated Faculty, Latino/a and Latin American Studies*  
B.S., M.Ed., Loyola Marymount University; Ph.D., UCLA

# ***Mathematics***

Mathematics, encompassing several of the original liberal arts, is valued for its exquisite intellectual beauty and its timeless exploration of all things spatial, quantitative and patterned through the lens of rigorous abstraction. As a vibrant modern science, it possesses an unparalleled analytical power for describing, detailing and deriving insight into numerous physical, biological, technological, economic and societal aspects of the world we all live in. The Mathematics department is committed to engaging a diverse range of students in the active study and creative application of the principles, ideas, and methods that characterize mathematics and the mathematical sciences, and offering preparation toward a wide variety of careers and educational pursuits.

Upon graduation, some mathematics majors go on to graduate or professional school while others begin careers in teaching, business, industry, or government. The major can be structured to provide a solid foundation in the mathematical sciences-pure and applied mathematics, statistics, and operations research-and fields close to mathematics like computer science, actuarial science, and engineering. A major or minor in mathematics can also provide an excellent technical and theoretical complement to a major or minor in other fields.

Computer Science is a rapidly developing field, rooted in mathematics but playing an increasingly important role in a wide range of human endeavors. Undergraduate study of computer science can lead to a variety of opportunities for employment or graduate work, as well as giving one insight into the greatest revolution in information technology since the invention of printing.

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

## ***Requirements***

### **MATHEMATICS**

**MAJOR:** The minimum requirements for the major outlined below permit students great flexibility in designing a course of study to meet their own intellectual and career goals.

Fundamental courses: Calculus 1, 2, Mathematics 210, Mathematics 212, and Mathematics 214.

Any student who places out of a Calculus 1 or 2 class satisfies the corresponding requirement for the Math Major.

Advanced courses: Students must have 24 units of Mathematics courses numbered 310 or above (excluding Mathematics 400) in which their grade point average is equal to or greater than 2.0.

Colloquium requirement: Mathematics 300 and 400.

Breadth requirement: Mathematics 150; or any 4 units of Computer Science courses; or a 2-unit Computer Science course coupled with Mathematics 160.

The Mathematics department has prepared guidelines for majors considering future study or careers in pure and applied mathematics, education, actuarial science, and computer science. These guidelines are available on our website.

**WRITING REQUIREMENT:** Students majoring in Mathematics should familiarize themselves with this requirement at the time of declaring the major. The Third-Year Writing Requirement is addressed in Mathematics 300. Students not taking Mathematics 300 (e.g., study abroad students) may petition to satisfy the writing requirement at a different time.

**COMPREHENSIVE EXAMINATION:** This examination has two parts. The first part measures competence in the fundamental courses and is handled during Mathematics 300: Junior Colloquium. The second part consists of an independent project culminating in a written report and public presentation during the senior year, and is handled through Mathematics 400: Senior Colloquium. Further information is available from the department.

**MINOR:** At least 12 units from Mathematics 150, 210, 212, and 214. In addition, at least one 300-level 4-unit course is required. Students must take at least 20 units or the equivalent of five semester-courses in Mathematics at Occidental or through college transfer (not AP) credit to earn the minor in Mathematics. The grade point average for all Mathematics courses taken at Occidental and through college transfer must be at least 2.0.

**HONORS:** Students who wish to be considered for honors in mathematics should complete at least the five fundamental courses in their first two years with a grade point average greater than 3.0. Honors students must complete three approved upper division courses beyond those required for the major. These courses should be chosen to prepare the student for the senior honors project. Honors students enroll in Mathematics 499 to prepare this project, which is substituted for Mathematics 400 in satisfying the major requirements. Consult the Mathematics Department and the Honors Program for additional details.

**CALCULUS PLACEMENT:** Placement in calculus courses (Mathematics 108, 110, 114, or 128) is determined in part by the Calculus Placement Exam, administered online prior to the beginning of Fall Semester. Students achieving a score of 3, 4, or 5 on the College Board Advanced Placement Examination in Calculus (AB or BC) are exempt from the Calculus Placement Examination.

Students will be placed into Mathematics 108, 110, 114, or 128 based on previous mathematical experience, advising, and the results of the Calculus Placement Exam. Students with qualifying scores on the Advanced Placement Examination in Calculus are most often placed in calculus courses as follows:

Calculus AP Exam Score	Which Math course to take
BC 4 or 5	150, 210, 212, or 214.
BC 3 (AB sub-score of 4 or 5)	128 (possibly 120 after consultation with Math Dept)
BC 3 (AB sub-score of 1, 2 or 3)	108, 114, or 120: attend Math Advising Session

Calculus AP Exam Score	Which Math course to take
BC 1 or 2	Take Calculus Placement Exam
AB 4 or 5	128 (possibly 120 after consultation with Math Dept)
AB 3	114 or 120: attend Math Advising Session
AB 1 or 2	Take Calculus Placement Exam
IB Exam Score	Which Math course to take
IB 6 or 7	150, 210, 212, or 214.
IB 5	114 or 120 or 128: attend Math Advising Session
IB 4	114
IB 3 or less	Take Calculus Placement Exam

In addition to the calculus courses, Mathematics 105, 146, 150, 160, 210, 212, 214, and Computer Science 211 may be taken by first-year students meeting the prerequisites.

Students with transfer credits should confer with the Department for advice on placement in an appropriate mathematics course.

**STATISTICS PLACEMENT:** Students receiving a 4 or 5 on the AP Statistics Exam are exempt from Math 146; Math 150 is recommended for these students wanting to take further statistics courses.

**MATHEMATICS COURSES:** Calculus is a prerequisite for all mathematics courses with the exceptions of Mathematics 105 and 146, as well as for most Computer Science courses. All students planning to take Calculus must take the online Calculus Placement Exam prior to the beginning of the Fall Semester unless they are exempt due to having received an Advanced Placement exam score. (See Calculus Placement above or contact the Mathematics Department for further details.) Prerequisites for any course may be waived with permission of the instructor.

## ***Courses***

### Calculus

Calculus differs in some respects from the traditional courses offered at some secondary schools and most other colleges or universities. Occidental's program is based on scientific modeling, makes regular use of computers, and requires interpretation as well as computation. A variety of courses comprise this program, accommodating different levels of preparation. The core content is described below as Calculus 1 and 2. Actual courses suited to different levels of preparation are listed under each description.

#### **Calculus 1: Scientific Modeling and Differential Calculus**

Many mathematical models in the natural and social sciences take the form of systems of differential equations. This introduction to the calculus is organized around the construction

and analysis of these models, focusing on the mathematical questions they raise. Models are drawn from biology, economics, and physics. The important elementary functions of analysis arise as solutions of these models in special cases.

The mathematical theme of the course is local linearity. Topics include the definition of the derivative, rules for computing derivatives, Euler's Method, Newton's Method, Taylor polynomials, error analysis, optimization, and an introduction to the differential calculus of functions of two variables.

### **CALCULUS 2: Scientific Modeling and Integral Calculus**

This course continues the study of the calculus through scientific modeling. While Calculus 1 is concerned with local changes in a function, Calculus 2 focuses on accumulated changes. Models solved by accumulation functions lead to the definition of the integral and the Fundamental Theorem of Calculus.

Additional topics include numerical and analytic techniques of integration, trigonometric functions and dynamical systems modeling periodic or quasiperiodic phenomena, local approximation of functions by Taylor polynomials and Taylor series, and approximation of periodic functions on an interval by trigonometric polynomials and Fourier series.

### **108 - Unified Precalculus and Calculus 1-A**

The first of a two course sequence enriching the material in Calculus 1 with additional study of elementary functions, algebra, trigonometry, graphing, and mathematical expression. *Weekly lab. Prerequisites: the Calculus Readiness Examination and less than four years of high school mathematics.*

### **109 - Unified Precalculus and Calculus 1-B**

Continuation of Mathematics 108. This course satisfies Calculus 1 prerequisites for subsequent courses. *Weekly lab. Prerequisite: Mathematics 108.*

CORE REQUIREMENT MET: **MATH/SCI**

### **110 - Calculus 1**

This course satisfies Calculus 1 prerequisites for subsequent courses. *Weekly lab. Prerequisites: the Calculus Readiness Examination and at least four years of high school mathematics.*

CORE REQUIREMENT MET: **MATH/SCI**

### **114 - Calculus 1 (Experienced)**

This course satisfies Calculus 1 prerequisites for subsequent courses. *Weekly lab. Prerequisites: a year of prior calculus experience and either the Calculus Readiness Examination or an appropriate Advanced Placement Calculus score.*

CORE REQUIREMENT MET: **MATH/SCI**

### **120 - Calculus 2**

This course satisfies Calculus 2 prerequisites for subsequent courses. *Weekly lab.*

*Prerequisites: Mathematics 109 or 110 or 114.*

CORE REQUIREMENT MET: **MATH/SCI**

### **128 - Calculus 2 (Advanced Placement)**

A one-semester course focusing on infinite sequences and series, including power series and Taylor series. More advanced topics will be chosen by the professor, which may include techniques for solving differential equations, mathematical modeling, Fourier Series, the Laplace Transform, and the Fourier Transform. The course assumes mastery of the basic skills, particularly integration techniques and differentiation rules, from the successful completion of Advanced Placement (AB) calculus. This course satisfies Calculus 1 and Calculus 2 prerequisites for subsequent courses. Weekly lab. Prerequisite: permission of instructor or AP Calculus AB score of 4 or 5.

CORE REQUIREMENT MET: **MATH/SCI**

### **146 - Statistics**

Comprehensive study of measures of central tendency, variation, probability, the normal distribution, sampling, estimation, confidence intervals and hypothesis testing. Introduction to use of technology in statistics. Real-life problems are used to illustrate methods. *Weekly lab. Not open to students who have completed or are currently enrolled in Psychology 201, Biology 368, Mathematics 150, or any Mathematics course above 200.*

CORE REQUIREMENT MET: **MATH/SCI**

### **150 - Statistical Data Analysis**

An introductory course in statistics emphasizing modern techniques of data analysis. Exploratory data analysis and graphical methods; random variables, statistical distributions, and linear models; classical, robust, and nonparametric methods for estimation and hypothesis testing; introduction to modern multivariate methods. Students will make significant use of a computer application specifically designed for data exploration. The course is strongly recommended for students who are going to use graphical techniques and statistics for research in their fields. *Weekly lab. Prerequisite: a Calculus 1 course or permission of instructor.*

CORE REQUIREMENT MET: **MATH/SCI**

### **160 - Creative Problem-Solving**

Formal and informal techniques for problem-solving, developed by working on an intriguing collection of puzzles and problems which go beyond those encountered in the usual curriculum. These include problems which can be posed in elementary mathematical or logical terms but which require strategy and ingenuity to solve. *Prerequisite: a genuine desire to solve problems!*

2 units

### **186 - Network Models**

This course treats network and graphical models arising especially in biological and cognitive sciences. Methods include networks, graphs, and matrices; probability, conditional probability, and Markov chains; discrete-time dynamics and recurrent neural networks; Bayesian statistical

inference on graphical models; and optimization on graphs, including dynamic programming. In the computing laboratory component (a separately-scheduled 1.5 hour session), students will learn to use MATLAB to build and analyze models. Students will complete projects in each major area of the course. Calculus is not a pre-requisite. While open to all students, this course is intended as an alternative to calculus as a first course in college-level mathematics.

CORE REQUIREMENT MET: **MATH/SCI**

### **195 - Directed Research in Mathematics**

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

1 unit

### **201 - Mathematics, Education, and Access to Power**

This seminar course is a writing-intensive Community Based Learning based course designed to expose students to the complicated ways that mathematics affects the community. The CBL component of this course involves tutoring and mathematics assistance at Franklin High School in nearby Highland Park. The seminar component involves meeting weekly with processing discussions and discussion of readings. Topics will include the teaching and learning of mathematics as well as the role of mathematics in individuals' lives and their community. *May be taken twice for credit.*

2 units

### **210 - Discrete Mathematics**

The language of sets and logic, including propositional and predicate calculus. Formal and informal proofs using truth tables, formal rules of inference and mathematical induction. Congruences and modular arithmetic. Elementary counting techniques. Discrete probability. Abstract relations including equivalence relations and orders. *Prerequisite: a Calculus 2 course.*

CORE REQUIREMENT MET: **MATH/SCI**

### **212 - Multivariable Calculus**

Calculus of functions of several variables, parametric curves and surfaces, and vector fields in 2- and 3-space, with applications. Vectors, graphs, contour plots. Differentiation, with application to optimization. Lagrange multipliers. Multiple and iterated integrals, change of variable and the Jacobian. Line and surface integrals. Vector analysis, Green's, Gauss', and Stokes' Theorems. Applications to physics, economics, chemistry, and mathematics.

*Prerequisite: a Calculus 2 course.*

CORE REQUIREMENT MET: **MATH/SCI**

### **214 - Linear Algebra**

Introduction to basic concepts of linear algebra through the study of linear algebraic systems and matrix algebra. Topics include an introduction to planes and lines, vector operations, subspaces, Gaussian elimination, linear independence, invertibility of matrices, orthogonality, matrix operations, eigenvalues and eigenspaces. The course stresses definitions and

mathematical proof.. *Prerequisite: a Calculus 2 course.*

CORE REQUIREMENT MET: **MATH/SCI**

### **295 - Topics in Mathematics**

Topics in mathematics, selected largely by student interest and faculty agreement.

*Prerequisite: a Calculus 2 course or permission of instructor.*

2 or 4 units

### **300 - Junior Colloquium**

Preparation for the comprehensive examination and senior project. Completion of Third Year Writing Requirement. Emphases on problem-solving, clear written expression and verbal presentation. *Open to junior mathematics majors.*

2 units

### **310 - Real Analysis**

A beginning course in advanced calculus and real analysis. Properties of the real number system, sequences and series of real numbers, the Heine-Borel and Bolzano-Weierstrass Theorems, continuity and uniform continuity, sequences and series of functions. *Prerequisite: Mathematics 210.*

CORE REQUIREMENT MET: **MATH/SCI**

### **312 - Complex Analysis**

The differential and integral calculus of complex-valued functions of a complex variable, emphasizing geometry and applications. The complex number system, analytic functions and the Cauchy-Riemann equations, elementary functions and conformal mappings, contour integration, Taylor and Laurent series, function theory. Applications to physics, engineering and real analysis. *Prerequisite: Mathematics 212.*

CORE REQUIREMENT MET: **MATH/SCI**

### **320 - Algebra**

A first course in group theory: basic axioms and theorems, subgroups, cosets, normal subgroups, homomorphisms, and extension of the theory to rings and fields. *Prerequisites: Mathematics 210 and 214.*

CORE REQUIREMENT MET: **MATH/SCI**

### **322 - Number Theory**

Classical theory of numbers, from ancient to modern. Prime numbers and factorization. Divisors, numerical functions, linear and quadratic congruences. Diophantine problems, including the Fermat conjecture. Factoring methods. *Prerequisite: Mathematics 210.*

CORE REQUIREMENT MET: **MATH/SCI**

### **330 - Probability**

Standard methods of calculus are used to study probability: sample spaces, random variables,

distribution theory, estimating unknown parameters of distributions. Various applications to real life problems will be discussed. Moment-generating functions and other techniques to calculate moments and characterize distributions. Probabilistic inequalities and the central limit theorem. Point estimators and unbiasedness. *Prerequisites: Mathematics 212 and 214.*

CORE REQUIREMENT MET: **MATH/SCI**

### **332 - Mathematical Statistics**

Theory and applications of statistical inference. Both Bayesian and classical parametric methods are considered. Point and interval estimation, hypothesis testing. Limit theorems and their use in approximation, maximum likelihood estimation and the generalized likelihood ratio test. Introduction to linear models, nonparametric methods, and decision theory. *Prerequisite: Mathematics 330.*

CORE REQUIREMENT MET: **MATH/SCI**

### **340 - Ordinary Differential Equations and Dynamical Systems**

This course will focus on theoretical, qualitative, and quantitative analyses of ordinary differential equations from a modern perspective using analytical, graphical, and numerical points of view. Topics can include first-order linear and nonlinear differential equations, first order linear systems, second-order linear differential equations, autonomous differential equations and their bifurcations, boundary value problems, solutions using infinite series, Laplace transforms and various numerical approximation techniques. *Prerequisite: Mathematics 212 and 214 or permission of instructor.*

CORE REQUIREMENT MET: **MATH/SCI**

### **342 - Partial Differential Equations**

An introduction to the study of partial differential equations. This course will include the study of Fourier series, the separation of variables methods, and specifically the wave, heat and Laplace's equations as well as other elementary topics in PDEs. Numerical approximation techniques and applications to specific topics such as traffic flow, dispersive waves or other areas may be included. *Given in alternate years.*

*Prerequisite: Mathematics 212, 214 and 341*

CORE REQUIREMENT MET: **MATH/SCI**

### **350 - Mathematical Logic**

A metamathematical investigation of the main formal language used to symbolize ordinary mathematics: first order logic. The focus is on the two fundamental theorems of logic: completeness and compactness. Gödel's completeness theorem says that every intuitively valid consequence is formally provable from the hypotheses, while compactness says that every intuitively valid consequence of an infinite premise set really depends on only finitely many premises. *Prerequisite: Mathematics 210 or permission of instructor. Given in alternate years.*

CORE REQUIREMENT MET: **MATH/SCI**

### **352 - Computability and Complexity**

The logical foundation of the notion of a computable function underlying the workings of

modern computers. Representation of the informal mathematical idea of calculability by canonical proxies: "general recursive functions," "Turing computable functions." Discussion of Church's Thesis, which asserts the adequacy of these representations. Survey of decidable and undecidable problems. *Prerequisites: Mathematics 210 or permission of instructor.*  
CORE REQUIREMENT MET: **MATH/SCI**

### **354 - Set Theory and Foundations of Mathematics**

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

CORE REQUIREMENT MET: **MATH/SCI**

### **360 - Axiomatic Geometry**

Axiomatic development of Euclidian and non-Euclidian geometries, including neutral and hyperbolic geometries, and, possibly, brief introductions to elliptic and projective geometries. The course will emphasize a rigorous and axiomatic approach to geometry and consequences of Euclid's Parallel Postulate and its negations. *Prerequisite: Mathematics 210 or permission of instructor.*

CORE REQUIREMENT MET: **MATH/SCI**

### **362 - Topology**

General topology studies those properties (such as connectedness and compactness) which are preserved by continuous mappings. A disk and a solid square are topologically equivalent; so are a doughnut and a coffee cup; but a disk is different from a doughnut. This course enables you to construct your own proofs and counterexamples while getting to know the basic concepts behind modern mathematics. *Prerequisites: Mathematics 210, and Mathematics 212 or 214, or permission of instructor.*

CORE REQUIREMENT MET: **MATH/SCI**

### **370 - Numerical Analysis**

This is a first course in studying numerical techniques in solving a variety of problems in mathematics using computer algorithms. Topics can include methods for approximating solutions to algebraic equations, iterative methods for linear and nonlinear systems, interpolation and approximation theory, numerical integration, explicit and implicit methods for solving initial value problems and boundary value problems. Error estimation, stability and performance are themes throughout. Students will be expected to be able to execute standard algorithms using a computer programming language by the end of the course. *Prerequisite: Mathematics 212 and 214 or permission of instructor. Prerequisite: Mathematics 212 and 214 or permission of instructor.*

CORE REQUIREMENT MET: **MATH/SCI**

### **372 - Operations Research**

Optimal decision-making and modeling of deterministic and stochastic systems. Different systems of constraints lead to different methods. Linear, integer, dynamic programming, and combinatorial algorithms. Practical problems from economics and game theory. Inventory strategies and stochastic models are analyzed by queuing theory. *Prerequisites: Mathematics 210 and 214.*

CORE REQUIREMENT MET: **MATH/SCI**

### **380 - Combinatorics**

Investigation of the existence and classification of arrangements. Topics to include principles of enumeration, inclusion-exclusion, the pigeon-hole principle, Ramsey theory, generating functions, special counting sequences, and introductory graph theory. *Prerequisite: Mathematics 210.*

CORE REQUIREMENT MET: **MATH/SCI**

### **382 - Graph Theory**

Graph Theory is a beautiful area of mathematics with many applications. It is used in computer science, biology, urban planning, and many other contexts. Like other areas of discrete mathematics, Graph Theory has the property that the problems are often quite approachable and understandable. Sometimes the solutions to Graph Theory problems can be complex and often require clever arguments, thus the subject is quite pleasing to study. This class will build a solid foundation in Graph Theory for the students. Possible topics are graph isomorphisms, coverings, and colorings; independence number, clique number, connectivity, network flows, and matching theory. *Prerequisite: Mathematics 210. Suggested co-requisite: Mathematics 380.*

CORE REQUIREMENT MET: **MATH/SCI**

### **392 - Mathematical Models in Biology**

This course is intended to introduce students to common models used in biology. A variety of models in terms of both biology and mathematics will be covered. Biological topics include action potential generation, genetic spread, cell motion and pattern formation, and circulation. These topics span a range of mathematical models as well, including finite difference equations and differential equations, both linear and non-linear. The focus will be on model analysis and the translation between the mathematical language and the biological meaning. Such analysis will be done both quantitatively and qualitatively. Towards this end, topics seen in previous mathematical courses, such as eigenvalues, phase portraits, and stability, will be revisited. Relevant biology will be presented with each model. The course will be project based. *Prerequisite: Mathematics 212 and 214, or permission of instructor.*

CORE REQUIREMENT MET: **MATH/SCI**

### **395 - Special Topics in Advanced Mathematics**

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

**Advanced Differential Equations.** The course will consist of advanced topics in differential equations not usually seen in either ordinary differential equations or partial differential equations such as delay differential equations, stochastic differential equations, boundary

value problems, numerical methods, and infinite series solutions. *Prerequisite: Math 340 or Math 342 or permission of instructor.*

**Knot Theory.** An introduction to Knot Theory: how knots are described mathematically, how one can distinguish different knots, create new knots, classify knots. Topics include: Reidemeister moves, links, knot colorings, alternating knots, braids, knots and graphs, knot invariants, mirror images, unknotting number, crossing number, applications to biology and chemistry. *Prerequisite: Math 210, Math 212 or Math 214 or permission of instructor.*

### **396 - Mathematical Modeling**

A project-oriented introduction to mathematical modeling. Techniques from calculus, linear algebra and other areas of mathematics will be used to solve problems from the life, physical and social sciences. Familiarity with a programming language is desirable but not required. *This course may be taken up to two times for credit. Prerequisites: Mathematics 212 and 214.*  
2 units

### **397 - Independent Study in Mathematics**

Directed individual study of advanced topics. *Prerequisite: permission of instructor.*  
2 or 4 units

### **400 - Senior Colloquium in Mathematics**

Senior comprehensive projects. *Required of senior mathematics majors.*  
2 units

### **499 - Honors in Mathematics**

Students who have been accepted by the Department to do honors should register for Math 499 in lieu of Math 400.  
*Prerequisite: permission of department.*

## Mathematics Courses

### **104 - Women in Mathematics**

This course is designed to introduce a variety of mathematical topics stemming from the research of women mathematicians both past and present, from Hypatia to current professors. In discussing the work of these women, we will also discuss the gender issues that are associated with being a female mathematician. Course material will be covered in lecture, research, in-class visitors and activities. Course work will include research papers, a course project and problem sets related to the mathematician of discussion.  
CORE REQUIREMENT MET: **MATH/SCI**

### **105 - Mathematics as a Liberal Art**

Introduction to mathematical thinking. Investigation of mathematical patterns in counting, reasoning, motion and change, shape, symmetry, and position. *Not open to seniors.*  
CORE REQUIREMENT MET: **MATH/SCI**

## ***Faculty***

### **Regular Faculty**

#### **Ron Buckmire**

*Professor, Mathematics*

B.Sc., M.Sc., Ph.D., Rensselaer Polytechnic Institute

#### **Treena Basu**

*Assistant Professor, Mathematics*

B.S. Jogamaya Devi College: University of Calcutta; M.S. University of Texas-Pan American;  
M.S. Bengal Engineering and Science University; Ph.D. University of South Carolina

#### **Alan Knoerr**

*Associate Professor, Mathematics, Cognitive Science*

B.A., Oberlin College; Sc.M., Ph.D., Brown University

#### **Tamás Lengyel**

*Professor, Mathematics*

Diploma, Ph.D., Eotvos University, Budapest

#### **Eric Sundberg**

*Associate Professor, Mathematics*

A.B., Occidental College; Ph.D., Rutgers University

#### **Nalsey Tinberg**

*Professor, Mathematics*

B.A., UCLA M.S.; Ph.D., University of Warwick

#### **Gregory Tollisen**

*Full Time Non Tenure Track Professor, Mathematics*

B.S., University of Portland; M.S., Caltech

#### **Ramin Naimi**

*Professor, Mathematics*

B.S., UCLA; Ph.D., Caltech

### **On Special Appointment**

#### **Gargi Bhattacharyya**

*Non Tenure Track Assistant Professor, Mathematics*

B.S., M.S., University of Calcutta; Ph.D., Iowa State University

**Gerald Daigle**

*Non Tenure Track Assistant Professor, Mathematics*

B.A. Pomona College; M.A. Cambridge University; Ph.D. California Institute of Technology

**Nishu Lal**

*Full Time Non Tenure Track Assistant Professor*

B.S., M.S., UC, Irvine; Ph.D., UC Riverside

**Don Lawrence**

*Full Time Non Tenure Track Full Professor*

B.A., Pomona College; M.A., Ph.D., UC Santa Barbara

**Jeffrey Miller**

*Full Time Non Tenure Track Assistant Professor*

B.S. UC Davis; M.A., Ph.D., UC Santa Barbara

## ***Music***

The Occidental Music Department is a community that values and cultivates the creation, performance, and critical study of the world's musics. Students majoring in music develop an integrated understanding of music as creative work, as cultural and historical expression, and as performance. Through its curriculum, recitals, lectures, master classes, residencies, and other public events, the Music department leads the musical discourse that enriches College and community life.

Music majors and minors develop their craft in a rigorous analytical study of music from the world's musical traditions, which they apply to their own artistic expression as they engage in specific studies in composition, performance, conducting, music theory, musicianship, and music history. In addition to upper-division courses requiring a reading knowledge of standard music notation, the Music department also offers a wide array of special topics courses in subjects ranging from popular music and jazz to opera, choral music and art song, instrumental music, music for film, and music in world cultures. Classroom and private studies are coordinated with opportunities to attend live concerts by the world-class musical artists who perform on campus and elsewhere in the Los Angeles area. Students study, practice, and perform in Booth Music Hall and Thorne Hall, with ready access to practice rooms, large and small performance halls, an electronic music studio, and a music library of scores, recordings, and computers with musicianship and notation programs.

The music major is designed to enable students to enter into music-related professions. Alumni have become successful in opera, musical theater, professional choruses and orchestras, in careers as concert artists, and as composers and arrangers for films, television, and theater. Many have become music teachers in private studios or at the elementary, middle and high school, or college and university level. Still others have become involved in related professions such as arts management, sound engineering, music editing, and publishing. Because of the quality, breadth and depth of Occidental College's liberal arts curriculum, alumni who majored in music are prepared to enter graduate school with a wide variety of professional goals.

The music curriculum is structured so that students who are undecided about majoring in music may begin their music studies in their second year at Occidental and complete the major by the end of their fourth year. However, the development of musical craft and artistry requires time as well as effort, and students considering a major or minor in music are urged to begin taking music theory courses and applied music studies in their first year at the college. Students who plan to study abroad in their third year at the college must begin their music theory studies in their first year.

## ***Requirements***

**MAJOR:** MAJOR: Music Theory and Musicianship: 3 courses, 12 units (Music 151, 251). Music History and Culture: 4 courses, 16 units (Music 261, 263, one 200- or 300- level non-Western or popular music course (280, 285, 385, or 386), and one additional course numbered 200 or higher, chosen in consultation with your Mmusic advisor). One 300- level writing intensive course taken in the junior year and Music 490: 2 courses, 8 units. Senior Seminars: 2 courses, 6 units (Music 390, 490). Electives: 2 courses numbered 200 or higher, 8 units chosen in consultation with your Music advisor. Applied Study: 2 units (MUSA 100-105 and Music 139, MUSA 201-206). Ensemble: 2 units (Music 120-129).

The following course clusters are intended as guides for students interested in pursuing an emphasis in performance or in composition in their last two years at the College. Students interested in music history, ethnomusicology, theory and analysis, or critical studies in music and culture will consult with their departmental advisor to craft and execute an appropriate plan of study.

### **Students interested in vocal performance:**

Private applied study each semester in residence  
Ensemble participation each semester in residence  
Two years of French, Spanish, or German  
MUSC 115 (Topics in Opera)  
MUSC 257 (Composition I)  
MUSC 260 (Western Music and Culture: Chant to 1600)  
MUSC 262 (Western Music and Culture: 1789-1914)  
MUSC 285, 385 (Topics in the Critical Study of Music)

### **Students interested in instrumental performance:**

Private applied study each semester in residence  
Ensemble participation each semester in residence  
MUSC 257 (Composition I)  
MUSC 262 (Western Music and Culture: 1789-1914)  
MUSC 272 and/or 273 (Instrumental Conducting, Choral Conducting)  
MUSC 285, 385 (Topics in the Critical Study of Music)

### **Students interested in composition:**

Private applied study each semester in residence  
Ensemble participation each semester in residence  
MUSC 257, MUSC 357 (Composition I and II)  
MUSC 130, 230 (Electronic Music, Advanced Electronic Music)  
MUSC 262 (Western Music and Culture: 1789-1914)  
MUSC 272 and/or 273 (Instrumental Conducting, Choral Conducting)

## MUSC 285, 385 (Topics in the Critical Study of Music)

**COMPREHENSIVE REQUIREMENT:** Senior music majors complete a senior project related to the student's area of interest. All senior projects involve both a written and an oral component. Each component is graded High Pass (HP), Pass (P), or Fail (F). A final grade of Pass with Distinction (PD) on the senior comprehensive will be awarded if all components (written, aural, and performance, if applicable) are graded High Pass.

In the Fall semester of their junior year, students submit a proposal for their senior project to the Music Department faculty for approval. Students with a particular interest in music history, ethnomusicology, theory and analysis, or critical studies in music and culture will propose a senior thesis of 25 or more pages in length. Students with a particular interest in composition will prepare a portfolio of original compositions, including both acoustic and electro-acoustic music, some of which will be presented in a composition recital during the senior year. Composers will write an argument-driven analytic paper of 10 pages or more in length, focusing on the work of a composer whose work has influenced their styles. Students with a demonstrated ability in performance or conducting will propose a junior and a senior recital, and will write an argument-driven analytic paper of 10 pages or more in length on a piece or pieces of music on the senior recital. Students with other specific musical interests will complete a project designed with their advisor.

All seniors will present their work in a public forum during the spring semester. If, one month in advance of a scheduled senior recital date or thesis presentation/submission, the Music faculty determine that the senior has not sufficiently prepared to complete the project in time, the senior must take a written examination in lieu of the recital or thesis submission/presentation in order to fulfill the senior comprehensive requirement. The faculty will supply questions drawn from the material of that senior's course of music study at Occidental. The examination must be completed by the end of the final examinations week of that semester and receive a grade of B-minus or better in order to fulfill the requirement. The examination may be retaken up to two times and after that semester, at a mutually agree-upon date and time. No two examinations will be alike.

### **MINOR:**

Emphasis in Performance: 20 units, including MUSC 151 and 250, one course from MUSC 261 or 262, and four semesters each of applied music study and ensemble participation.

Emphasis in Ethnomusicology: 20 units, including Music 150, one course from Music 102-105 and 111, one 200- or 300-level non-Western or popular music course (280, 285, 385 or 386), and two additional courses at or above the 200-level agreed upon with your Music advisor. These two courses must be related to ethnomusicological approaches and methodologies – courses in sociology, cognitive science, psychology, and linguistics, for example, may be appropriate.

Emphasis in Music History: 20 units, including Music 151 and 250; 261; then either two from 260, 262, 263, OR one from 260, 262, 263 and one music-history elective 200-level or above, agreed upon with your Music advisor.

Emphasis in Music Theory: 20 units, including Music 151, 250, 251; 261; one 200+ elective from Composition, Conducting, Topics in Advanced Analysis, or other course agreed upon with

your advisor.

Emphasis in Composition and Media: 20 units, including Music 151 and 250, 257, 130 and 230, one semester of applied music study or ensemble participation, and one additional course at or above the 200-level agreed upon with your Music advisor. This course may be taken outside the Music Department: Sound Design for Theater, Film, and Multimedia (THEA 248), or Sound Theory and Design (ARTM 240), for example. MUSC 117 would also be a good choice for an additional course.

**WRITING REQUIREMENT:** Students majoring in Music will satisfy the final component of Occidental College's college-wide writing requirement by successfully completing a writing-intensive 300 level course in the junior year with a grade of B- or better and receiving a notation of "Satisfactory" for its writing component. Students not achieving a "satisfactory" notation by either of these means will be required to undertake additional coursework in academic writing during the final two semesters of study. Students should familiarize themselves with the departmental requirement at the time of declaring the major. See the Writing Program for additional information.

**HONORS:** Students who have achieved at least a 3.25 average in their music courses and have demonstrated exceptional potential in performance, composition, music history or theory may apply for the Honors Program at the beginning of their junior year. For information about the Honors Program, students should consult with their Music Department faculty advisor. See the Honors Program for additional information.

**AWARDS:** The Elinor Remick Warren Award is presented for the most outstanding student composition. The Peters Prize is awarded to the student who has done the most to promote music on the Occidental campus. The James F. English and Marie E. English Award is given to the most promising vocal student, and is used for one year of private vocal study at Occidental College. The Marcia Hannah Farmer Award is given to a vocal student and is applied toward private vocal study at Occidental College.

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

## ***Courses***

### Applied Music

Instruction in applied music is available to all students of the College. Information regarding scholarships for applied music study is available at the Music Department office.

### **Applied Music Fees per semester:**

Half-hour private lessons: \$375.00

One-hour private lessons: \$750.00

Class lessons in electronic music, voice, piano, guitar, jazz improvisation, Alexander Technique: \$195.00

*Fees apply to all students regardless of full or part-time status.*

**Policies for Applied Music Lessons:** Private lessons in instruments and voice are offered for one unit of credit, and can be taken for either one half-hour or one hour a week. Private applied music lessons are assigned a letter grade at the end of the semester. Students who are not music majors, or who are not receiving applied music scholarships, are welcome to elect CR/NC grading by the published deadline if their instructor approves. Please be sure to file the necessary form from the Registrar by the published deadline if you are interested in this option.

Applied music class lessons (group lessons) require a minimum of four students. If fewer than four students sign up for the class, the registered students will be contacted and given the option of enrolling in private lessons or dropping the course. All applied music class lessons are graded Credit/No Credit.

Students enroll for class and private applied music lessons through the regular online registration process or with an ADD form each term. Class and private applied music lessons and classes must be added by September 14, 2012 (Fall), and February 1, 2013 (Spring). Your instructor will contact you to schedule your lessons. All music majors, and all students receiving an applied music scholarship will perform a jury at the end of each semester of study (excluding semesters in which a student is performing a junior or senior recital). Applied music lessons may be repeated for credit.

Refunds for class and private applied music lessons will not be given after the third week of each semester. Students who elect to drop must complete an ADD/DROP form and submit it to the Registrar no later than September 21, 2012 (Fall) or February 8, 2013 (Spring). Any student who drops class or private applied lessons after these dates will be billed for the FULL lesson fee(s) for that semester. If a student drops class or private applied music lessons on or before each semester's deadline, s/he will be billed for the number of lessons taken up to that time.

### **100 - Electronic Music Class**

An introduction to the use of the Occidental electronic music studio and the creation of electronic music with synthesizers, computer and digital recorders. *Fee: \$195.*

1 unit

CORE REQUIREMENT PARTIAL: **FINE ARTS**

### **101 - Voice Class**

Fundamentals of singing: voice production, diction, repertoire, musicianship.

*Recommended as preparation for private lessons. Fee: \$195.*

1 unit

CORE REQUIREMENT PARTIAL: **FINE ARTS**

### **102 - Piano Class**

Basic keyboard technique at the beginning through lower intermediate level. *Fee: \$195.*  
*Graded on a Credit/No Credit basis only.*

1 unit

CORE REQUIREMENT PARTIAL: **FINE ARTS**

### **103 - Classic Guitar Class (Beginning)**

An introduction to classical guitar including basic technique and musicianship. The traditional repertoire as well as 20th century and flamenco will be explored. *Fee: \$195.*

1 unit

CORE REQUIREMENT PARTIAL: **FINE ARTS**

### **104 - Classical Guitar Class (Intermediate)**

A further exploration of classical guitar with emphasis on a thorough treatment of musicianship, technique, and expansion of the repertoire for the guitar soloist. *Prerequisite: Music 133 or permission of instructor. Fee: \$195.*

1 unit

CORE REQUIREMENT PARTIAL: **FINE ARTS**

### **105 - Alexander Technique Class**

The Alexander Technique helps students move naturally. They learn to prevent excess tension and replace it with a more effectively balanced movement pattern throughout the body. *Does not satisfy Music Major applied music requirement. Fee: \$195.*

1 unit

CORE REQUIREMENT PARTIAL: **FINE ARTS**

### **201-280 - Private Applied Music Lessons**

All private applied music lessons are one unit each, whether the duration of the lessons is one-half hour or one hour per week. Private applied study carries a fee of \$375 (1/2-hour lessons) or \$750 (one hour lessons).

### **MUSA 201 PIANO (1/2-hour lessons) / MUSA 202 PIANO (1-hour lessons)**

1 unit

CORE REQUIREMENT PARTIAL: **FINE ARTS**

### **MUSA 203 JAZZ PIANO (1/2-hour lessons) / MUSA 204 JAZZ PIANO (1hour lessons)**

1 unit

CORE REQUIREMENT PARTIAL: **FINE ARTS**

### **MUSA 205 PIANO IMPROVISATION (1/2-hour lessons) / MUSA 206 PIANO IMPROVISATION (1-hour lessons)**

1 unit

CORE REQUIREMENT PARTIAL: **FINE ARTS**

### **MUSA 208 COLLABORATIVE PIANO (1-hour lessons)**

*Prerequisite: two semesters of applied piano study at Occidental, or permission of instructor.*

1 unit

CORE REQUIREMENT PARTIAL: **FINE ARTS**

**MUSA 211 VOICE (1/2-hour lessons) / MUSA 212 VOICE (1-hour lessons)**

1 unit

CORE REQUIREMENT PARTIAL: **FINE ARTS**

**MUSA 213 JAZZ VOICE (1/2-hour lessons) / MUSA 214 JAZZ VOICE (1-hour lessons)**

1 unit

CORE REQUIREMENT PARTIAL: **FINE ARTS**

**MUSA 221 FLUTE (1/2-hour lessons) / MUSA 222 FLUTE (1-hour lessons)**

1 unit

CORE REQUIREMENT PARTIAL: **FINE ARTS**

**MUSA 223 OBOE (1/2-hour lessons) / MUSA 224 OBOE (1-hour lessons)**

1 unit

CORE REQUIREMENT PARTIAL: **FINE ARTS**

**MUSA 225 CLARINET (1/2-hour lessons) / MUSA 226 CLARINET (1-hour lessons)**

1 unit

CORE REQUIREMENT PARTIAL: **FINE ARTS**

**MUSA 227 BASSOON (1/2-hour lessons) / MUSA 228 BASSOON (1-hour lessons)**

1 unit

CORE REQUIREMENT PARTIAL: **FINE ARTS**

**MUSA 229 CLASSICAL SAXOPHONE (1/2-hour lessons) / MUSA 230 CLASSICAL SAXOPHONE (1-hour lessons)**

1 unit

CORE REQUIREMENT PARTIAL: **FINE ARTS**

**MUSA 231 JAZZ SAXOPHONE (1/2-hour lessons) / MUSA 232 JAZZ SAXOPHONE (1-hour lessons)**

1 unit

CORE REQUIREMENT PARTIAL: **FINE ARTS**

**MUSA 241 FRENCH HORN (1/2-hour lessons) / MUSA 242 FRENCH HORN (1-hour lessons)**

1 unit

CORE REQUIREMENT PARTIAL: **FINE ARTS**

**MUSA 243 TRUMPET (1/2-hour lessons) / MUSA 244 TRUMPET (1-hour lessons)**

1 unit

CORE REQUIREMENT PARTIAL: **FINE ARTS**

**MUSA 245 TROMBONE (1/2-hour lessons) / MUSA 246 TROMBONE (1hour lessons)**

1 unit

CORE REQUIREMENT PARTIAL: **FINE ARTS**

**MUSA 247 TUBA (1/2-hour lessons) / MUSA 248 TUBA (1-hour lessons)**

1 unit

CORE REQUIREMENT PARTIAL: **FINE ARTS**

**MUSA 251 PERCUSSION (1/2-hour lessons) / MUSA 252 PERCUSSION (1-hour lessons)**

1 unit

CORE REQUIREMENT PARTIAL: **FINE ARTS**

**MUSA 253 HARP (1/2-hour lessons) / MUSA 254 HARP (1-hour lessons)**

1 unit

CORE REQUIREMENT PARTIAL: **FINE ARTS**

**MUSA 261 VIOLIN (1/2-hour lessons) / MUSA 262 VIOLIN (1-hour lessons)**

*Prerequisite: prior experience playing the violin.*

1 unit

CORE REQUIREMENT PARTIAL: **FINE ARTS**

**MUSA 265 CELLO (1/2-hour lessons) / MUSA 266 CELLO (1-hour lessons)**

*Prerequisite: prior experience playing the cello.*

1 unit

CORE REQUIREMENT PARTIAL: **FINE ARTS**

**MUSA 267 STRING BASS (1/2-hour lessons) / MUSA 268 STRING BASS (1-hour lessons)**

1 unit

CORE REQUIREMENT PARTIAL: **FINE ARTS**

**MUSA 269 ELECTRIC BASS (1/2-hour lessons) / MUSA 270 ELECTRIC BASS (1-hour lessons)**

1 unit

CORE REQUIREMENT PARTIAL: **FINE ARTS**

**MUSA 271 CLASSICAL GUITAR (1/2-hour lessons) / MUSA 272 CLASSICAL GUITAR (1-hour lessons)**

1 unit

CORE REQUIREMENT PARTIAL: **FINE ARTS**

**MUSA 273 JAZZ GUITAR (1/2-hour lessons) / MUSA 274 JAZZ GUITAR (1-hour lessons)**

1 unit

CORE REQUIREMENT PARTIAL: **FINE ARTS**

**MUSA 276 ADV. CLASSICAL GUITAR (1-hour lessons)**

1 unit

CORE REQUIREMENT PARTIAL: **FINE ARTS**

Ensembles

Ensemble membership is open to all students of the college by audition. *All ensembles are graded Credit/No Credit, and may be repeated for credit.*

### **120 - College Chorus**

Study and performance of choral music. Development of singing ability and sight-reading skills through the preparation and performance of works for full chorus. The chorus rehearses one evening each week and performs on-campus each semester. *Students may enroll for one or both semesters. Prerequisite: Enrollment is by audition with the instructor during the first week of each semester. No previous musical experience required.*

1 unit

CORE REQUIREMENT PARTIAL: **FINE ARTS**

### **121 - Women's Glee Club**

Advanced study and performance of choral music. Emphasis is placed on the more difficult traditional choral repertoire, but the study of world music and popular music is included. Includes many performances with Men's Glee Club, both on and off campus. *Enrollment is for the full year and is by audition during the first week of the fall semester. 2 hours rehearsal per week plus 2.5 hours rehearsal per week with Men's Glee Club. Sight reading ability and previous musical experience highly recommended.*

1 unit

CORE REQUIREMENT PARTIAL: **FINE ARTS**

### **122 - Men's Glee Club**

Advanced study and performance of choral music. Emphasis is placed on the more difficult traditional choral repertoire, but the study of world music and popular music is included. Includes many performances with the Women's Glee Club, both on and off campus. *Enrollment is for the full year and is by audition during the first week of the fall semester. 2 hours rehearsal per week plus 2.5 hours rehearsal per week with Women's Glee Club. Sight reading ability and previous musical experience highly recommended.*

1 unit

CORE REQUIREMENT PARTIAL: **FINE ARTS**

### **123 - Afro-Cuban Drumming**

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

1 unit

CORE REQUIREMENT MET PARTIAL: **FINE ARTS**

### **124 - Son Jarocho Ensemble**

#### **124. SON JAROCHO ENSEMBLE**

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

1 unit

CORE REQUIREMENT MET PARTIAL: **FINE ARTS**

#### **125 - Orchestra**

A symphonic ensemble for qualified instrumentalists from the college communities of Occidental and the California Institute of Technology (students, faculty, staff, and their families). The orchestra presents several concerts on both campuses each year.

1 unit

CORE REQUIREMENT PARTIAL: **FINE ARTS PARTIAL**

#### **126 - Concert Band**

A symphonic wind ensemble for qualified instrumentalists from the college communities of Occidental and the California Institute of Technology (students, faculty, staff and their families). The Band presents concerts on both campuses during the year. *Prerequisite: audition with instructor.*

1 unit

CORE REQUIREMENT PARTIAL: **FINE ARTS**

#### **127 - Jazz Ensemble**

The Occidental Jazz Ensemble consists of instrumentalists from Occidental who are interested in performing jazz of various styles. Charts and styles are determined according to the instrumentalists in the ensemble and their particular jazz interests. The Jazz Ensemble presents several concerts during the academic year. *Enrollment is by audition with the instructor.*

1 unit

CORE REQUIREMENT PARTIAL: **FINE ARTS**

#### **129 - Chamber Music**

Study and performance of chamber music for diverse combinations of instruments and voices. *Prerequisite: audition during the first week of the semester.*

1 unit

CORE REQUIREMENT PARTIAL: **FINE ARTS**

### **101 - Materials of Music**

An introductory course in the techniques of music for the student who has little or no previous musical training. Topics will include notation, modes, intervals, melody, harmony, rhythm, and structural elements of music.

CORE REQUIREMENT MET: **FINE ARTS**

### **102 - Music of Latin America**

This course will examine the diverse forms and social contexts of Latin American and Caribbean music, while exploring the ways that musical performance has been used to negotiate power relations in the social, political, and economic spheres since the Conquest. Focusing on musical genres and movements from Argentina, Brazil, Cuba, Haiti, Mexico, Peru, and Trinidad, students will learn to recognize the techniques and instruments used in a wide array of traditional and contemporary styles, particularly those which have grown out of the hybridization of African, Middle Eastern, European, Asian, and Native American performance strategies. While knowledge of music theory and performance skills are not necessary, it is essential that students be prepared for intensive music listening in and out of class.

CORE REQUIREMENT MET: **LATIN AMERICA • FINE ARTS and REGIONAL FOCUS**

### **103 - Music of Asia and the Pacific Islands**

This course surveys the musical styles and genres of Asia from India through the southeastern part of the continent and includes the countries and islands of the Pacific. Within an ethno-historical framework established at the beginning of the course, emphasis is placed on 1) the region's important musical genres, their social function and musical characteristics, and 2) the instruments used in performing these musical genres. Where appropriate, distinctions will be made between classical and folk genres. While knowledge of music theory and performance skills are not necessary, it is essential that students be prepared for intensive music listening in and out of class.

CORE REQUIREMENT MET: **CENTRAL/SOUTH/EAST ASIA • FINE ARTS and REGIONAL FOCUS**

### **104 - Music of Africa and the Middle East**

This course surveys the musical styles and genres of the African continent and the Middle Eastern world. Within an ethno-historical framework established at the beginning of the course, emphasis is placed on 1) the region's important musical genres, their social function and musical characteristics, and 2) the instruments used in performing these musical genres. While knowledge of music theory and performance skills are not necessary, it is essential that students be prepared for intensive music listening in and out of class.

CORE REQUIREMENT MET: **AFRICA AND THE MIDDLE EAST • FINE ARTS and REGIONAL FOCUS**

### **105 - African American Musics**

This course surveys music of African Americans, with an emphasis on 20th century classical

and vernacular genres. We will examine this musical web in three units: Classical, Jazz & Blues, and Rock & Contemporary Vernaculars. Featured artists include William Grant Still, Marian Anderson, Margaret Bonds, Duke Ellington, Fats Waller, Big Mama Thornton, Sam Cooke, The Five Blind Boys of Alabama, Motown, Stax Records, and Atlantic Records, Jimi Hendrix, Sweet Honey in the Rock, and Mos Def. Through extensive listening, reading, and group dialogue, this class will explore how the paradigms of African American cultural experience are deeply interwoven within the musical narratives of the U.S. and its cultural satellites. No prior musical training is necessary.

CORE REQUIREMENT MET: **DIVERSITY IN THE U.S. and FINE ARTS**

### **111 - Topics in Jazz History**

A nontechnical survey of jazz from its origins to the present, with special emphasis on informed listening. Extensive listening assignments will supplement readings.

CORE REQUIREMENT MET: **UNITED STATES • FINE ARTS and US DIVERSITY**

### **112 - Topics in Popular Music: Digital Music-Cultures**

Pop music blogs, online social networks, home recording studios, and mashup/remix communities are emerging musical spaces in the digital era. In this course we will study music-cultures that are enabled and generated by digital media and technology. We ask how digital media shape the mode of production, transmission, and reception of contemporary popular music. Using principles of ethnomusicology, we will examine how music as a "digital vernacular" creates a sense of place and self in the increasingly globalized world; how social, media, and technological institutions organize 21-century music participation at the grassroots, independent level. **A laptop computer is required.**

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

### **115 - Topics in Opera**

Since its beginnings in late 16th-century Florence, opera has occupied the most diverse of minds: whether lovers of authority (from Louis XIV to Rudy Giuliani) or lovers of the folk (from Jean-Jacques Rousseau to Rufus Wainwright); whether masters of horror (from Edgar Allan Poe to William Friedkin) or masters of the humane (from Søren Kierkegaard to Toni Morrison); whether purveyors of the scholarly (from Friedrich Nietzsche to Kwame Anthony Appiah) or purveyors of the popular (from Scott Joplin and George Gershwin to Beyoncé Knowles and Woody Allen). In this historical survey course, we will examine this diversity of responses to and in opera by studying 1) the precise musical forms and styles of the most famous operas, and 2) the primary source documents written as responses to individual operas and opera writ large. We will thus study individual operas in their political, philosophical, and cultural contexts. Required listening and reading will be supplemented by required trips to the Los Angeles Opera, for rehearsals of operas by Mozart, Verdi, and Puccini. No prior musical experience is required.

CORE REQUIREMENT MET: **FINE ARTS ? INTERCULTURAL ? GLOBAL CONNECTIONS**

### **117 - Topics in Music for Film and other Media**

This course will survey film music from its silent film era origins to the present, focusing on its many functions through in-class viewing, analysis, and critique of film clips. The works of many

prominent film composers as well as some lesserknown figures will be examined in terms of style and approach, as well as their own views on the film-scoring process. Fundamental information on music, film, and psychology of music will be introduced, and the role of music in other media (such as TV and experimental video) will be explored.

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

### **119 - Why Music Matters**

This course provides a general introduction to the elements and history of Western music over the last three centuries. Students will focus on learning how to listen to music, with an emphasis of identifying musical forms, genres, and styles. This focus will serve the larger goal of the course, which is to show how understanding music can not only lead to our greater enjoyment of it but also help us to better understand history and culture. Students with no musical experience are especially welcome.

CORE REQUIREMENT MET: **FINE ARTS**

### **128 - Chamber Jazz & Improvisation**

This course will serve as an intensive laboratory component to the Occidental jazz program by having students learn the fundamentals of jazz theory, including the following: extensions of common practice tonality; modes; form; notational practice and reading from charts; basic arranging and instrumentation; and transcription. Weekly written theory and listening assignments will be supplemented by performance assignments. In class, students as well as instructor will critique one another's performances. *Prerequisite: Music 150 or permission of instructor.*

### **150 - Introduction to Music Theory**

Designed for students with some beginning experience in music theory and an ability to read music. Covers scales, keys, modes, intervals, and basic tonal harmony. *Prerequisite: MUSC 101, or a passing grade on the Music Theory placement examination, or an AP Music Theory score of 3 or higher, or permission of instructor. Requires concurrent enrollment in MUSC 150A.*

### **151 - Theory and Practice of Music I**

This course presents the basic principles of musical form and analysis, including modal counterpoint and harmonic practice through tonicization. Students will engage in analytic and compositional projects in consultation with Music History faculty. *Prerequisite: Music 150/150A, or AP Music Theory score of 4 or higher. Requires concurrent enrollment in Music 151A.*

CORE REQUIREMENT MET: **FINE ARTS**

### **197 - Independent Study in Music**

*Prerequisite: Permission of department.*

2 units

### **215 - Making Opera in Los Angeles**

The history of opera is a history of the continuous reinvention of a genre in order it to

accommodate the time, place, and tastes of its audiences; as such, opera provides a lens for studying cultural, intellectual, political, and economic history. With now even non-operatic companies, like the Los Angeles Philharmonic, staging operas in Disney Hall, opera has, in the past three decades especially, become a terrific lens for studying Los Angeles. This course will study opera as delimited by its production and reception in Los Angeles over the past century. We will research what operas were first produced in Los Angeles, where, and for what audiences, and how the production and reception of opera, and later zarzuela, evolved over the course of the twentieth century and into the new millennium, as Hollywood directors such as Woody Allen and William Friedkin have turned to directing opera. Students will attend operas principally at LA Opera, our community partner, but also at Long Beach Opera, the Los Angeles Philharmonic, and other SoCal venue.

*Prerequisite: sophomore standing.*

CORE REQUIREMENT MET: **GLOBAL CONNECTIONS** and **FINE ARTS**

### **230 - Topics in Electronic Music**

Topics include the continued study of theoretical, historical and aesthetic principles underlying computer/electronic music, leveraging the study of software applications (Logic, MaxMSP, Digital Performer, ProTools, Cloud Generator, MetaSynth) towards the creation of electronic, electro-acoustic, and/or interactive, multimedia composition. The class may include an emphasis on collaborative multimedia artwork such as film, theater, dance, and multimedia installations, covering the conceptual and practical aspects of creating and producing electro-acoustic music within that framework. *Prerequisite: Music 130 or permission of instructor.*

2 units

CORE REQUIREMENT PARTIAL: **FINE ARTS**

### **245 - Music Business**

In this course, students will learn about copyright, non-profit organizations, distribution and marketing, contracts, licensing, publishing, royalties, artist management, development and representation, and other important aspects of music business. Drawing from the study and analysis of industry standard documents and systems, students will develop critical skills in the creation and application of essential aspects of music business management and entrepreneurship.

2 units

CORE REQUIREMENT MET: **PARTIAL FINE ARTS**

### **250 - Theory and Practice of Music II**

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

*Prerequisite: Music 151/151A. Requires concurrent enrollment in Music 250A.*

CORE REQUIREMENT MET: **FINE ARTS**

### **251 - Theory and Practice of Music III**

Students will explore extensions of chromatic harmonic practice through the turn of the 20th

century, and will be introduced to the musical language of iconic 20th-century composers (Schoenberg, Stravinsky, Debussy, Bartok). Students will engage in analytic and compositional projects in consultation with Music History faculty. *Prerequisite: Music 250 or permission of instructor. Requires concurrent enrollment in Music 250A.*

### **257 - Composition and Orchestration**

Writing exercises to develop technical facility; study of characteristics of instruments; exercises in scoring for various vocal and instrumental combinations. *This course may be repeated three times for credit. Prerequisite: Music 150 or permission of the instructor.*

### **261 - Western Music and Culture: 1600-1789**

This course surveys the two centuries that gave rise to European art music's most enduring legacies: opera, instrumental art music, and, especially, the major-minor tonal system, which, as the system that informs most music today, is arguably Europe's greatest-ever cultural export. The emergence of this tonal system will enable instrumental music to sustain a listener's attention through dramatic forms and without the aid of words; comprehending how these forms behave will be one of our central tasks. In turn, the cultivation of instrumental genres will fuel the operatic accomplishments of Classical composers, notably Mozart. Our study of vocal and instrumental music will proceed chronologically and focus on individual cities, starting with Florence and ending with Vienna. With the only prerequisite in taking this course being the ability to read musical notation, students from other disciplines who are eager for music-intensive study are especially welcome. Music majors and minors taking the course will be given assignments tailored to their knowledge and departmental expectations.

Freshmen may not enroll in this course. *Prerequisite: sophomore Status*

CORE REQUIREMENT MET: **PRE-1800 ? EUROPE ? REGIONAL FOCUS ? FINE ARTS**  
(Any two can be used for this class)

### **262 - Western Music & Culture in the 19th Century**

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

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

### **263 - Western Music & Culture in the 20th Century**

This course surveys Western musical practice of the 20th century, commencing with the wide-ranging artistic responses to the music and writings of Richard Wagner, in Europe and in the United States, and the emergence of a "musical modernism," as new forms and new pitch systems take hold. We will then follow the radical experimentation of the 1920s ultra-modernists through to the post-minimalist eclecticism of John Adams and Kaija Saariaho at the

century's end, throughout alert to the political, philosophical, and cultural forces shaping the music at issue. With the only prerequisite in taking this course being the ability to read musical notation, students from other disciplines who are eager for music-intensive study are especially welcome. Music majors and minors taking the course will be given assignments tailored to their knowledge and departmental expectations.

**CORE REQUIREMENT MET: FINE ARTS ? INTERCULTURAL and GLOBAL CONNECTIONS**

### **268 - Vienna, 1890-1914**

Together, the music of Gustav Mahler and of Arnold Schoenberg marks the turning point from Romanticism to Modernism. In order to understand their music and this cultural shift, we must understand the extraordinary time and place where they lived and worked. This multidisciplinary course takes the crucible that was fin-de-siècle Vienna as its object of study, beginning with the city's 1890-92 expansion to include the suburbs south of the Danube, to the beginning of World War I, which brought an end to the Hapsburg dynasty and Austria-Hungary. Our approach to studying Vienna will be prismatic: each week will consist of one seminar on its music and one seminar lecture on one of the following aspects of the city at this time: urban planning, economics, political history, architecture, art, dance, psychology, medicine, science, and religion. The last three weeks on campus will be devoted to German language instruction and individual research projects. The on-campus component of the course will culminate in transforming Bird Studio into a Viennese coffee house, which will welcome the campus community and during which students must impersonate, through knowledgeable conversation, a contemporaneous Viennese figure central to their field of research. This immersive on-campus study will crescendo to the downbeat of the course: three days after Commencement, we will board a flight for Vienna for three weeks of intensive study there, convening as a class each day, attending lectures, classes (including a cooking class!), and concerts, and visiting the historical, cultural, and musical sites we studied on campus. We will take three, three-hour guided walking tours, of architectural monuments, of historical (including music-historical) monuments, and of Viennese coffee houses. Arriving in during the cultural festival Vienna Festival Weeks, we will attend as many of its offerings as time permits. Students must apply and participate in an interview for this course, whose enrollment will be limited to sixteen students. Frosh may not apply for this course. Here is the link for the application and instructions: [link]. The firm deadline for the application is [date]. I will contact you for an interview the day after the deadline. *Prerequisite: sophomore standing*

**CORE REQUIREMENT MET: FINE ARTS and REGIONAL FOCUS**

### **272 - Instrumental Conducting**

Basic principles and gestures of instrumental conducting in a variety of genres: symphony, concerto, opera. We will also discuss the "business" of conducting and running rehearsals. *Prerequisite: MUSC 150*  
2 units

### **273 - Choral Conducting**

Introduction to conducting technique from a choral perspective. Students will learn to develop musical interpretation through score study, analysis, and a clear gestural vocabulary.  
*Prerequisite: MUSC 150*

2 units

### **280 - Introduction to Ethnomusicology**

Offers an introduction to the principal concepts and methodologies of the field of ethnomusicology as well as the style and practices of selected world musical traditions.

*Prerequisites: Music 101 or permission of instructor.*

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

### **282 - Introduction to North Indian Classical Music**

North Indian (Hindustani) Classical Music is one of the most complete systems of musical expression found in the world today. Hindustani music is a vibrant contemporary art form that draws from an ancient historical tradition and rigorous theoretical structure to create performances that combine spontaneous creativity with virtuosic musicianship. In this course students will explore the musical and cultural aspects of this system through historical analysis and hands-on practice. Beginning with those elements of structure that Hindustani music shares with Western music (including the major scale) students will integrate theory, practice and musicianship as part of a comprehensive introduction to North Indian music. The ability to read Western staff notation is highly recommended.

CORE REQUIREMENT MET: **FINE ARTS ? GLOBAL CONNECTIONS ? PRE-1800** (any two can be used for the class)

### **284 - Sonic Latinidad: Latino/a music in the United States**

Although they have often been marginalized within official histories of North American music-making, Latino/a musicians have contributed to the production and development of every major genre of music in the United States. In this course we will review the history of Latino/a music in the United States, focusing on regional musical movements in Texas, California, New York and Florida. In addition to exploring Spanish-language genres including cumbia, salsa, merengue, conjunto, banda and reggaeton which have been shaped by musical innovators in the United States, we will trace the influence of Latino/a musicians on rock n' roll, punk, jazz, hip hop and country. In particular we will be interested in exploring how music has helped to shape emerging patterns of racial, ethnic, class and gender identification, while fanning the flames of social protest movements from the Chicano Movement of the 60s and 70s to the pro-immigrant rights movement of the past two decades. Finally, we will consider the emerging soundscape of U.S.-based protests on behalf of the 43 students massacred in Iguala, Mexico. In addition to written assignments, students will also collaboratively develop a digital project incorporating maps, storytelling, and data visualizations. *No prior study of music or digital humanities is required.*

CORE REQUIREMENT MET: **FINE ARTS and US DIVERSITY**

### **285 - The Music Video**

Since its emergence in the late 1970s, the music video has become the dominant means of advertising popular music and musicians, as well as one of the most influential multimedia genres in history. Music videos have affected aesthetic style in a wide range of film and television genres, introducing experimental and avant-garde techniques to a mass audience. Because most music videos last only a few minutes, it is difficult to make sense of their often-

conflicting images, sounds, and messages. This course challenges participants to read music videos as texts by engaging with their visual and auditory materials. We will explore how the gender, race, and class of video participants shapes meaning, as well as how pacing and editing contribute to (or detract from) a narrative flow. We will also consider the music video in relation to notions of stardom and celebrity, and will speculate on the future of the music video amid drastic changes in the production and marketing of media. The second portion of the course applies these analytical skills to a wide variety of media, including video games, live concert films, film and television music placements, television title sequences and end credits, user generated content, YouTube, remixes and more.

## CORE REQUIREMENT MET: **INTERCULTURAL ? FINE ARTS**

### **350 - Musical Form and Genre**

This seminar approaches musical form from a stylistic point of view. Intense focus on details at both the surface and background levels of musical activity – melodic, harmonic, rhythmic, and sonic (texture, density, articulation, dynamics, timbre) -- will yield a broad understanding of the ways in which all aspects of musical language influence musical form and style. Readings will also reinforce the connection between culture and style, yielding discussion of issues around links between intellectual history and musical genre. For example, why did the fugue evolve and flourish during the Enlightenment and the scientific revolution? What happened to opera's da capo aria after the 18th century, and why? Repertoire will include music from the Renaissance to the 20th century. The final project will be an analytic paper and a classroom presentation based on this work. *Prerequisite: Music 250 or permission of instructor*

### **374 - Junior Recital Preparation**

Preparation for junior recital. Requirements include more extensive practice expectations as well as research and preparation of program notes. *Prerequisite: approval of the department. May be repeated once for credit.*  
2 units

### **385 - Advanced Topics in the Critical Study of Music**

### **385 - Advanced Topics in the Critical Study of Music**

**Music and Food.** This interdisciplinary research seminar will examine the relationship between music and food, and thus hearing and taste, in Europe and the United States, beginning with the 16th-century category of musical composition called “table music” and culminating in the present-day gastropub. Along the way we will explore topics such as the 18th-century emergence of *aesthetics* as a branch of philosophy, the rise of the restaurant and gastronomy, Dandyism and Decadent literature, and “fine dining” in the United States. We will read scholarly literature from the fields of philosophy, history, cognitive science, sociology, literature, and music. Students will carve out an area of research early on and develop it over the course of the semester, culminating in a research presentation and final argument-driven research paper. The course will conclude with the recreation of a historical banquet.

### **386 - Performance and Politics of the U.S.-Mexico Border**

This course examines the ways that the United States-Mexico border has been represented as a space of violence and creativity, limits and possibility in music, theater, literature, and film. Shuttling back and forth between the border as a geopolitical boundary and as a trope of emergent identity, the cultural texts we will examine challenge dominant narratives of national belonging, self and other, gender and racial hierarchy, and economic marginalization. Engaging in a historically situated analysis of cultural texts that offer alternative perspectives on the lived experiences of those who inhabit the dynamic contact zone between the United States and Mexico, students will critically engage the concepts and issues that have shaped the master narrative of the border. In addition to writing a twelve-page research paper, students will produce a multimedia digital project. *Not open to 1st year students.*  
CORE REQUIREMENT MET: **GLOBAL CONNECTIONS and FINE ARTS**

### **397 - Independent Study in Music**

2 units

### **474 - Senior Comprehensive Preparation in Music**

This course provides individual coaching and advisement to students preparing to present their senior comprehensive project. May be repeated once for credit *Prerequisite: Junior Standing*  
2 units

### **490 - Senior Seminar in Music**

In this fall semester seminar students will work through a staged process to complete a draft of their senior comprehensive paper. In this critical, persuasive essay students will engage recent scholarship in the fields of musicology, ethnomusicology and/or music theory in order to develop and support an original thesis. Students undertaking research and/or fieldwork for their senior comprehensive projects will produce a complete draft of their twenty-five page (6,250 word) critical essay. Students undertaking composition, conducting, instrumental or vocal recitals for their student comprehensive project will write a thesis-driven, ten-page (2,500 word) paper that explores a musical topic related to the materials they will present. Recitalists will also research and produce a draft of their recital program, with program notes, while composers will complete their recital portfolio and begin work on their recital program. Over the course of the semester students will discuss and share their work, as well as analyze and discuss exemplary academic papers, program notes, liner notes, and music reviews in order to develop their ability to write about music for academic and non-academic audiences in compelling ways. *Prerequisite: junior standing*

### **M258 - Introduction to Film Scoring**

This course introduces students to the art of film scoring and provides an in-depth exploration of the field. We will discuss the functions of film music and analyze preexisting scores that demonstrate varying dramatic situations, while also investigating the aesthetic relationship between film and music. Students will be required to score several preexisting scenes

throughout the course. *Prerequisite: Music 230 or basic experience using Logic or other DAW (Digital Audio Workstation)*

CORE REQUIREMENT MET: **FINE ARTS**

## **Faculty**

### Regular Faculty

#### **David Kasunic**

*Associate Professor, Music*

B.A., Amherst College; M.F.A., Ph.D.; Princeton University

#### **Irene Girton**

*Professor, Music*

B.Music, Oberlin College Conservatory of Music; M.Phil., Ph.D., Yale University

#### **Shanna Lorenz**

*Assistant Professor, Music*

B.A., Reed College; M.A., Ph.D., University of Pittsburgh; Ph.D. New York University

#### **Adam Schoenberg**

*Assistant Professor, Music*

B.M., Oberlin Conservatory of Music; M.M., Ph.D., The Julliard School

### On Special Appointment

#### **Joe Addington**

*Director of the Afro-Cuban Drumming Ensemble, Part-Time NTT Afro-Cuban Drumming Instructor*

#### **Dean Anderson**

*Director of Instrumental Activities*

B.M., M.M., University of Missouri at Columbia; Ph.D., UCLA

#### **William Bing**

*Director of the Caltech-Occidental College Concert Band*

M.M., USC; B.M., University of Michigan

#### **Cesar Castro**

*Director of the Son Jarocho Ensemble*

#### **Shawn Costantino**

*Director of the Occidental Jazz Ensemble, Part-Time NTT Assistant Instructor*

B.Mus., Studio Music and Jazz, University of Miami; MM, Jazz Studies, De Paul University

#### **Edmond Johnson**

*Director of Advising; Part-Time NTT Assistant Professor, Music and Cultural Studies*

B.A., Lawrence University; M.A., Ph.D., UC Santa Barbara

**Desiree La Vertu**

*Director of Choral Music, Full-Time NTT Associate Professor, Music*  
B.Mus., CSU Fullerton; M.M. University of Nevada, Reno

**Jennifer Logan**

*Full-Time NTT Assistant Professor, Music*  
B.A., M.A., California State University, Fresno; Ph.D., UC Santa Barbara

**Gloria Lum**

*Co-Director of Chamber Music, Part-Time NTT Cello Instructor*  
B.A., University of Southern California

**Stephanie O'Keefe**

*Co-Director of Chamber Music, Part-Time NTT French Horn Instructor*  
Applied Music Major, University of Illinois; Applied Music Major, University of Arizona; Applied Music Major, University of Nevada

**G. Simeon Pillich**

*Full-Time NTT Assistant Professor, Music*  
B.A., M.A., Ph.D., University of California, Los Angeles

**David Trasoff**

*Part-Time NTT Assistant Professor, Music*  
M.F.A., California Institute of the Arts; Ph.D., University of California, Santa Barbara

## **Neuroscience**

Neuroscience is the study of the brain and nervous system. It encompasses questions about the structure and function of the nervous system, neural development and plasticity, and how behaviors and cognition arise from the brain. Neuroscience is an inherently multidisciplinary area of study, integrating approaches from a diverse set of fields at many levels of analysis.

### **Requirements**

Students must complete six neuroscience-related courses to complete the minor. At least three of the classes cannot be counted towards the student's major and must be classes offered by departments outside the student's major department. Electives from outside departments allowed for a student's major cannot be double-counted for the Neuroscience minor.

### **Courses**

Core Courses

At least two courses selected from the following and offered by different departments. Please note that the only PSYCH 490 that applies to the Neuroscience minor is the seminar taught by Dr. Dess or Dr. Schell.

### **COGS 320 - Cognitive Neuroscience**

This course is an introduction to the biology and physiology of the nervous system from the perspective of cognition. The material that the course covers will start with membrane biophysics and the production of electrical signals by nerve cells. Then studies of synapses, learning, memory, and plasticity of neural connections will be covered. Finally, the course will conclude examining models of simple nervous systems (non-human and computer-generated). *Prerequisite: Cognitive Science 101, Biology 130, or Psychology 322, or permission of the instructor. Familiarity with high school or college physics is beneficial. Co-requisite: Cognitive Science 320L*

CORE REQUIREMENT MET: **LAB-SCI**

### **BIO 320 - Developmental Biology**

Animal development with an emphasis on the molecular mechanisms that regulate cell fate, cell adhesion and motility, and the formation of different tissue types. Cell signaling pathways and gene regulatory mechanisms that control development and are relevant to adult stem cell biology and cancer biology are stressed throughout the course. The laboratory focuses on major invertebrate and vertebrate model organisms and both classical and molecular genetic approaches used to study animal development. *Includes one three-hour laboratory per week plus 1-2 hours arranged. Prerequisites: Bio130; and Bio 221 or Bio 224 or Bio 226. Co-requisite: Biology 320L.*

CORE REQUIREMENT MET: **LAB-SCI**

### **PSYC 322 - Physiological Psychology**

The study of neural, glandular, and metabolic processes mediating behavior, thought, and feelings. This course is identical to Psychology 312 except that students who enroll in Psychology 322 may enroll concurrently or subsequently in the laboratory (Psyc 322L). Core Laboratory Science credit will only be awarded for students completing both Psychology 322 and 322L. Students who have received credit for Psychology 312 may not enroll. *Prerequisite: Psychology 101 or 102. Offered in Fall only.*

CORE REQUIREMENT MET: **LAB/SCI**

### **BIO 333-533 - Neurobiology**

Emphasis on cell biology and physiology of neurons. Development and plasticity of the nervous system in invertebrates and vertebrates. Overview of selected central nervous system structures and their function and the cellular and molecular basis of selected nervous system diseases and disorders. Includes one three-hour laboratory per week plus 1-2 hours arranged. *Prerequisites: Bio 130 and Bio 240 or Bio 226*

### **BIO 340-540 - Advanced Animal Physiology**

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

### **PSYC 403 - Psychophysiology**

A study of the relation between psychological states and processes (cognition, learning, emotion, psychopathology) and physiological response processes (autonomic nervous system responses, covert muscle activity, EEG, FMRI). *Includes six three-hour laboratories per semester. Prerequisite: Psychology 200 and Psychology 322, 306, 330, 301, or 448, or permission of instructor, with a grade of C- or better. Offered in Spring only.*

CORE REQUIREMENT MET: **MATH/SCI**

### **PSYC 490 - Contemporary Topics Seminar**

PSYCH 490 seminars taught by Dr. Dess, Dr. Chapman or Dr. Schell can be applied to the Neuroscience minor.

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

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

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

**Visions of Love and Community.** This seminar examines love as an interpersonal, intergroup, and structural experience. We draw from social, evolutionary, and personality psychology to explore theories of love, relationship formation, satisfaction, and dissolution; the biological bases of attraction; common challenges in relationships (jealousy, conflict, violence), and critical challenges to "love" within individualistic, capitalistic, patriarchal, and heterosexist societies. Students will better understand how familial, interpersonal and institutional relationships shape one's sense of identification with and communal responsibility for others. *Prerequisite: Psychology 200, 323 and one of the following: 321 or 448.*

## Introductory Courses for Neuroscience

Two introductory courses from different departments selected from the following:

### **PSYC 101 - Introduction to Psychology**

Introduction to the primary subject matter areas, assumptions, and methods of psychology as the science of behavior. Topics include: physiology, learning, perception, motivation, development, emotion, cognition, social processes, personality, and psychopathology. *This course is a prerequisite for all upper division coursework. Open only to frosh and sophomores. Core Credit only when taken at Occidental. Students with a 4 or 5 on the AP Psychology exam or a 6 or 7 on the IB Psychology exam are not eligible for Psych 101, but may take 200- or 300-level classes.*

CORE REQUIREMENT MET: **MATH/SCI**

### **COGS 101 - Introduction to Cognitive Sciences**

An interdisciplinary introduction to the discovery of the mind through philosophical texts, psychological experiments, artificial intelligence, the study of nerve cells and neural networks and investigations into language. The purpose of the course is to foster an appreciation of the wonder and complexity of minds and brains, both human and otherwise. Not open to seniors in spring semester.

CORE REQUIREMENT MET: **MATH/SCI**

### **KINE 104 - Introduction to Neuroscience**

This course provides a basic introduction to the nervous system [for students with little or no experience in this area]. It will include an introduction to how nerve and glial cells contribute to different brain functions. Brain structures and systems and how they act to produce sensory experience, thought, emotion, and memory will also be covered. Other topics might include: factors that affect embryonic development of the nervous system, and the effect of drugs, environment, stress, education, and age on the brain. This course is not open to students who have taken Biology 333, Cognitive Science 320, Kinesiology 301 or Psychology 322.

CORE REQUIREMENT MET: **MATH/SCI**

### **BIO 130 - Introduction to Cellular and Molecular Biology**

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

CORE REQUIREMENT MET: **LAB-SCI**

## Methods or Statistics Requirement

One methods or statistics course selected from the following:

### **PSYC 200 - Methods in Psychological Science**

Introduces scientific methodology in the context of psychological research. Basic concepts in scientific inquiry and specific observational, correlational, and experimental techniques are covered. Includes an introduction to descriptive statistics. *Prerequisite: Psychology 101 or 102 with a grade of C- or better. This course is a prerequisite to many 300-level courses in Psychology.*

CORE REQUIREMENT MET: **MATH/SCI**

### **BIO 268 - Biostatistics**

The application of statistical methods to the solution of biological problems. Focus will be on applied statistics (as opposed to mathematical statistics) to study variation in nature. This course will survey descriptive statistics, probability and probability distributions, and methods of hypothesis testing (e.g., analysis of variance, regression, correlation, goodness of fit as well as selected nonparametric procedures). Course includes laboratory workshops sessions. *Prerequisite: Bio 130 and Bio 105, 106, 110, or 115 or permission of instructor.*

CORE REQUIREMENT MET: **MATH/SCI**

### **COGS 310 - Research Methods in Cognitive Science**

This course provides students with a foundation to think critically about research in cognitive science and lays the groundwork for the original research that will be done in the senior year. We will examine primary literature, considering carefully the processes involved in moving from a general idea to a specific research question. We will consider the strengths and weaknesses of a range of approaches to studying cognition with a focus on experimental design. Laboratory sessions will introduce students to basic research tools and data collection. The course will culminate in an original research proposal. *Prerequisite: Cognitive Science 101 Corequisite: COGS 310L*

CORE REQUIREMENT MET: **INTERCULTURAL ? LAB SCIENCE**

## Neuroscience Elective

A final elective class can be selected from the 300 level classes listed above in Core Courses or one of the following 200- or 300-level classes in Biology, Cognitive Science, Kinesiology or Psychology.

### **BIO 221 - Molecular Biology**

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

CORE REQUIREMENT MET: **LAB-SCI**

### **BIO 224-524 - Genetic Analysis**

Intensive, concept-driven exploration of genetic information transfer between generations. Topics include: Mendelian principles; sex-linkage; chromosomal and fine structure genetic mapping; allelic and genetic interactions at the phenotypic level; principles of molecular genetics; and an introduction to the genetics of complex traits, developmental genetics and genomics. Includes one three-hour laboratory session per week plus two hours arranged. *Prerequisites: Chemistry 120 or 130 and Biology 130, or permission of instructor.*

CORE REQUIREMENT MET: **LAB-SCI**

### **BIO 226 - Cell Biology**

A course designed to provide a thorough understanding of the intracellular processes of eukaryotic cells. The course will discuss topics including the molecular basis of cellular organization, structure and function, cell motility, organelle biogenesis and function, cellular communication and signaling, and intracellular processes such as apoptosis and autophagy. Includes one three-hour laboratory session per week plus two hours arranged. Prerequisite: Biology 130.

CORE REQUIREMENT MET: **LAB/SCI**

### **COGS 230 - Mind, Brain, and Behaviour**

This course addresses the question: how can we understand the mind scientifically? We will explore answers to this question via a critical survey of neural and behavioral evidence bearing on the nature of core cognitive capacities, including perception, memory, emotion, decision-making, rationality, and consciousness. We will explore these sources of evidence in a comparative perspective, drawing on evidence of both human and (non-human) animal cognition to more adequately characterize the nature of cognition generally.

CORE REQUIREMENT MET: **MATH/SCI**

### **BIO 240-540 - Vertebrate Physiology**

Physical and metabolic activities of cells and tissues; properties of the cellular environment; regulatory and homeostatic functions of organ systems. *Includes one three-hour laboratory per week plus two hours arranged. Prerequisites: Biology 130 plus any other 100-level Biology course except Bio 103, or permission of instructor (Bio 130 may be taken concurrently).*

CORE REQUIREMENT MET: **LAB-SCI**

### **COGS 242 - Computational Approaches to Cognition**

Computational modeling provides important insights into how the mind/brain may work. We will

examine three different approaches that have been used to provide insights into cognition: symbolic methods, connectionism, and probabilistic methods. We will use computer software to explore how these approaches work in practice. Specific applications such as perception, language, and memory will be covered. The assumptions and limitations of each approach, as well as the metaphor of mind/brain as a computer, will be critically considered. This course has a mandatory laboratory component which will include both experimentation and computer programming. No previous programming background is required. *Prerequisite: Cog Sci 101 as prereq or coreq*

*OR prereq of Phil 225, Math 186, 210, 214, 252, or CS 157, 161, 165, or 211 OR permission of instructor*

CORE REQUIREMENT MET: **LAB-SCI**

### **COGS 292 - Brain Plasticity**

Mechanisms of brain development, growth, neurogenesis, maturation, and changes that occur during life. Emphasis will be placed on current literature and studies done in nonhuman animals and humans. We will also talk about what it takes to maintain a healthy brain. *Prerequisite: CogSci 101, 104, or permission of instructor.*

CORE REQUIREMENT MET: **MATH/SCI**

### **KINE 301 - Human Anatomy II**

A structural survey of the human body covering the nervous, endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, reproductive, and integumentary systems. Lecture will also include the special senses of vision, hearing and olfaction. *Includes one three-hour laboratory per week. Not open to Frosh*

CORE REQUIREMENT MET: **LAB-SCI**

### **PSYC 302 - Perception**

Consideration of contemporary research and theory related to sensation and perception. Topics ranging from sensory neurophysiology to phenomenology are covered. *Prerequisite: Psychology 101 or 102.*

CORE REQUIREMENT MET: **MATH/SCI**

### **PSYC 334 - Health Psychology**

Consideration of psychological influences on health and illness, including health-and illness-promoting behavior and lifestyles, cognitive and emotional processes, and social and institutional practices. *Prerequisite: Psychology 200 with a grade of C- or better.*

### **PSYC 336 - Evolutionary Psychology**

This course surveys the emerging field of Evolutionary Psychology. It begins with the historical, social, and political context of evolutionary theory, reviews tenets of modern evolutionary theory, explores the relationship between evolution and other change processes, and applies evolutionary reasoning to psychological phenomena and contemporary social issues.

*Prerequisite: Psychology 101 or 102.*

CORE REQUIREMENT MET: **MATH/SCI**

## **BIO 378-578 - Animal Behavior**

Emphasizes the evolutionary approach to the study of animal behavior, drawing broadly from the various disciplines within biology concerned with the factors that determine which organisms survive and reproduce. The course material will be divided into four broad categories: sensory capabilities, feeding patterns, spacing patterns, and reproduction. For each topic, theory and application will be presented. Students will analyze research papers and lead discussions on an aspect of each major topic. The laboratory portion of the course will focus on observational and experimental approaches to studying animal behavior in the lab and in the field. We will make use of local resources such as zoos, aquaria, wildlife conservation areas, veterinarians, and animal rehabilitation facilities. An independent research project is required. This course is designed for biology majors, although it would be appropriate for students from other majors. Includes one three-hour laboratory per week and weekend field trips to be announced. *Prerequisite: Any 100-level Biology course except Biology 103, or permission of instructor. Biology 270 and/or 280 are recommended.*

CORE REQUIREMENT MET: **LAB-SCI**

## ***Faculty***

### **Regular Faculty**

#### **Renee Baran**

*Associate Professor, Biology; Advisory Committee, Biochemistry; Advisory Committee, Neuroscience*

B.A., Macalester College; Ph.D., UC Berkeley

#### **Nancy Dess**

*Professor, Psychology; Advisory Committee, Kinesiology; Advisory Committee, Neuroscience*

B.A., UCLA Ph.D., University of Minnesota

#### **Carmel Levitan**

*Associate Professor, Cognitive Science; Advisory Committee, Neuroscience*

B.A., Stanford University; Ph.D., UC Berkeley

#### **Diana Card Linden**

*Professor, Cognitive Science; Advisory Committee, Neuroscience*

A.B., M.A., Ph.D., University of California, Los Angeles

#### **Anne Schell**

*Professor, Psychology; Advisory Committee, Neuroscience*

B.S., Baylor University; M.A., Ph.D., USC

#### **Joseph Schulz**

*Associate Professor, Biology; Advisory Committee, Biochemistry; Advisory Committee, Neuroscience*

B.S., Indiana University; Ph.D., UC San Diego

**Aleksandra Sherman**

*Assistant Professor, Cognitive Science; Advisory Committee, Neuroscience*  
B.A., Rutgers University; Ph.D., Northwestern University

**Kerry Thompson**

*Associate Professor, Biology; Advisory Committee, Biochemistry; Advisory Committee, Neuroscience*  
B.A., M.A., Ph.D., UCLA

## ***Philosophy***

The practice of philosophy provides students with the skills of conceptual analysis, logical reasoning, and critical thinking. These skills are intrinsically valuable throughout one's life and apply to a wide variety of professions, including law, medicine, education, journalism, business, public policy, and government. In addition, the methods and skills developed in a philosophical education aim to provide students with the intellectual grounds for reflecting on their beliefs, to recognize the strengths and weaknesses of alternative beliefs, and to understand how philosophical ideas have shaped their culture and history. Studying philosophy will help students develop these intellectual grounds. In both these respects, the mission of philosophy promotes responsible citizenship, social and economic justice, and the recognition of and respect for differences among groups and between individuals.

### ***Requirements***

**MAJOR:** Ten courses (40 units) in philosophy are required for the major, including Philosophy 210; Philosophy 225; Philosophy 230; six additional courses in philosophy, three of which are upper division (in the 300-series); Philosophy 490. Philosophy 101 can be counted toward the six additional courses in philosophy, but is not a required course.

The three upper division courses must meet the following distribution requirements: one must concentrate on the history of philosophy (300; 305; 310), one on moral and political philosophy (300; 310; 330; 340; 345; 350), and one on metaphysics and epistemology (305; 325; 355; 360; 365; 370; 375; 380; 385). One course can fulfill two distribution requirements. For example, Philosophy 305 can count both toward the history of philosophy and metaphysics and epistemology; and Philosophy 300 and Philosophy 310 can count both toward the history of philosophy and moral and political philosophy.

The flexibility of the major allows students to pursue the study of philosophy broadly, or to tailor a course of study to their philosophical interests. The following course clusters are intended as guides for students interested in concentrating their studies toward a specific philosophical interest. These suggestions should supplement, rather than replace, significant and frequent discussion with a faculty adviser concerning designing and executing a coherent plan of study within the major.

**Students interested in Law and Politics:**

Philosophy 230: Introduction to Ethics

Philosophy 240: Philosophy of Race  
Philosophy 235: Feminism and Philosophy  
Philosophy 255: Environmental Ethics  
Philosophy 300: Topics in Classical Philosophy  
Philosophy 310: Hobbes to Kant  
Philosophy 330: Globalization and Justice  
Philosophy 340: Philosophy of Law  
Philosophy 350: Contemporary Classics in Political Philosophy

**Students interested in Physics and Mathematics:**

Philosophy 285: Paradoxes  
Philosophy 325: Metalogic  
Philosophy XXX/Mathematics 354: Set Theory and Foundations of Mathematics  
Philosophy 355: Philosophy of Space and Time  
Philosophy 360: Philosophy of Science  
Philosophy 365: Philosophy of Science  
Philosophy 375: Theory of Knowledge  
Philosophy 380: Wittgenstein  
Philosophy 385: Metaphysics

**Students interested in Health and Bioethics:**

Philosophy 230: Introduction to Ethics  
Philosophy 240: Philosophy of Race  
Philosophy 245: Bioethics  
Philosophy 255: Environmental Ethics  
Philosophy 365: Philosophy of Science

**Students interested in Philosophy of Psychology and Cognitive Science:**

Philosophy 325: Metalogic  
Philosophy 360: Philosophy of Mind  
Philosophy 365: Philosophy of Science  
Philosophy 370: Philosophy of Language  
Philosophy 375: Theory of Knowledge  
Philosophy 380: Wittgenstein

**Students interested in the History of Philosophy:**

Philosophy 205: Introduction to Ancient Thought  
Philosophy 210: Historical Introduction to Philosophy  
Philosophy 230: Introduction to Ethics  
Philosophy 300: Topics in Classical Philosophy  
Philosophy 305: Topics in Modern Philosophy  
Philosophy 310: Hobbes to Kant  
Philosophy 380: Wittgenstein

**WRITING REQUIREMENT:** Students majoring in Philosophy will satisfy the final component of Occidental College's college-wide writing requirement by completing at least one writing-intensive upper division philosophy course with a grade of B-or higher (or appropriate course work). Students should familiarize themselves with the departmental requirement at the time of declaring the major. See the Writing Program and consult the department chair for additional information.

**COMPREHENSIVE REQUIREMENT:** Graduating seniors in philosophy enroll in Philosophy 490, the Senior Seminar, in the fall semester. The comprehensive requirement is met by achieving a grade of C or better in the seminar.

The work of the seminar includes the writing of a research paper in philosophy. Students may choose from among the following three options: (1) A new paper on a topic previously studied in prior courses or summer research. The new paper must significantly advance the earlier work. (2) A critical book review based on a recent book in philosophy. (3) A paper on a topic chosen in consultation with a faculty member in philosophy. In all cases the goal of the comprehensive project is to synthesize and advance the senior philosophy major's understanding of a major area of philosophy through the critical examination of an independently chosen topic, guided by faculty mentors, and carried out with the support of all the philosophy seniors.

The professor for the course is one of two readers for the senior comprehensive paper. Seniors select and work with a second philosophy professor who serves as the second reader. Selection of a second reader is done in consultation with the professor teaching the senior seminar. Students enrolled in the Senior Seminar present their work to the campus community in mid November. The letter grade for Philosophy 490 is based on the quality of the comprehensive paper, the quality of contributions to the seminar discussions in Philosophy 490, and the quality of oral presentations. The philosophy faculty as a whole determines final grades. Work judged as exceptional will result in the designation "pass with distinction." In addition, if the essay passes with distinction and the student's overall GPA is 3.25 or better, with 3.5 or better in philosophy, the student receives honors in philosophy.

**MINOR (updated 12/5/11):** Five courses (20 units) in Philosophy, including Philosophy 225. At least one course must be an upper division course (in the 300 series). Students who wish to craft a narrowly focused course of study for the minor should consult a philosophy faculty adviser and the concentration guides above (listed under "Philosophy Major").

**INTERDEPARTMENTAL MAJOR IN COGNITIVE SCIENCE:** See Cognitive Science.

**GRADUATE STUDY IN PHILOSOPHY:** Students interested in pursuing graduate study in philosophy should contact a faculty adviser as early as possible for assistance crafting an appropriate course of study both in philosophy and relevant cognate fields.

**HONORS:** There is no special class associated with honors. Honors in philosophy is awarded in recognition of excellence in work done for the senior essay, and will be determined by the philosophy faculty as a whole once final versions of the senior essays have been submitted. Seniors need a 3.5 GPA in philosophy, distinction in their senior comprehensives paper, and a 3.25 GPA overall to be considered for

Departmental honors. See the Honors Program and consult the department chair for further details.

## ***Courses***

### **101 - Introduction to Philosophy**

An exploration of some of the main issues in philosophy. Philosophical inquiry is an

examination of the concepts we use to make sense of our world, our selves, and our predicament. Philosophical method employs the imagination to put those concepts under stress, by seeking to understand how we would employ those concepts in non-actual situations. Rod's Serling's classic television series *The Twilight Zone* (1959 - 1964) will serve as the catalyst to our imaginations and our shared experience as we take up the practice of philosophy.

CORE REQUIREMENT MET: **EUROPE and REGIONAL FOCUS**

## **205 - Introduction to Ancient Thought**

An examination of the problems in moral and political philosophy created by, and resulting from, the historical events surrounding Athens in the 5th Century B.C. The course will examine historical writings (Herodotus, Thucydides), Greek tragedy, Pre-Socratic thought and Plato, and developments in art, with as much reference as possible to their social and economic contexts.

CORE REQUIREMENT MET: **EUROPE • PRE-1800 and REGIONAL FOCUS**

## **210 - Historical Introduction to Philosophy**

We will address some of the fundamental issues in epistemology and metaphysics while reading selections from the works of some important philosophers throughout history. Among the issues addressed will be the existence of the external world, the relation between the mental and the physical, and the foundation of our knowledge of the future. Philosophers covered will include Berkeley, Descartes, Hume, and Kant.

CORE REQUIREMENT MET: **EUROPE • PRE-1800 and REGIONAL FOCUS**

## **225 - Formal Logic**

We will study the formal properties of arguments and sets of statements. This will involve learning two formal languages, the propositional calculus and the predicate calculus. Within these languages we will formalize the notions of validity, soundness, and consistency, and show how these properties can be tested.

CORE REQUIREMENT MET: **MATH/SCI**

## **230 - Introduction to Ethics**

This course will address some fundamental questions in ethics, such as: What is the best life for a human being? Should I be good? Can I be good? Is morality objective, subjective, or relative to one's society? Is there any relation between ethics and religion? What are our obligations to others, both friends and strangers? What are our obligations to non-human animals? We will read both classical and contemporary writings in ethics.

CORE REQUIREMENT MET: **INTERCULTURAL and GLOBAL CONNECTIONS**

## **235 - Feminism and Philosophy**

A critical analysis of contemporary feminist theories and their philosophical roots. Topics for discussion will include: equality, respect, meaningful work, parenting, friendship, sexual relations, abortion, rape, pornography, and prostitution.

CORE REQUIREMENT MET: **UNITED STATES and GLOBAL CONNECTIONS**

## **240 - Philosophy of Race**

This course will philosophically examine the concept of race and the way race informs identity. Topics include the reality of race, the origins and nature of the concept, and the extent to which race does and should impact our social and personal identities.

CORE REQUIREMENT MET: **INTERCULTURAL and GLOBAL CONNECTIONS**

## **250 - Bioethics**

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

CORE REQUIREMENT MET: **UNITED STATES and US DIVERSITY**

## **255 - Environmental Ethics**

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

CORE REQUIREMENT MET: **UNITED STATES and GLOBAL CONNECTIONS**

## **275 - Logic, Problem Solving and Education**

This is a second course in logic. It will introduce topics in modal logic, inductive logic, and non-classical logic building on the foundation provided by Philosophy 225. The course will have a significant CBL component involving teaching logic and critical thinking to local high school students. As part of the CBL component of the course students will design curriculum, read some philosophy of education, keep a journal, and write a reflection piece on their experience in the classroom. Prerequisite: PHIL 225

CORE REQUIREMENT MET: **MATH/SCI**

## **285 - Paradoxes**

Paradoxes and their resolution have played a significant role in the development of philosophy; they still have an influence on philosophy today. While Zeno's paradoxes of motion were first posed about 2000 years ago there is still not a consensus about what to say about them. Semantic paradoxes such as the liar paradox and the paradoxes of vagueness reveal problems with everyday concepts such as truth and implication. Supertasks reveal problems with our understanding of infinity. What to say about these problems, what they show us about how to understand space, time, infinity, truth and implication, for example, are some of the issues we will discuss in this class. We will examine various paradoxes, puzzles, and

purported paradoxes, and discuss different proposed resolutions to them.

CORE REQUIREMENT MET: **MATH/SCI**

## **290 - Art: Form, Meaning, Value**

This course will explore foundational questions in the philosophy of art: What is art? Is there a quality, or feature, or function that all works of art share? How does art get its meaning? Does the artist or the viewer (or both, or neither) determine the meaning of an artwork? (Why) do we value the authenticity or originality of an artwork? What determines whether something is a good work of art? Can art make us better (or worse) people? Can good works of art have morally bad properties? How can we be moved by fictions (that is, how can we fear the monsters of horror films)?

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

## **300 - Topics in Classical Philosophy**

An examination of the moral and political philosophies of Socrates, Plato, and Aristotle. Questions for discussion will include: how should I live and what sort of person should I be? What is the nature of happiness? Can I be happy and also morally vicious? Do I have any good reason to act in the interests of others when they conflict with my own interests? What is the nature of justice and the just state? How do states affect our desires and aims? *Given in alternate years.*

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

## **305 - Topics in Modern Philosophy**

A detailed examination of some central philosophical texts from the 17th and 18th centuries.

CORE REQUIREMENT MET: **EUROPE ? REGIONAL FOCUS ? PRE-1800**

## **310 - Hobbes to Kant**

An examination of four great figures in Western moral and political philosophy of the 17th and 18th centuries: Thomas Hobbes, John Locke, David Hume, and Immanuel Kant. Topics to be discussed include: the basis of political obligation, the nature of the just state, the basis of human rights and the right to property, the nature of human reason and its relation to passion, and the foundation of moral obligation. *Given in alternate years.*

CORE REQUIREMENT MET: **EUROPE, REGIONAL FOCUS, PRE-1800**

## **325 - Metalogic**

A survey of results in the metatheory of first order logic, including consistency, completeness, decidability, and undecidability. *Prerequisite: Philosophy 225, Mathematics 210, or permission of instructor.*

CORE REQUIREMENT MET: **MATH/SCI**

## **330 - Globalization and Justice**

This course examines various theories of justice in international relations and evaluates them according to a range of practical problems facing globalization. Typically, we shall start by

exploring the tension between universal values and cultural relativism, which underlies much of the theory and practice of international relations. We will then examine this tension in a number of controversies concerning globalization, including war and peace, international political economy and distributive justice, environmental issues, human rights, and terrorism.

CORE REQUIREMENT MET: **INTERCULTURAL and GLOBAL CONNECTIONS**

### **333 - Transnational Justice**

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

CORE REQUIREMENT MET: **INTERCULTURAL**

### **340 - Philosophy of Law**

The course covers both analytical and normative jurisprudence and provides students with a comprehensive foundation for study of the law. Analytical jurisprudence examines the nature and justification of the law including alternative conceptions like natural law theory, positivism, critical legal studies, and law and economics. In addition, the course covers the problem of legal interpretation and the role of judicial review in constitutional democracies. Normative jurisprudence concerns the ethical issues raised by the law including freedom of expression and hate speech, freedom of religion and the separation of church and state, civil liberties and rights, theories of punishment and the death penalty, and equal protection doctrine.

CORE REQUIREMENT MET: **UNITED STATES and US DIVERSITY**

### **345 - Contemporary Moral Philosophy: Authenticity, Identity, and Freedom**

This course focuses on some issues in moral philosophy that arise for us as reflective and responsible citizens in a multicultural world. Topics for discussion will include: to what extent am I free, and to what extent am I the product of circumstances beyond my control? What is the nature of moral agency and moral responsibility? How can I live authentically and establish my own identity? How ought I to relate to the majority and minority cultures that surround me and of which I may be a part?

CORE REQUIREMENT MET: **UNITED STATES and US DIVERSITY**

### **350 - Contemporary Classics in Political Philosophy: Justice, Liberty, and Equality**

This course focuses on John Rawls's *Theory of Justice*, arguably the greatest work in political philosophy since the 19th century. Attention will also be given to two important, but differing, responses to Rawls, in the work of Robert Nozick and Susan Okin. Topics for discussion will include: what is the nature of the just state? Can a just state guarantee both the liberty of its citizens and their equality? Which economic distributions are just? Is there a right to property,

and if so what is its basis? What is the best life for human beings, and how far can a just state go in providing that life for its citizens?

CORE REQUIREMENT MET: **UNITED STATES and GLOBAL CONNECTIONS**

### **355 - Philosophy of Space and Time**

The course will cover such topics as whether space and time exist, how we know what the geometry of space and time is, whether any sense can be made of the claim that time has a direction, and the "paradoxes" of time travel. We will examine these questions in the context of both pre-relativistic and relativistic theories. The readings will range from historical figures, such as Newton, Leibniz and Mach, to contemporary work by both philosophers and physicists, including Hawking, Thorne and Sklar. This course does not require previous exposure to Special or General Relativity and will not require as a prerequisite technical skills that go beyond high school mathematics and physics, but the student is expected to be comfortable with algebraic and geometric reasoning.

CORE REQUIREMENT MET: **INTERCULTURAL and GLOBAL CONNECTIONS**

### **360 - Philosophy of Mind**

A philosophical treatment of consciousness (including sensation, mental imagery, and emotion) and intentionality (including mental representation and "aboutness"). Questions to be asked include: "Is it possible to construct a computer which feels pain?" "What is the status of our folk psychological concepts concerning consciousness?" "Is intentionality the mark of the mental?" and "What is the relation between thought and language?" *Given in alternate years.*

CORE REQUIREMENT MET: **UNITED STATES and REGIONAL FOCUS**

### **365 - Philosophy of Science**

We will look at a number of episodes in the history of science. Among the issues that will be addressed will be the following: When should we consider evidence as confirming a theory? What considerations should we use to decide between competing theories? Should we view our best theories as true or merely empirically adequate? Can there be a logic of scientific discovery? We will read works by philosophers and scientists including van Fraassen, Reichenbach, Feyerabend, Newton, and Galileo.

CORE REQUIREMENT MET: **MATH/SCI**

### **370 - Philosophy of Language**

We will examine a number of recently proposed accounts of meaning, truth, and reference. Issues that will come up will be whether there could be a private language, what the role of mental content is, how we should understand metaphor, and whether truth is a redundant notion. Philosophers covered include Frege, Russell, Tarski, Quine, Putnam, Kripke, and Searle. *Given in alternate years.*

CORE REQUIREMENT MET: **EUROPE and REGIONAL FOCUS**

### **375 - Theory of Knowledge**

This course will examine: (1) the theories of knowledge of such philosophers as Price, Russell, and Chisholm ("Foundationalists"), (2) some of their critics, such as Sellars and Quine, and (3)

recent work in naturalized epistemology.

CORE REQUIREMENT MET: **UNITED STATES and US DIVERSITY**

### **380 - Wittgenstein**

Ludwig Wittgenstein (1889-1951) is a central figure in the two most important philosophical traditions of the twentieth century: First, the attempt early in the century to characterize language, thought and the world in terms of the newly available formalism of modern logic, and second, the attempt to show that any such formalization will fail to do justice to the rich complexity of language as a form of life, a form inseparable from the social and historical context from which it springs. We will examine two principal works, the *Tractatus Logico-Philosophicus* and the *Philosophical Investigations*. There will also be some treatment of the historical and philosophical context of Wittgenstein's work and life.

CORE REQUIREMENT MET: **EUROPE**

### **385 - Metaphysics**

The course will focus on contemporary readings that raise some of the most fundamental issues in metaphysics. The following questions are among those that will be addressed: Can we make sense of the idea that we are free agents? Can we understand the concept of causation? Is there a compelling argument for the existence of God? Is there any sense to be made of the claim that some claims are true by necessity while others are only contingently true? Are there true mathematical claims?

CORE REQUIREMENT MET: **UNITED STATES**

### **397 - Independent Study in Philosophy**

*Prerequisite: permission of instructor.*

2 or 4 units

### **490 - Senior Seminar in Philosophy**

*Prerequisite: senior standing in philosophy.*

## ***Faculty***

### **Regular Faculty**

#### **Carolyn Brighthouse**

*Professor, Cognitive Science, Philosophy*

B.A., University of Liverpool; M.A., Ph.D., University of Southern California

#### **Marcia Homiak**

*Professor, Philosophy*

A.B., Mount Holyoke College; Ph.D., Harvard University

#### **Clair Morrissey**

*Assistant Professor, Philosophy*

B.A., University of Michigan, Ann Arbor; M.A., University of North Carolina, Chapel Hill; Ph.D., University of North Carolina, Chapel Hill

**Saul Traiger**

*Professor, Cognitive Science, Philosophy*

B.A., State University of New York, Binghamton M.A., Ph.D., University of Pittsburgh

## On Special Appointment

**Dylan Sabo**

*Adjunct Assistant Professor, Philosophy*

Ph.D., University of North Carolina, Chapel Hill

## Physics

The Physics department provides an education in the fundamental processes of the physical world with thorough study in both the classroom and laboratory. After completion of the program, a physics student will have excellent analytical and problem-solving skills in addition to ample hands-on laboratory experience. The Physics major is excellent preparation for professional or graduate work in physics, engineering, and related fields. In addition, a physics major finds that he or she is an attractive applicant for medical, business, or law school, as well as having an excellent foundation for science teaching.

In addition to the full spectrum of undergraduate coursework, the department offers many opportunities to participate in research projects both on and off campus. Qualified students may begin research projects as early as their first year. Current research activities in the department include experimental investigations in Astrophysics, Condensed Matter Physics, Plasma Physics, and Materials Science, theoretical investigations in Cosmology and Particle Physics, and theoretical and numerical investigations in complex systems. Departmental resources include well-equipped research and instructional laboratories, as well as laboratory space for qualified students to carry out independent investigations of their own. Many students have also participated in projects at nearby institutions such as the California Institute of Technology and the Jet Propulsion Laboratory.

Students who wish to do advanced work in physics or engineering should complete the introductory physics sequence (Physics 110, 117, 120) as early as possible. These courses provide a foundation in both classical and modern physics. Fundamental understanding and procedures in analytical physics are stressed throughout. This sequence is recommended to all students who have an aptitude for scientific work and who are acquiring a strong background in mathematics, including an introduction to differential and integral calculus. Students with a strong high school physics background or a high score on the Physics AP examination may wish to consider Course Exemption by Examination, whereby the student can be exempted from some or all of the courses in the introductory sequence.

Physics majors typically begin taking courses at the intermediate level by the end of Sophomore year, and are encouraged to complete required 300-level courses by the end of Junior year. This schedule prepares a student for the widest array of 260- and 360-series

courses.

Of special interest are the three series of physics courses numbered 160-169, 260-269, and 360-369. These courses cover special topics as well as subjects of active research interest within the Physics department. The 160 series is designed for non-science students interested in varying aspects of physical science. These courses have few prerequisites beyond algebra and trigonometry and many are open only to students who have not taken Physics 110/115, 117, 120/125, or their equivalent. The 260 series of courses is open to anyone who has completed Physics 120 or 125. The prerequisites for 360-series courses vary, but generally require physics beyond Physics 120 or 125

## ***Requirements***

**MAJOR:** The major is designed to appeal to students who wish to prepare for professional or graduate work in physics as well as those who wish to study physics but have other career goals. The program for physics majors is composed of the Physics Foundation and one of the five Options listed below. Students can also supplement their programs by taking courses at the California Institute of Technology under the exchange program.

**Physics Foundation:** All physics majors must complete a core of four physics courses called the Foundation. In addition to the three-term introductory sequence (Physics 110 or 115, 117, 120), the Foundation includes a course in Modern Physics with laboratory (Physics 240). Accompanying these physics courses must be work in mathematics including Multivariable Calculus (Math 212) and Linear Systems (Math 214).

**Options:** In addition to the Foundation, all physics majors must complete one of the following Physics Options. Upon graduation, the student's transcript will list both the major (Physics) and the chosen Option.

Some of the five Options require Physics Selectives, which are courses from the 260 or 360 series, or 300-level courses below 390 not otherwise required for the Option.

**Physics Option (28 units):** Physics 310, 315, 316, 320, 330, 340, 350 and four units of Physics Selectives. This option is recommended for students who wish a thorough background in physics and for those who wish to pursue professional or graduate work in physics or engineering.

**Mathematics Option (32 units):** Physics 310, 320, 350, four units of Physics Selectives and eight additional units from any other 300-level Physics courses below 390. Also required are at least eight units in Math or Computer Science numbered above 300 and below 397 (these courses must be in addition to those required math courses listed in the Foundation). This option is recommended for students who wish a broader mathematics or computer science background.

**Chemistry Option (32 units):** Chemistry 120 or 130, 220, 221, and 240. Also required are

Physics 310, 320, either 330 or 350 and either Physics 340 or Chemistry 305. This option is recommended for students who wish a broader physical science background.

**Geology Option (32 units):** Geology 105, 225, 235; and either 245 or one 300-level Geology course. Also required are Physics 310; Physics 320 or 330; and one selective. (Both Physics 320 and 330 are strongly encouraged.) This Option is recommended for students who wish to pursue careers in geology or geophysics.

**Education Option (28 units):** Physics 320 and twelve units of Physics Selectives. Also required are Education 201, 205, and 341. Education 314 is highly recommended. This option is recommended for students who wish to pursue careers in secondary science education.

**Physics "Capstone":** All physics majors must complete the Senior Seminar, Physics 490 and 491. Majors participating in an off-campus program during the Senior year may repeat 490 or 491 to satisfy this requirement.

**COMPREHENSIVE REQUIREMENT:** The comprehensive requirement for majors is met by completion of the year-long Senior Seminar (Physics 490/491) with a grade of C or better and by passing a comprehensive examination on the material covered in the Physics Foundation.

**WRITING REQUIREMENT:** The Physics Department's portion of the College Writing Requirement can be satisfied with a passing evaluation of a student portfolio. The portfolio will consist of two items: one laboratory report from Modern Physics (Physics 240) and/or Advanced Laboratory (Physics 315/316), and one research report from Senior Physics Seminar (Physics 490/491). Students are encouraged to revise these reports before submitting the portfolio. Typical formats for the required writings will be presented in the related courses. The writing is expected to be clear, precise, and intelligible to someone who has completed the Physics Foundation. Proper spelling, grammar, and organization are essential.

A student may submit a portfolio only once. The portfolio will be evaluated on a pass/fail basis by a departmental committee which will meet each semester to consider portfolios received by the last day of classes. Failing students may fulfill the departmental writing requirement by obtaining a grade of C or better in Writing and Rhetoric 401, Writing Across the Curriculum.

Students who would like to improve their writing skills in advance of taking Physics 240, 315, 316, 490 or 491 may elect to take Writing and Rhetoric 401 in their Junior or Senior year; a grade of C or better will satisfy the Physics Department's portion of the College Writing Requirement.

The portfolio is normally submitted at the end of the semester when the student completes the first semester of 490/491. The latest students can submit a passing portfolio is the last day of classes in their penultimate semester. Students who fail to do so must enroll in English Writing 401 in their final semester and pass with a grade of C or better.

If English Writing 401 is not offered in the student's final semester, another English Writing course may be substituted with the approval of the department.

**MINOR:** The Physics courses of the Foundation and eight units of Physics Selectives.

**COMBINED PLAN IN LIBERAL ARTS AND ENGINEERING:** The program for majors

provides for entrance into the Combined Plan Programs (3-2) at Columbia University and the California Institute of Technology. Students interested in engineering should consult the combined plan page for details of these programs.

**HONORS:** Senior physics majors with an overall grade point average of 3.25 are permitted to present an oral and written thesis on their research for College Honors consideration at graduation. See the Honors Program and consult the department chair for details.

## ***Courses***

### Introductory Physics Courses

**Students seeking to fulfill a core science requirement in physics should consider one of the 160-series of courses listed below.**

#### **110 - Introductory Mechanics**

Covers classical mechanics, including kinematics and dynamics of particles and rigid bodies, conservation laws, and examination of specific force laws. *Includes one three-hour laboratory per week. Prerequisites: A Calculus 1 course (may be taken concurrently).*

CORE REQUIREMENT MET: **LAB-SCI**

#### **115 - General Physics I**

The first of a two-course introduction to physics designed for life science and premedical students. Topics include Newton's laws of motion, gravitation, work and energy, conservation laws. *Includes one three-hour laboratory per week. Courses with multiple lecture sections may require evening examinations. Prerequisites: A Calculus 2 course (may be taken concurrently); or permission of instructor.*

CORE REQUIREMENT MET: **LAB-SCI**

#### **117 - Waves and Thermal Physics**

An introduction to the physics of waves with examples from optics, acoustics, and modern physics. Also an introduction to thermodynamics, including the first and second law of thermodynamics, kinetic theory, heat transport and phase transitions. Includes one three-hour lab per week. *Prerequisite: Physics 110 or 115, and a Calculus 2 course (may be taken concurrently).*

CORE REQUIREMENT MET: **LAB SCIENCE**

#### **120 - Introductory Electricity and Magnetism**

Introduction to electricity and magnetism, electronic circuits, electromagnetic induction, and Maxwell's Equations. *Includes one three-hour laboratory per week. Prerequisites: Physics 110 or 115, and a Calculus 2 course; or permission of instructor.*

CORE REQUIREMENT MET: **LAB-SCI**

## 125 - General Physics II

The second of a two-course introduction to physics designed for life science and premedical students. Topics include electrostatics and electromagnetism, electric circuits, geometrical and physical optics. *Includes one three-hour laboratory per week. Courses with multiple lecture sections may require evening examinations. Prerequisites: Physics 110 or 115, and a Calculus 2 course; or permission of instructor.*

CORE REQUIREMENT MET: **LAB-SCI**

## The 160 Series

Designed for non-science students interested in different aspects of physical science, the courses numbered 160-169 rarely have prerequisites beyond algebra and trigonometry and many are open only to students who have not taken Physics 106, 110/115, 120/125, or their equivalents. Typically only one or two courses are offered from this series each year. The Department reserves the right to cancel classes with extremely small enrollments.

## 161 - Geek Toys

Exploration of physical laws and processes through simple and geeky-cool devices and demonstrations, many of which students will build themselves and keep. The toys will illuminate topics from across physics, including classical mechanics, thermodynamics, electricity, and magnetism. Course Fee: \$125 *Prerequisites: algebra and trigonometry, or permission of instructor. Not open to students who have completed Physics 110, 115, 120, or 125; or equivalent.*

CORE REQUIREMENT MET: **MATH/SCI**

## 162 - Astronomy

A survey of the solar system, stars and stellar evolution, galaxies and cosmology. *Prerequisite: algebra and permission of instructor.*

CORE REQUIREMENT MET: **MATH/SCI**

## 163 - Physics as a Liberal Art

A survey of classical and modern physics with an emphasis on basic principles and their applications. *Prerequisites: proficiency in high school algebra and trigonometry. Not open to students who have completed Physics 110, 115, 120, or 125; or equivalent.*

CORE REQUIREMENT MET: **MATH/SCI**

## 164 - Light

Identical in all respects to Physics 165 except that there is no lab component. Students attend regularly scheduled lectures for Physics 165, do the homework and take the 165 exams.

*Prerequisites: algebra and trigonometry, or permission of instructor. Not open to students who have completed Physics 110, 115, 120, or 125; or equivalent.*

CORE REQUIREMENT MET: **MATH/SCI**

### **165 - Light**

An introduction to optics and modern physics for both science and non-science majors. Topics include geometrical optics, physical optics, waves, special relativity, wave-particle duality, atomic and nuclear physics. *Includes one three-hour laboratory per week. Prerequisites: algebra and trigonometry, or permission of instructor. Not open to students who have completed Physics 110, 115, 120, or 125; or equivalent.*

CORE REQUIREMENT MET: **LAB-SCI**

### **166 - Spacetime Physics**

An introduction to the theory of special relativity for both science and non-science majors. Topics include Einstein's postulates, the geometry of relativity, the Lorentz transformations, and the structure of spacetime. *Prerequisites: algebra and trigonometry, or permission of instructor. Not open to students who have completed Physics 110, 115, 120, or 125; or equivalent.*

CORE REQUIREMENT MET: **MATH/SCI**

### **168 - Energy Conversions and Resources**

This course introduces the physics of energy and energy conversions. The goal of this course is to provide students with the tools to recognize and quantify the various energy conversion processes important to society. Fundamental concepts of conservation of energy, efficiency, work and heat will be introduced during the first half of the course. These concepts will provide a framework for topical information on global energy resources (renewable and nonrenewable), energy generation systems, and societal energy demands. *Prerequisites: algebra or trigonometry, or permission of instructor.*

CORE REQUIREMENT MET: **MATH/SCI**

### **197 - Independent Study in Physics**

Supervised investigation by students who have not yet completed Physics 320. *Prerequisite: permission of supervising instructor and approval of department.*

1 or 2 units

### **240 - Modern Physics**

Introduction to the physics of the twentieth century, emphasizing special relativity and elementary quantum mechanics. Includes the breakdown of classical concepts; light quanta and matter waves; Schrödinger equation and solutions in 1 and 3 dimensions; hydrogen atom, exclusion principle, and the periodic table. Other topics include a selection from atomic, nuclear, particle, and condensed-matter physics. *Includes one three-hour laboratory per week. Prerequisites: Physics 110 or 115, 117 and Physics 120; or permission of instructor.*

CORE REQUIREMENT MET: **LAB-SCI**

### **250 - Thermal and Statistical Physics**

Connects the microscopic properties of the physical world with its macroscopic properties

using classical and quantum statistics. Topics include classical and quantum ideal gasses, classical thermodynamics, phase transitions, and kinetic theory. *Prerequisites: Physics 106, Physics 110 or 115, and Physics 120; or permission of the instructor.*

CORE REQUIREMENT MET: **MATH/SCI**

## The 260 Series

Designed for students interested in different aspects of physical science at a deeper level than those in the 160 series, the courses numbered 260-269 are generally open to anyone who has completed Physics 120 or 125 or their equivalents. Typically only one or two courses are offered from this series each year. The Department reserves the right to cancel classes with extremely small enrollments.

### **261 - Simulations in Physics**

An introduction to the numerical solutions of problems in physics. Applications are drawn from classical dynamics, electrostatics, magnetostatics, relativistic dynamics, and chaotic systems. *Prerequisites: Physics 110 or 115; and Physics 120 or 125 and Computer Science 161; or permission of instructor.*

### **262 - Electronics**

Theoretical and experimental electronics fundamental to modern research. Includes one three-hour laboratory per week. *Prerequisite: Physics 120 or 125; or permission of instructor.*

CORE REQUIREMENT MET: **LAB-SCI**

### **263 - Measurement and Control of Instrumentation by Computer**

A laboratory based course covering the C programming language, the LabWindows CVI programming environment, and the use of D/A and A/D converters. *Prerequisite: Physics 120 or 125; or permission of instructor.*

CORE REQUIREMENT MET: **LAB-SCI**

### **264 - History of Physics**

This course will explore the interactions of physics and society through selected studies in the history of classical and modern physics. Course work will include reading and discussion of original and interpretive works, research papers, and oral presentations to the class.

*Prerequisites: Physics 110 or 115; and Physics 120 or 125; or permission of instructor.*

CORE REQUIREMENT MET: **EUROPE**

### **265 - The Substance of Substance**

An introduction to the fundamental constituents of matter and their interactions. Topics include quarks and leptons; symmetries and conservation laws; special relativity; the fundamental forces and their relationship; and the early universe. *Prerequisites: Physics 110 or 115; and*

*Physics 120 or 125 (may be taken concurrently); or permission of instructor.*

### **266 - Space, Time, and Black Holes**

An introduction to the theory of relativity. The first half of the course, focusing on special relativity, includes discussions of the relationship between space and time; mass and energy; and cause and effect. The second half of the course presents the fundamentals of the general theory of relativity, with an emphasis on the physics of black holes. *Prerequisites: Physics 110 or 115; and Physics 120 or 125; or permission of instructor.*

**CORE REQUIREMENT MET: MATH/SCI**

### **267 - Engineering Physics**

An introduction to the field of engineering. Students who have completed either of the introductory sequences in physics are well prepared to apply that knowledge to a wide variety of subjects. Applications covered include static equilibrium, elastic properties of materials, vibrations, thermodynamics, thermal properties of matter, fluids, waves and sound, DC circuits, and AC circuits. *Prerequisites: Physics 110 or 115; and Physics 120 or 125 (may be taken concurrently); or permission of instructor.*

**CORE REQUIREMENT MET: MATH/SCIENCE**

### **268 - Engineering Materials**

A complete engineering design includes an appropriate choice of construction materials. This course will introduce the science of materials used in a wide range of typical engineering applications. As time permits, topics will include the mechanical, elastic, thermal, electrical, magnetic and environmental properties of metals, polymers, ceramics, glasses, composites, and 'green' materials. *Prerequisite: Physics 120 or 125 (may be taken concurrently) or permission of instructor. Prerequisite: Physics 120 or 125.*

**CORE REQUIREMENT MET: Mathematics/Science**

### **269 - Special Topics in Physics I**

Special topics in physics, selected largely by student interest and requiring no more than introductory physics courses. Possible topics include: variational methods, celestial mechanics, chaos, nonlinear systems. *Satisfies a Physics Selective requirement.*

### **310 - Mathematical Methods in Physics**

Survey of the elements of advanced mathematical ideas and techniques typically used in physics. Physical examples and intuition will be emphasized throughout. Topics covered will include Div, Grad, and Curl; matrices, tensors, and groups; complex analysis, Fourier series and integrals; boundary and initial value problems; and special topics as time permits. *Includes one ninety-minute laboratory per week. Prerequisites: Physics 117 and 120; and Math 214 (may be taken concurrently with permission of instructor); or permission of instructor.*

**CORE REQUIREMENT MET: MATH/SCI**

### **315 - Advanced Laboratory I**

Selected experiments in modern physics. Special emphasis on research techniques, including literature search, analysis of data, and preparation of written reports. *Prerequisites: Physics 240 or permission of instructor.*  
2 units

### **316 - Advanced Laboratory II**

Selected experiments in modern physics. Special emphasis on research techniques, including literature search, analysis of data, and preparation of written reports. *Prerequisites: Physics 240 or permission of instructor.*  
2 units

### **320 - Analytical Dynamics**

Motion of particles, systems of particles, and rigid bodies. conservation laws; coordinate transformations, both stationary and moving; Hamilton's and Lagrange's equations. *Includes one ninety-minute laboratory per week. Prerequisites: Physics 117, Physics 120, and Math 214; or permission of instructor.*  
CORE REQUIREMENT MET: **MATH/SCI**

### **330 - Advanced Electromagnetism**

Electro- and magneto-statics, Maxwell's equations, electrodynamics, boundary value problems, radiation. *Includes one ninety-minute laboratory per week. Prerequisite: Physics 310 or permission of instructor.*  
CORE REQUIREMENT MET: **MATH/SCI**

### **340 - Quantum Mechanics**

The foundations of the theory of quantum mechanics with applications to physical systems. Formal development of the postulates of quantum mechanics, representation of states, angular momentum, spin, and perturbation theory. Applications include the harmonic oscillator, hydrogen atom, and Zeeman effect. Includes one ninety-minute laboratory per week. *Prerequisites: Physics 240 or Chemistry 305, and Physics 310, or permission of instructor.*  
CORE REQUIREMENT MET: **MATH/SCI**

### **350 - Statistical Physics**

Connects the microscopic properties of the physical world with its macroscopic properties using classical and quantum statistics. Topics include partition functions, classical and quantum ideal gasses, classical thermodynamics, phase transitions, and kinetic theory. *Prerequisite: Physics 240 and Physics 310 (may be taken concurrently)*  
CORE REQUIREMENT MET: **MATH/SCIENCE**

The 360 Series

Designed for students interested in advanced topics in physics, the courses numbered 360-369 have varying prerequisites but generally require physics beyond Physics 120/125. Typically only one or two courses are offered from this series each year. The Department reserves the right to cancel classes with extremely small enrollments.

### **361 - Computational Physics**

Many problems in physics can be formulated (i.e., written as equations) but not solved analytically. In such cases computational techniques are often employed to solve the equations and advance our understanding of the physics. This course provides an introduction to these techniques and their use. *Prerequisite: Physics 240*

### **362 - Cosmology**

At the turn of the century, a series of discoveries transformed the ancient study of cosmology into a rigorous and well-tested theory of the universe. After a brief introduction to general relativity, the equations governing the evolution of the universe will be developed and explored. Evidence in support of this standard model of cosmology and consequences will then be presented, including supernovae standard candles, the cosmic microwave background, big bang nucleosynthesis, dark matter and early-universe physics. The course will conclude with a presentation of recent topical subjects in this exciting field of study. *Prerequisites: Physics 117 and 240 or permission of instructor.*

### **363 - Solid State Physics**

An introduction to the physics of solids. Topics include free electrons, crystal structure, lattice vibrations, energy bands, and the electrical, magnetic, and optical properties of solids. *Prerequisites: Physics 240 or permission of instructor.*

### **364 - Plasma Physics**

An introduction to the physics of plasma, including charged particle motion in electromagnetic fields, plasma waves, plasma confinement, and non-linear effects. These ideas will be used to understand space and ionospheric phenomena, laser-plasma interactions, containment of matter and anti-matter, and energy generation by controlled nuclear fusion. *Prerequisites: Physics 120, 310, and Math 212.*

### **365 - Subatomic Physics**

Survey of the contemporary status of the quantum physics of subatomic particles and atomic nuclei. Emphasis is given to discussing and examining the fundamental constituents of matter (quarks and leptons) and the fundamental forces of nature (electromagnetism, the strong nuclear force, and the weak nuclear force). Topics include the classification and relationships among particles, properties of nuclei and nuclear interactions (such as fission and fusion), electroweak and quantum chromodynamic interactions, and the unification of the fundamental forces of nature. Applications to and insights derived from astrophysics and cosmology will also be included. Specific topics covered will be selected by the instructor. *Prerequisites: Physics 310 and 320 (may be taken concurrently); or permission of instructor.*

### **366 - Relativity**

Review of special relativity. Introduction to the fundamentals of general relativity and gravitation, with applications to cosmology. Topics include the big bang theory, primordial nucleo-synthesis, the dark matter problem, gravitational red shift and the expansion of the universe, stellar evolution, and black holes. *Prerequisite: Physics 310 or permission of instructor.*

CORE REQUIREMENT MET: **MATH/SCI**

### **368 - Nanoscience and Nanotechnology**

A critical analysis of the literature of nanoscience and nanotechnology. This course will examine the chemical and physical properties of quantum dots, carbon nanotubes, metal and semiconductor nanowires, and biomolecules and other nanometer scale structures useful in molecular electronics, chemical biology, and in building macroscopic structures with tailored properties from nanoscale components. Includes introductory instruction to scanning tunneling microscopy. *Prerequisite: Physics 240 or Chemistry 220; or permission of instructor.*

### **369 - Special Topics in Physics II**

Special topics in physics, selected largely by student interest. Prerequisites vary with subject area. Possible topics include: group theory in physics, applications of quantum mechanics in atomic, nuclear, and particle physics, introduction to relativistic quantum mechanics, nonlinear pattern forming systems, hydrodynamic instabilities, superfluidity and superconductivity, methods of material science. *Satisfies a Physics Selective requirement.*

### **395 - Research in Physics**

Research supervised by a member of the faculty. *May be repeated for credit. Prerequisite: approval of department.*

1 to 4 units

### **396 - Professional Internship**

Off-campus participation (up to full time) in the work of a major laboratory engaged in research and development that involves pure or applied physics. The student will take part in the ongoing technical work of the laboratory under joint supervision by a member of the laboratory's professional technical staff and Occidental physics faculty. Normally, formal application to the laboratory is required, and admission may be competitive. *Prerequisites: approval of department, supervising instructor, and the laboratory.*

2 to 12 units

### **397 - Independent Study in Physics**

Supervised investigation by properly qualified students. *Prerequisites: permission of supervising instructor and approval of department.*

1 to 4 units

### **400 - Physics Research Seminar**

A seminar course in which students and faculty will make weekly oral reports describing their ongoing research projects. *Prerequisite: a specific, ongoing research project.*

2 units

### **490 - Senior Physics Seminar I**

Students will participate in weekly seminars and conduct library-based research on topics in physics. Students will present one seminar and one written report on their work. *Completion of this course with a grade of C or better partially fulfills the comprehensive requirement for graduation with a degree in physics. Prerequisites: Physics 240, and Physics 320 or permission of instructor.*

2 units

### **491 - Senior Physics Seminar II**

Students will participate in weekly seminars and conduct library-based research on topics in physics. Students will present one seminar and one written report on their work. *Completion of this course with a grade of C or better partially fulfills the comprehensive requirement for graduation with a degree in physics. Prerequisites: Physics 240, and Physics 320 or permission of instructor.*

2 units

### **499 - Honors in Physics**

Supervised investigation by students admitted by the department to the Honors Program. *Prerequisite: permission of supervising instructor and approval of department.*

2 or 4 units

## ***Faculty***

### **Regular Faculty**

#### **Daniel Snowden-Ifft**

*Professor, Physics*

B.A., Swarthmore College M.A., Ph.D., UC Berkeley

#### **Dennis Eggleston**

*Professor, Physics*

B.S., M.S., Ph.D., UCLA

#### **Janet Scheel**

*Associate Professor, Physics*

B.S., University of Illinois, Urbana; M.A., M.S., Cornell University; Ph.D., Caltech

#### **George Schmiedeshoff**

*Professor, Physics*

Ph.D., University of Massachusetts at Amherst

**Alec Schramm**

*Professor, Physics*

B.A., Cornell University; M.A., Ph.D., Duke University

## On Special Appointment

**Jennifer Carson**

*Non Tenure Track Assistant Professor, Physics*

S.B., Massachusetts Institute of Technology; M.S., San Francisco University; M.S., Ph.D., University of California, Los Angeles

**Jean-Luc Gauvreau**

*Non Tenure Track Assistant Professor, Physics*

B.S. Universite Laval, Ste-Foy, Quebec, Canada; PhD. University of Maryland College Park

**Rafael Araya-Gochez**

*Non Tenure Track Assistant Professor, Physics*

M.A. Johns Hopkins, Ph.D Johns Hopkins

**Igor Umanskiy**

*Non Tenure Track Assistant Professor, Physics*

M.S., Saratov State University, Russia; Ph.D., Saratov State University, Russia

## Politics

Politics involves the study of power, influence and ideas in public and private life, at the personal, local, state, national, and international levels. The mission of the department of Politics is to provide our students with an understanding of politics, government, and public policy to prepare them to become well informed, curious, and engaged leaders in their communities, in their societies, and in our increasingly complex, interdependent, and pluralistic world. Graduates of the department have found this major provides an excellent basis for careers in law, education, business, public service, international affairs, politics, and media.

The department emphasizes putting theory into practice (praxis), and strongly encourages each of its majors to pursue a variety of off-campus and community-based learning opportunities. The College has programs in Los Angeles, New York, New Orleans, Washington, D.C., and overseas, as well as the Campaign Semester program through which students receive a full semester credit while working full-time on a political campaign. Politics majors regularly hold internships in government agencies, public interest organizations, media firms, businesses, and law firms around the country.

The Politics Department provides financial support for student research during the academic year and over the summer. The Reath/McKelvey and Anderson Fellowships support students working on a wide variety of projects in the United States and abroad. The Politics Department also encourages majors to pursue Undergraduate Research Fellowships for summer research in partnership with a faculty member and Research Abroad fellowships through the

## ***Requirements***

**MAJOR:** The major consists of Politics 101; two International Relations courses from Politics or DWA; the Department's course in social science Research Methods (Politics 300); and at least one course (4 units) from each of the following sub-fields: American Politics; Political Theory; Public Law; and Comparative Politics. Majors are also required to take a Junior Writing Seminar (Politics 272 and any 300-level Politics, DWA, or UEP course except Politics 300) that focuses on research and oral presentation skills. Majors must also take two other courses (8 units) in the department. In total, majors must complete at least 11 courses (44 units), which includes the senior comprehensive seminar. Economics 101 is strongly recommended. No course will count toward the Politics major that the student takes CR/NC.

**MINOR:** At least five courses (20 units) within the department, or courses accepted by the department in lieu of its own. Of these five courses, three (12 units) must be advanced courses (200-level and higher) taken from different sub-fields within Politics (American Politics, Political Theory, Public Law, Comparative Politics, and International Relations).

**WRITING REQUIREMENT:** Students majoring in Politics will satisfy the final component of Occidental College's writing requirement by successfully completing a writing seminar in their junior year. Politics 272 (Campaign Semester) and any 300-level Politics, DWA, or UEP course (except Politics 300) have been approved for meeting this requirement.

**THE SENIOR YEAR:** All politics majors must complete a Comprehensive Seminar in the spring of their senior year. Students will read and discuss political science journal articles that raise interesting questions for the field, combine theory with empirical data, and serve as models for their own senior thesis. Simultaneously, each student is asked to develop a senior thesis on a topic in one of the sub-fields of the major, demonstrating theoretical sophistication, an ability to find and evaluate sources of data, to develop and test hypotheses, and to argue a thesis. Papers are subjected to peer review and to a rigorous drafting process. All seniors are required to submit a proposal for their thesis by the end of September in their senior year. These proposals should state the research problem, demonstrate a significant command of the relevant bibliography, and include a tentative outline of major components in the study.

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

## ***Courses***

American Politics and Public Policy

*The following courses are accepted for Politics credit in the American Politics and Public Policy subfield: UEP 204 and 301.*

## **201 - Work and Labor in America**

Sooner or later, we all have to work-that is, get a job. Some people even have "careers." And some people are lucky enough to consider the work they do a "vocation" - something that is both intrinsically rewarding and useful to society. Work occupies our best waking hours. For most people, the nature of our work determines the quality of our daily lives. This course will focus on the varieties of work (in different industries and occupations); how people experience their work on the job; how society shapes the work we do; how work shapes our family lives, our friendships, our health, and our self-esteem; and how the nature of work is changing in our increasingly global economy dominated by large corporations and sophisticated technology. We will look at the future of work in the context of our changing economy, values, and technologies. We will pay particular attention to how organized groups ? labor unions, consumer groups, business associations, and others have influenced the nature of work. We will also explore how government action (public policy) has shaped how our economy works and the rules governing the work we do. These include such matters as wages, hours, flex time, family leave, job security, workplace health and safety, the quality of goods and services, and workplace participation. We will explore such questions as: What makes work satisfying or unsatisfying? How have such ideas as "professional," "career," "working class," "middle class," and "job security" changed? Why do we have increasing problems of low-wage work and even "sweatshops" in a wealthy society? How do such factors as education, skill, race, and gender influence the kinds of work we do and how we experience our work? What are the chances of getting injured or sick because of working in a specific job? How do people balance work/career and family responsibilities? Do people experience work the same way in other democratic countries? What can be done to make the world of work better?

CORE REQUIREMENT MET: **UNITED STATES and US DIVERSITY**

## **202 - Leadership in the Public and Private Sphere**

This seminar investigates leadership – in government, in business, in nonprofits – through the lenses of the social, behavioral and natural sciences, philosophy and the humanities. It surveys and introduces students to theories about leadership, models of leadership, questions about what makes leaders successful or not and in what contexts, and more. The readings are drawn from works from various disciplines that provide perspectives on leadership from those of Plato to those of present day scholars of leadership, management and public policy. *Prerequisite: POLS 101*

## **204 - Campaigns and Elections**

This course is an exploration and analysis of elections in the U.S., including campaign strategies, role of consultants, media impacts, power of money, the role of public opinion, as well as alternative electoral systems and campaign reform options. Course includes community based learning options in current electoral campaigns, including ballot initiative campaigns as well as candidate efforts. Class will include political leaders and practitioners (elected officials, campaign consultants, etc.) as guest speakers and ongoing analysis of election process and results.

## CORE REQUIREMENT MET: **UNITED STATES and US DIVERSITY**

### **205 - Latina/a Politics**

The purpose of this course is to examine the causes of the political transformation of contemporary Latino communities in the United States and to assess how these communities seek political empowerment as activists and as voter-citizens. The analysis will focus on understanding the institutional contexts of Latino life such as the economy, the state, and the cultural system on the one hand, and the voting behavior and electoral integration of Latinos, on the other hand. This approach concentrates on the identification and examination of the relationships between the following elements: (1) the various waves of Latino/a immigration to the United States; (2) state policies and social responses to Latinos' presence in the United States.; (3) the formation of a pan-ethnic identity and the tension between this identity and other in-group stratifications based on race, class, gender, national origin, and generation; and (4) the mobilization of Latinos as a voting bloc in congressional and presidential elections.

CORE REQUIREMENT MET: **UNITED STATES and US DIVERSITY**

### **206 - Race and American Politics**

This course is an exploration of the historical and continuing significance of race in the American political system. The relevance and role of race in shaping political institutions, public opinion, political behavior, and public policy will be examined. Special attention will be given to theoretical debates surrounding the meaning of race and how this changes depending on political context.

CORE REQUIREMENT MET: **UNITED STATES and US DIVERSITY**

### **207 - Los Angeles Politics**

This is a course about urban politics that takes Los Angeles as its case study. Because of the pattern of growth in the area, Los Angeles is broadly defined to encompass the city, the county, and the region. Since politics is the study of power we will examine power in the context of the city; who has it, who seeks it, how has it shifted over time, and what consequences result from it being exercised? Significant attention will be paid to the agency of those who have at various times had the least power in the city; how are they represented or not represented, how can they influence the exercise of power? Many look to Los Angeles as a paradigmatic city. We will query the appropriateness of this observation as we identify key concepts in urban politics, apply them to Los Angeles, and then consider how much Los Angeles sets, follows, or deviates from trends..

CORE REQUIREMENT MET: **UNITED STATES and US DIVERSITY**

### **208 - Movements for Social Justice**

Examination of the impact that social protest movements have had on our society -and lessons that can apply to the current period. Case studies of the agrarian revolt (the Populists), the labor movement, the women's movement, the civil rights movement, the peace movement, the student movement, the environmental movement, and the consumer/neighborhood movement. Topics include: What factors lead people to participate in social movements and political protest? Why do certain historical periods seem to feature large-scale protest and upheaval, while others do not? How are social and political movements related to mainstream politics, such as elections, political parties, voting, and lobbying? What is the role of leaders, activists,

and organizers? What strategies and tactics do movements employ? What does "success" mean for a protest movement? Do protest movements make a difference in achieving more social justice and changing public policy? In addition to classroom discussion, attendance at a weekly film series is required.

CORE REQUIREMENT MET: **UNITED STATES and US DIVERSITY**

## **262 - California Politics**

An exploration of California's rapidly-changing demographic, cultural, and political environment, including the historic gubernatorial recall election, impact of special interests, population trends, ethnic diversity, environmental challenges, policy issues in education, healthcare, and resource allocation. Students will have the opportunity to do internships at the state or local level in public policy settings. Guest speakers will include elected officials and other political leaders. Service learning/internships will be coordinated with Oxy's Center for Community Based Learning. Can we save the California Dream? Come find out.

CORE REQUIREMENT MET: **UNITED STATES and US DIVERSITY**

## **264 - Disaster Politics: New Orleans in the Wake of Hurricane Katrina**

This course is a "hands-on" experience requiring students to live in New Orleans for most of January, working to rebuild and restore the city while studying the politics of disasters, disaster recovery, federalism, local politics, grassroots politics, activism, race, and public policy.

*Prerequisite: permission of instructor.*

2 units

## **295 - Topics in Politics**

## **301 - Urban Policy and Politics**

This seminar focuses on the origin and development of cities, suburbs, and urban areas. It explores the causes, symptoms, and solutions to such urban problems as poverty, housing, transportation, crime and violence, pollution, racial segregation, and neighborhood change. It also examines how power is exercised by different groups, including business, citizens' groups, community organizations, unions, the media, mayors, and other government officials. The course will also examine the role of city planning and planners, conflict and cooperation between cities and suburbs, problems of urban sprawl, loss of open space, water and energy resources. Students will learn about federal urban policy and the role of cities in national politics. The course will also compare American cities with cities in Europe, Canada, and the developing world. Public policies to solve urban problems. *Prerequisite: UEP 101 or UEP 106 or POLS 101 or POLS 106 or permission of instructor. Same as UEP 301.*

CORE REQUIREMENT MET: **US DIVERSITY and UNITED STATES**

## **302 - The American Presidency**

This course examines the institution and practices of the American presidency. More specifically, it encourages students to analyze the role and structure of this office, as well as different ideas about presidential power and influence. Particular attention is paid to the presidency and policy making, media coverage, checks and balances, the Constitution, and

public opinion. *Prerequisite: Politics 101.*

CORE REQUIREMENT MET: **UNITED STATES and US DIVERSITY**

### **303 - Gender and American Politics**

This course examines how gender roles influence social position, political engagement, and allocation of power and resources in American society. Students will investigate why masculinity is often an attribute of those in power, and why "femaleness" correlates with disadvantages in affluence, value in society, and public policies. Students will also determine what changes in the conditions of men's and women's lives might change the gender dynamics of politics.

CORE REQUIREMENT MET: **UNITED STATES and US DIVERSITY**

### **336 - National Security In Practice:How Washington Works**

This course is an examination of how American national security policy is conducted and explores the principles, practices and problems related to contemporary American foreign policy making. The course will touch on the basic historical patterns of American foreign policy; however, it will focus on current practices and operation of the foreign policy machinery in Washington, as well as examine some contemporary cases to demonstrate how the system works. Close attention will be paid to the structures of national security decision-making involving the Presidency and the National Security Council, the Congress, the Departments of State and Defense, as well as the Intelligence Community, and other new national security agencies. For Politics, UEP and DWA majors only

## Applied Politics Courses

### **212 - Mobilizing Voters: Ethnographic Field Research**

This community-based learning course introduces advanced undergraduates (sophomores, juniors, and seniors) to the study of voter mobilization via an ethnographic research project in Los Angeles. As part of the Fall congressional elections, students will partner with community organizations in Los Angeles that are developing non-partisan Get Out the Vote (GOTV) initiatives. These organizations are based primarily in Latino/a and Asian-American communities. Students will study and evaluate these GOTV initiatives with the goal of analyzing, assessing, and reporting back on best practices in GOTV initiatives, especially in ethnic minority communities. Course time will be divided between the classroom and the field. Students will receive training in, and learn to critically evaluate, field research methods—especially in the area of qualitative, ethnographic research (interviews and observations). Students will also learn about the strategies, practices, and pitfalls of voter mobilization practices in urban communities. Offered Fall semester in even-years to coincide with the national elections. [Note, for Fall 2014 the organizations are: SCOPE (Strategic Concepts in Organizing Policy & Education), Community Coalition/EI Movimiento, Rock the Vote/CalPirg, and Advancing Justice Los Angeles.] *Open to sophomores, juniors, and seniors with permission of the instructor only.*

CORE REQUIREMENT MET: **INTERCULTURAL and US DIVERSITY**

## **260 - Community Law Internship**

The goal of the Community Law Internship is to provide students with an experiential understanding of the practice of public interest law and community lawyering. The Community Law Internship must be taken simultaneously with Politics 241, which establishes the theoretical foundation for the co-requisite courses through the exploration of scholarship in the areas of: progressive legal practice, community collaboration, critical reflection, social justice activism, and community organizing. The Community Law Internship allows students to learn through direct experience about the practice of public interest law in Los Angeles, as well as examine how social structures and related identity categories such as gender, race, ability, sexual orientation, and class interact on multiple levels to create social inequality. All students enrolled in the Community Law Internship work with a community-based legal organization engaged in public interest law practice a minimum of 12 hours each week. The unique approach of integrating Politics 240 and Politics 241 takes advantage of Occidental faculty expertise and the wide-range of community-based educational opportunities available in Los Angeles. *Prerequisite: Instructor permission. Corequisite: Politics 340.*

## **261 - New Orleans Internship**

This internship involves students living and working with the Lower Ninth Ward Living Museum and other community organizations in the Lower Ninth Ward for a week over the winter break, spring break, or summer break. Students will also complete coursework on the human causes and consequences of government inaction with Hurricane Katrina as part of this internship experience. *Prerequisite: Politics 101. 2 units.*

## **265 - Community Planning and Politics Practicum**

Why do cities “look” the way they do? What explains the characteristics and geographic patterns of the physical, social, and demographic landscape of cities? How can community members influence these characteristics and patterns? Part of the answer lies in understanding the practice of urban planning and its intersection with political processes. This course will introduce students to the history, issues, concepts, tools, and techniques of urban planning. In addition to examining a wide body of literature pertinent to the theory and practice of urban planning, students will also study and discuss current planning issues and politics in Los Angeles with a particular focus on community-based planning initiatives. What are the politics of planning in LA? To extend Harold Laswell’s description of the study of politics: Who Gets What, When, How in the sphere of urban planning in Los Angeles? This introduction will serve as a foundation for major community based research project conducted in partnership with local non-profit community based organizations engaged in the planning process. Students will develop community-based research, writing, and presentation skills. Through this course, students will gain an understanding of the impact that planning decisions have on the lives of city residents and how these community members can actively and effectively engage in the politics of planning. *Prerequisite: Politics 101 or UEP 101. Same as UEP 265.*  
**CORE REQUIREMENT MET: US DIVERSITY and UNITED STATES**

## **266 - Lobbying and Advocacy**

This course examines the techniques and strategies used by both professional lobbyists and community based advocates to influence elected and appointed government decision makers. The course will explore the impacts lobbyists and community activists have on decision makers

as they consider policy voices. The course will include discussions with elected and appointed government officials well as with professional lobbyists and community advocates. In addition to readings and speakers, the course will include case studies in order illustrate the concepts and provide students with real world examples viewed from multiple perspectives. Students will engage in role-plays in order to prepare and present a strategic plan to win support or oppose a community based project or citywide policy. Same as UEP 265. *Prerequisite: UEP 101 or POLS 101*

## **270, 271 and 272 - Campaign Semester**

Campaign Semester provides Occidental College students with an opportunity to learn about political campaigns and elections through first-hand experience. Students receive a full semester of college credit (16 units) while volunteering full-time in a Presidential, U.S. Senate, U.S. House, or gubernatorial campaign. The program is offered during Presidential and Mid-term elections (i.e., Fall 2014 and Fall 2016). Students can volunteer for a Republican or Democratic campaign, or a "minor" party if the campaign is set up to adequately supervise volunteers. The program is open to all Oxy students, regardless of major. Students who participate in Campaign Semester take the following three courses (Politics 270, 271, 272) simultaneously.

**Politics 270** - Students will participate in the daily activities of a campaign for United States President or United States Senate in a key "battleground" state. Students will gain experience in the highest level of politics and gain an understanding of how a national presidential campaign or a statewide United States Senate campaign is operated. Students will learn about political strategy, voter contact and turnout, messaging and polling, communications, volunteer recruitment and team-building, fundraising, and other key aspects of campaigns. The internship will involve working full-time (a minimum of 40 hours a week) from the first day of class until Election Day. Following that ten-week campaign fieldwork internship, students will return to campus and participate in two seminars as part of Campaign Semester. Campaigns involve long, hard days. The staff that students will work with will typically be working at least 14-16 hour days. Although students are required to work at least 8 hours a day, they are likely to work more. As part of the Campaign Fieldwork Internship, students will be required to read three books-biographies of each major party candidate and a book describing previous presidential campaigns. Students will be required to maintain an internship journal that will be handed in at the end of the 10-week internship. The journal will describe their activities (including the projects they work on, campaign meetings and events, relationship of the campaign to the media, and to constituency groups), the internal dynamics and work of the campaign, the different roles and tasks of staff and volunteers in the campaigns, the way the media reports on the campaign, the students' reflections on these matters, and, at the end, a summary of the campaign outcome. Students will be required to email the supervising Occidental faculty member at least once a week about their activities and reflections. The students will be supervised in the field by a campaign staff member. Students will participate, through teleconferencing, in a two-hour course meeting with other students and faculty three times during the semester. Students, who will be working in different parts of the country, will stay in touch with each other, as well as with the faculty, through Moodle, a web-based course management system. The system allows faculty members to post readings, facilitate discussions, give and receive assignments, etc. Students in various parts of the country will thus form a virtual classroom and on-line learning community. Some students may wish to document their experiences on the campaign trail, observe events, and interview staff and

volunteers, by making videos. If so, these should be posted to the faculty and other students via the internet. Enrollment limited to students participating in the Campaign Semester Program.

CORE REQUIREMENT MET: **UNITED STATES** and **US DIVERSITY**

8 units

### **Politics 271 - Seminar on Political Campaigns**

In this course, which will take place during the last five weeks of the semester, students explore theoretical and applied concepts pertaining to United States political campaigns. Students will examine the role of money, media, candidates, interest groups, leadership, gender, race, and political parties in terms of who wins and loses elections. Learning will take place through assigned readings, professor lectures, guest lectures from campaign experts and candidates, and peer dialogues. Student learning will be assessed by their contribution to the classroom experience (discussion, dialogue), discussion of assigned readings, and examinations. Enrollment limited to students participating in the Campaign Semester Program. 4 units.

CORE REQUIREMENT MET: **UNITED STATES** and **US DIVERSITY**

### **Politics 272 - Independent Study on Political Campaigns**

This course entails production of a 25-page research essay addressing a major question pertaining to campaigns in American politics. Each student will work with a professor to craft a high-quality research paper that enters the academic debate on their selected topic, incorporates extensive secondary data and existing research, and presents original analysis based on the student's campaign fieldwork. Enrollment limited to students participating in the Campaign Semester Program. Satisfies Junior Writing Requirement.

CORE REQUIREMENT MET: **UNITED STATES** and **US DIVERSITY**

### **280-286 - Washington Internship**

Washington Internship provides Occidental College students with an opportunity to learn about D.C. politics and policy making through first-hand experience through the Washington Internship Institute. Students receive a full semester of college credit (16 units) while volunteering full-time for a branch of government, a policy non-profit, or a media organization that covers politics. *Students who participate in Campaign Semester take the following three courses (Politics 280 and 281, and either 282, 283, 284, 285, or 286) simultaneously.*

#### **280 - Washington, D.C. Internship**

Students enrolled in the Washington Internship Institute in D.C. will work four full days per week in an internship in a political office, non-profit corporation, or for-profit company engaged in political or policy work. Enrollment limited to students participating in the Washington Internship Institute Program. Course fulfills upper-division American Politics credits for the major. *Prerequisite: Politics 101.* 8 units.

CORE REQUIREMENT MET: **UNITED STATES** and **US DIVERSITY**

### **281 - Seminar in Political Leadership**

Students enrolled in the Washington Internship Institute in D.C. are required to take a political leadership seminar that explores how active, global citizenship can advance career goals. This course develops leadership skills through the themes of public speaking, professional writing, networking, interviewing, and giving and receiving feedback. Enrollment limited to students participating in the Washington Internship Institute Program. Course fulfills upper-division American Politics requirements for the major. *Prerequisite: Politics 101.*

CORE REQUIREMENT MET: **UNITED STATES and US DIVERSITY**

### **282 - Seminar in Washington Politics: Environmental Law and Policy Studies**

Students enrolled in the Washington Internship Institute in D.C. are required to enroll in one of five courses on policy-making (282, 283, 284, 285, or 286). This course focuses on environmental law and public policy. Enrollment limited to students participating in the Washington Internship Institute Program. Course fulfills upper-division American Politics requirement for the major. *Prerequisite: Politics 101. Corequisites: Politics 280 and Politics 281.*

CORE REQUIREMENT MET: **UNITED STATES and US DIVERSITY**

### **283 - Seminar in Washington Politics: Global Public Health Policy**

Students enrolled in the Washington Internship Institute in D.C. are required to enroll in one of five courses on policy-making (282, 283, 284, 285, or 286). This course focuses on public health policy in a global context. Enrollment limited to students participating in the Washington Internship Institute Program. Course fulfills Comparative Politics requirement for the major. *Prerequisite: Politics 101. Corequisites: Politics 280 and Politics 281.*

CORE REQUIREMENT MET: **INTERCULTURAL and GLOBAL CONNECTIONS**

### **284 - Seminar in Washington Politics: Global Women's Leadership Development**

Students enrolled in the Washington Internship Institute in D.C. are required to enroll in one of five courses on policy-making (282, 283, 284, 285, or 286). This course focuses on women's leadership in a global context. Enrollment limited to students participating in the Washington Internship Institute Program. Course fulfills Comparative Politics requirement for the major. *Prerequisite: Politics 101. Corequisites: Politics 280 and Politics 281.*

CORE REQUIREMENT MET: **INTERCULTURAL and GLOBAL CONNECTIONS**

### **285 - Seminar in Washington Politics: Inside Washington Politics and Policies**

Students enrolled in the Washington Internship Institute in D.C. are required to enroll in one of five courses on policy-making (282, 283, 284, 285, or 286). This course focuses on politics and public policy in the Washington, D.C. context. Enrollment limited to students participating in the Washington Internship Institute Program. Course fulfills upper-division American Politics requirement for the major. *Prerequisite: Politics 101. Corequisites: Politics 280 and Politics 281.*

CORE REQUIREMENT MET: **UNITED STATES and US DIVERSITY**

## **286 - Seminar in Washington Politics: International and Foreign Policy Studies**

Students enrolled in the Washington Internship Institute in D.C. are required to enroll in one of five courses on policy-making (282, 283, 284, 285, or 286). This course focuses on international relations. Enrollment limited to students participating in the Washington Internship Institute Program. Course fulfills International Relations requirement for the major. *Prerequisite: Politics 101. Corequisites: Politics 280 and Politics 281.*

CORE REQUIREMENT MET: **INTERCULTURAL and GLOBAL CONNECTIONS**

## Comparative Politics and Area Studies

*The following courses are accepted for Politics credit in Comparative Politics and Area Studies subfield: DWA 230, 233, 234, 235, 236, 237, 238, 240, 310, 332, 333, 338, 340, and History 258.*

## **120 - Introduction to Comparative Politics**

Introduction to the major substantive concerns, methods, and purposes of comparative politics, focusing on broad "macro-level" analytical concepts (e.g., modernization and political development, dependency and world system perspectives, revolution and political violence, political culture, and elites) rather than descriptive information about particular political systems. However, a few political systems will be studied and used as cases for methodological discussions.

CORE REQUIREMENT MET: **INTERCULTURAL AND GLOBAL CONNECTIONS**

## **218 - Russian Relations With the World**

A careful examination of contemporary Russian foreign policy. The focus will be on the complex of foreign policy relationships that have developed in the geographical space and sphere of influence formerly occupied by the Soviet Union. Russia's relations with the United States, with Western Europe, with the Far East and with Central Europe will receive special attention. NATO expansion, arms control, the Balkan conflict, and Russian policy toward the new states of the Caucasus and Central Asia, and Russia's relations with international financial institutions will all be evaluated.

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

## **221 - Latin American Politics**

This course is an analysis of Latin American politics in the 20th century, with a focus on contemporary democratic politics. The course will discuss the historical, institutional, and social forces that have both accelerated and opposed democratization, and will cover topics of current concern to the region, including economic development, security and the rule of law, the design of political institutions, human rights, and social movements. *Prerequisite: Politics*

101.

CORE REQUIREMENT MET: **LATIN AMERICA and REGIONAL FOCUS**

### **223 - Dilemmas of Democracy**

Has the "Third Wave" of democratization ended? Will democracy continue to be the model for the future? This course will look at the dramatic increase in the number of democracies worldwide over the last thirty years, and at case studies that illustrate the political and economic factors behind the increasing number of "illiberal," "populist" and semi-authoritarian democracies; the impact of gridlock and corruption in contemporary democratic systems, including the United States; and the challenges democracies are facing in integrating formerly marginalized populations, including women, poor and the indigenous. It will examine the US policy of "democracy promotion," and the implications of these trends for the United States in a globalized world. *Prerequisite: DWA 101 or Politics 101.*

### **226 - Contemporary Chinese Politics**

This course is an introduction to 20th Century Chinese politics. The course will explore the historical background to the current Chinese situation. Students will also examine the politics of China under Mao and during the subsequent reform period, including the role of China in global politics.

CORE REQUIREMENT MET: **CENTRAL, SOUTH, AND EAST ASIA and GLOBAL CONNECTIONS**

### **227 - East Asian Politics: China, Japan, Korea, and Taiwan**

A comparative analysis of the history, culture, and contemporary politics of the four countries in the dynamic East Asian region: China, Japan, Korea, and Taiwan. This course will also cover the political economy of the East Asian industrialism.

CORE REQUIREMENT MET: **CENTRAL, SOUTH, AND EAST ASIA and REGIONAL FOCUS**

### **295 - Topics in Politics**

Topics in Politics

### **320 - Advanced Theories of Comparative Politics**

Critical examination of the major substantive concerns, methods, and purposes of comparative politics, focusing on broad "macro-level" analytical concepts (e.g., modernization and political development, dependency and world system perspectives, revolution and political violence, political culture, and elites) rather than descriptive information about particular political systems. However, a few political systems will be studied and used as cases for methodological discussions.

### **321 - Gender and Politics in the Developing World**

This course will explore the role of women in politics throughout the globe, with an emphasis on case studies from the developing world. Students will examine the development of policy changes that advance gender equality, paying attention to how the international system,

domestic institutions, and social movements play in this process. Students will also study how women attain and wield power in local and national politics. The course will further emphasize how gender politics intersects with other forms of identity politics, including race, ethnicity, and sexuality. The course is grounded in the study of comparative politics, and will draw primarily on examples from Latin America, Africa, the Middle East, and Asia. *Prerequisite: Politics 101 or 120 or DWA 101.*

CORE REQUIREMENT MET: **INTERCULTURAL and GLOBAL CONNECTIONS**

### **325 - Politics and Security in New Europe**

A comparative study of major political and security developments in Europe. The course will focus on political cultures, institutions and party systems in major countries. It will examine the evolution of Euro-institutions and current issues facing NATO and the European Union – including immigration and terrorism, a resurgent Russia, and the future of the transatlantic relationship. For Politics, UEP and DWA majors only.

CORE REQUIREMENT MET: **EUROPE AND REGIONAL FOCUS**

## Departmental Core Courses

### **101 - American Politics and Public Policy**

This course introduces students to the study of politics, the discipline of political science, and the development of public policy. Politics involves the study of power, influence, and ideas in public and private life, at the personal, local, state, national, and international levels.

Accordingly, our exploration will examine how power operates in a variety of settings and will include readings in political theory, American politics and law, comparative politics, research methods, and international relations. *Prerequisite: Open to Fresh and Sophomores, Juniors and Seniors by instructor permission only.*

CORE REQUIREMENT MET: **UNITED STATES and US DIVERSITY**

### **300 - Research Methods in Politics and Public Policy**

This course is an introduction to the process of conducting political science research including the formulation of research problems, research design, collection of data, and statistical analysis and interpretation. Participants will learn to analyze political science data using statistical packages in a lab setting. *Prerequisites: Politics 101.*

CORE REQUIREMENT MET: **MATH/SCI**

### **495 - Senior Comprehensive Seminar**

Politics majors are required to take Politics 495 in fulfillment of their senior comprehensive obligation. They, therefore, should have met, or be in the process of meeting, all requirements for the major. The Seminar meets in the spring semester, but students will be expected to submit proposals for their research papers in the fall semester prior to the actual meeting of the Seminar. The Seminar itself will engage all students in an analytical review of a wide range of materials from various aspects of the discipline and will require that students write a major

research paper in one particular sub-discipline of the field. Students qualifying for College Honors will be given an opportunity to write research papers that will be evaluated by the department for honors.

## International Relations and Foreign Policy

*The following courses are accepted for Politics credit in International Relations and Foreign Policy subfield: DWA 101, 201, 231, 241, 337, 342, and 343.*

### **130 - Introduction to International Relations**

This course is an introduction to the theories and practices of international relations with a focus on the United States and its relations with other state actors. This course will visit all of the important IR theories that help us understand and predict state behavior. These theories will be applied to real-world IR events in order to test their utility.

CORE REQUIREMENT MET: **INTERCULTURAL and GLOBAL CONNECTIONS**

### **232 - International Political Economy**

This course is an undergraduate survey of the field of international political economy (IPE). It is intended as an introduction for students who already have some background in the field of international relations and are interested in exploring international economic relations at a deeper level. The course covers major theoretical, empirical, and policy perspectives. The theme to be explored in this course is "National Interest vs. Global Governance?" - that is, we will explore the theory and history of international political economy as an extension of national interest and an arena for the development of global governance, and the question of whether or not these two dimensions of international political economy are compatible or competitive with each other. The first part of the course will cover the basic concepts and theoretical foundations of IPE. The focus is on core theoretical principles and approaches. The goal is to understand how theory is framed and "works," the potential inferences of this theory, and the issues of contention within the field. The second part of the course draws on the theoretical foundations to examine a set of specific international economic issue arenas, including international trade, finance and economic development. **SAME AS DWA 220**

### **233 - International Security**

This course is an introduction to international security and strategic studies. This field is fundamentally about both the use of force by and violent conflict among states and non-state actors. The course will be guided by general theoretical questions regarding security: How does violent conflict, or competitions shaped by the lurking possibility of such conflict, affect international relations and individual societies? How has the role of violent conflict in international politics changed since the end of World War II? What is the nature of security today? These general questions will frame explorations of more specific strategic questions. Such questions will include: How do states and non-state actors use force to persuade their

enemies to take (coercion) or refrain from taking (deterrence) a particular action? How can nations best prepare to prevent violent conflicts or to win them if they occur? What has determined success and failure, the intensity, duration, and consequences of military action? We will have a particular focus on emerging transnational security issues, intra-state security, and the relationship among security, development and state failure. Pursuing answers to these questions will require an approach that integrates theory, history and current events. **Same as DWA 250**

### **235 - United States Foreign Relations**

This course focuses on the evolution of U.S. foreign policy in recent Administrations, with special emphasis on the post-Cold War period. Attention is paid to American policy toward "emerging issues," for example, the global environment, development policy in the North/South dialogue, ethnic violence and nationalist civil wars, human rights and humanitarian relief. It explores how policy is formulated and implemented, and analyzes the relationship of foreign policy to American economic and defense policies. It examines U.S. policy toward major regional power configurations-in Europe, the Far East, Latin America, the Middle East, South Asia and Africa. *Prerequisite: Politics 101 or DWA 101.*

CORE REQUIREMENT MET: **UNITED STATES and US DIVERSITY**

Political Theory

### **150 - Introduction to Political Theory**

This course is an introduction to the study of politics and political theory through prominent Western political theorists, from the Ancient Greeks to the 20th Century. Course themes include theories of human nature, the origins of law and government, the rise and development of different political institutions, and citizen relationships with the state.

### **251 - European Political Thought: From Plato to Machiavelli**

The ideas of justice, obligation, freedom, and the good state in Plato and Aristotle; history and equality in the Old and New Testaments; Roman theories of law and politics; Christianity and the role of the state in St. Augustine and St. Thomas Aquinas; Machiavelli on political power and political regeneration.

CORE REQUIREMENT MET: **EUROPE and REGIONAL FOCUS and PRE-1800**

### **252 - European Political Thought From Hobbes to Marx**

Traditional, aristocratic society as described by Bodin; "self-seeking," the state of nature, obligation, and natural law in Hobbes and Locke; Rousseau on freedom and equality; utilitarianism and liberty in Bentham and Mill; the dialectical method, history, and self-consciousness in Hegel; alienation, historical materialism, and class struggle in Marx. *Open to Sophomores, Juniors and Seniors only.*

CORE REQUIREMENT MET: **EUROPE and REGIONAL FOCUS and PRE-1800**

### **253 - European Political Thought From Nietzsche to the Present**

Nietzsche on nihilism, power, art, and the creation of value; Durkheim on community and anomie; bureaucracy and authority in Weber; Freud on civilization's discontents; the Marxisms of Lenin and Gramsci; Heidegger's thoughts on Being; the existentialism of Sartre; the feminism of de Beauvoir; Marcuse, Habermas and the Frankfurt School; Foucault and theories of power.

CORE REQUIREMENT MET: **EUROPE and REGIONAL FOCUS**

### **256 - Ethics and Politics**

This course will introduce students to several core analytical approaches in moral and political philosophy, including consequentialism, utilitarianism, distributive justice, freedom, autonomy, and an ethics of care. Students will apply these approaches to case studies in ethical decision-making in politics and policy, and students will weigh arguments in favor or against specific courses of action. As such, this course bridges readings in moral and political philosophy with "real world" problems confronted by policymakers and leaders. In evaluating resolutions to these problems, students will sharpen their critical-thinking and decision-making skills. This is a course in applied ethics, with material drawn both from philosophy and from policy.

*Prerequisite: Politics 101 or Politics 150*

### **257 - Conservative and Libertarian Political Philosophy**

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

### **350 - Plato, Machiavelli, and Hobbes**

Each member of this course will undertake a close reading of some works by Plato, Machiavelli, and Hobbes. The seminar will meet one evening a week for an hour and a half in the professor's home on the edge of campus. *Prerequisite: one political theory course or one philosophy course.*

2 units

### **351 - Tocqueville, Marx, and Nietzsche**

Each member of this course will undertake a close reading of some works by Tocqueville, Marx, and Nietzsche. The seminar will meet one evening a week for an hour and a half in the professor's home on the edge of campus. *Open only to Politics majors or by permission of instructor.*

### **352 - Black Political Thought**

This course is an intensive exploration of black political thought from a variety of perspectives. Emphasizing conceptual diversity and continuity across time and geography, we will examine a wide range of authors including, but not limited to Angela Davis, W.E.B. DuBois, Frantz Fanon, Marcus Garvey, bell hooks, Martin Luther King, Jr., Glenn Loury, Booker T. Washington, Ida B

Wells, Cornell West, and Malcolm X. The range of ideological perspectives under review will include liberalism, conservatism, nationalism, womanism, Marxism and pan Africanism.

*Prerequisite: Politics 101. Open to Sophomores, Juniors and Seniors only.*

CORE REQUIREMENT MET: **UNITED STATES and US DIVERSITY**

### **353 - Seminar: Advanced Study in Political Theory**

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

2 units

### **354 - Seminar on How Tyrannies Work**

This course will look at theories of tyranny offered by Plato, Aristotle, Tacitus, Machiavelli, Tocqueville, Marx, Weber, Freud, Arendt, and Marcuse. The course requires a major research paper in which the student will use one or more of these theories to analyze a modern tyranny of his or her choice. *Open to Sophomores, Juniors and Seniors only*

Public Law

### **140 - Law and Society**

Lawyers who advocate for a more equal, sustainable and participatory society are practicing in a new context today. These lawyers use different techniques and play different roles than those of the litigation impact lawyers of the 1960s or 1970s. In this course students will explore the role of law in the context of social change across the political spectrum. Students will be introduced to central role of law in social processes as they critically examine cultural, economic, political, and social aspects of law and legal systems. Topics in the course may include: competing definitions of social change lawyering and the relevance of such definitions; critical legal studies; historical perspectives of American law and its role in hindering or furthering social change; human rights; transnational advocacy; comparative cases studies of rights claiming; and progressive/conservative ideologies in social change lawyering.

CORE REQUIREMENT MET: **UNITED STATES and US DIVERSITY**

### **234 - Juvenile Justice: Children in Conflict with the Law**

The course examines the political, social, and cultural significance of juvenile justice and the impacts of regulating juvenile offenders through formal retributive systems. Students will be introduced to such topics as: the origins of the juvenile justice system, the contemporary juvenile justice system, racial disproportionality, the school to prison pipeline, as well as international perspectives on juvenile justice and human rights. *Course prerequisites: POLS101 or by instructor permission.*

CORE REQUIREMENT MET: **US DIVERSITY**

### **238 - Human Rights in the United States**

This course is an introduction to human rights advocacy in the United States. Through diverse readings and case studies students will be exposed to the history, tools, and critiques of the domestic human rights movement, as well as the legal and practical challenges of human rights implementation in the United States. The course will also introduce students to a practice-oriented approach to engaging human rights-based strategies. *Prerequisite: Politics 101 or Politics 140*

CORE REQUIREMENT MET: **UNITED STATES and US DIVERSITY**

### **244 - Constitutional Law I**

This course provides an introduction to constitutional law and constitutional theory, examining the ways in which the Constitution distributes power among the branches government in the American political system, and limits the exercise of those powers. The course will also consider the role of the judiciary in creating legal and political boundaries for society.

Throughout the semester, this course will focus not only on legal doctrine, but also on the broader intellectual and political context in which it evolves. Using constitutional law cases and moot courts, the course will explore the role of the United States Supreme Court as a civil liberties policymaker, and the process through which decisions are reached. *Prerequisite: Politics 101 or instructor permission. Open to Sophomores, Juniors and Seniors only.*

CORE REQUIREMENT MET: **UNITED STATES and US DIVERSITY**

### **247 - Supreme Court Politics**

This course engages students in critical examination current term United States Supreme Court cases. The course places questions of doctrine and theory in historic, social and political contexts. Student are required to co-lead class sessions and have the option, with permission of instructor, of selecting readings the mode of analysis for the session. In addition to co-leading a class session, students are required to write a series of short analytic papers of the cases discussed and a final research paper. *Open to Sophomores, Juniors and Seniors only.*

2 units

### **340 - Rebellious Lawyering**

Pursuing effective change, particularly in today's complex world, requires creative collaborative efforts to identify and implement solutions to achieve a more radically participatory democracy. Rebellious Lawyering considers the related theories of legal scholars who have reconceptualized legal practice to transform systems through both legal and community knowledge. This scholarship has been defined as rebellious lawyering, third-dimensional lawyering, collaborative lawyering, democratic lawyering, and community lawyering. All of these theories impart a common vision of lawyering for social change in stark contrast to the traditional or regnant model. The praxis of Rebellious Lawyering (Politics 340) and Community Law Internship (Politics 260) creates a balanced context from which students develop critical consciousness, question assumptions of power, privilege, and identity, learn to respect community decision-making capacities, expand their understanding of the importance of relationships in the pursuit of social change, and remain open to learning from the "lived-experiences" of the community. The unique co-requisite course design allows students to engage in a weekly seminar (Politics 340), work as law clerks in community-based public interest legal service organizations (Politics 260), and interact with Los Angeles activists and lawyers as part of a speaker series. *Prerequisite: Instructor permission.*

*Corequisite: Politics 260.*

CORE REQUIREMENT MET: **UNITED STATES and US DIVERSITY**

### **345 - The Fourth Amendment**

This course examines constitutional criminal procedure through an analysis of Fourth Amendment constitutional restraints on activities during the investigatory stage of the criminal process. Exploring Supreme Court decisions through doctrinal analysis and simulations, the course questions the Supreme Court as a policymaker seeking to balance privacy rights with governmental intrusions. Prerequisite: Politics 244 or instructor permission of instructor. Closed to first year students

CORE REQUIREMENT MET: **UNITED STATES and US DIVERSITY**

### **346 - Civil Rights and Civil Liberties**

This course is a critical analysis of civil liberties and civil rights in the United States. The course will consider topics such as privacy, marriage, speech, capital punishment, reproductive autonomy, voting, property, and freedom of expression. The goal of the course is to provide students with a framework for understanding how the law has deemed certain rights and liberties as fundamental to society. Throughout the course students will consider the role of the law in creating political boundaries within society. The course challenges students to understand the changing nature of constitutional rights and constitutional meaning in American history. In particular, this course approaches Supreme Court decisions as reflections of a larger social narrative of rights and justice. Prerequisite: Politics 244 or instructor permission of instructor. .

CORE REQUIREMENT MET: **UNITED STATES and US DIVERSITY**

### **347 - Race and Law**

Understanding how the law has defined race is of critical significance to the study of politics and the experience and history of race and race relations in America. The course examines definitions of race within legal precedent and how the law has created racial identities. The course considers the relationship between race and law in many different manifestations from the colonial period to the present day to understand these complex intersections.

Prerequisite: POLS 244 or instructor permission.

CORE REQUIREMENT MET: **UNITED STATES**

## ***Faculty***

### **Regular Faculty**

#### **Thalia González**

*Associate Professor, Politics*

B.A., Arizona State University; J.D., Northwestern University

#### **Roger Boesche**

*The Arthur G. Coons Distinguished Professor of the History of Ideas, Politics*  
B.A., Ph.D., Stanford University

**Tsung Chi**

*Professor, Politics; Affiliated Faculty, East Asian Languages and Cultures*  
B.A., National Chengchi University; M.A., Ph.D., Michigan State University

**Peter Dreier**

*E.P. Clapp Distinguished Professor of Politics, Politics, Urban and Environmental Policy*  
B.A., Syracuse University M.A., Ph.D., University of Chicago

**Regina Freer**

*Professor, Politics; Advisory Committee, Urban and Environmental Policy*  
B.A., UC Berkeley; Ph.D., University of Michigan

**Caroline Heldman**

*Associate Professor, Politics*  
B.A., Washington State University; M.A., Ph.D., Rutgers University

**Jennifer Piscopo**

*Assistant Professor, Politics; Advisory Committee, Latin American and Latino/a Studies*  
B.A., Wellesley; M.Phil, University of Cambridge; Ph.D., University of California, San Diego

**On Special Appointment**

**Ruth Cusick**

*Non Tenure Track Assistant Professor, Politics*  
B.A., Scripps College; J.D. City University of New York

**Roger George**

*Professor of Practice in National Security*  
B.A., Occidental College; Ph.D., Fletcher School of Law and Diplomacy

## ***Psychology***

Psychology concerns the study and understanding of thoughts, feelings, and behavior. The courses offered by the department are directed toward the study and appreciation of the complex factors that influence behavior and covert experience in people and other animals, using methodology designed to enhance objectivity and responsibility. Studying psychology has a twofold function: (1) to further the intellectual development of the student; (2) to enhance preparation in professions within and related to psychology, such as clinical practice, research, counseling, education, social work, medicine, law, and business.

### ***Requirements***

**MAJOR:** The major consists of twelve 4-unit courses (48 units). Students may apply to the

major and receive credit for upper-division coursework after having successfully completed Introduction to Psychology and Methods in Psychological Science. Majors select an academic advisor from among the department's full-time faculty for consultation regarding their course programs. Though not strictly sequenced, the major is structured to provide both breadth and depth. The Departmental Core comprises three of the twelve required courses and provides an overview of the field (Psyc 101) and foundation in scientific methodology (Psyc 200 and 201). All of these must be passed with a grade of C- or better. To achieve breadth students must take at least one course in each of our four Fundamentals Domains (16 units), to survey psychology's diverse subdisciplines. To achieve depth students must take at least two additional Fundamentals courses (8 units) to gain additional knowledge within at least one Domain. Also, one of these two must be an advanced (400 level) course.

The remaining three courses (12 units) represent electives that students can use to explore focused topics with in-depth, crosscutting explorations and to prepare for psychology careers (see courses listed in the Specialized and Integrative Themes section below). Some Kinesiology courses may be counted as electives. Up to 4 units in Independent Study / Honors courses (Psyc 397 / 499) will be treated as one 4-unit, elective course, even if the units are accumulated over multiple semesters. Students intending to pursue any career within psychology should consult with their advisors about structuring their course program to prepare them for future graduate level training. Such students will be encouraged to take more than the minimum number of required courses and ensure an impressive depth of knowledge in an area relevant to their anticipated career path. For all psychology careers, students will need to develop strong analytical and methodological skills; these are most often acquired through engagement in research (Psyc 295, 395, 397, or 499). Students may also acquire basic professional experience through a Practicum course (Psyc 498), which is particularly important for students pursuing a career in clinical psychology. Students transferring from another institution or who anticipate participating in the College's study abroad programs should plan their schedules carefully to meet major requirements, including the fulfillment of prerequisites for courses to be taken later.

**CREDIT FOR COURSES TAKEN ELSEWHERE:** The department will apply toward the psychology major most broad-based courses in Introduction to Psychology taken at accredited colleges and universities. Students with an Advanced Placement score of 4 or 5 on the Psychology examination or with an International Baccalaureate Psychology exam score of 6 or 7 will be placed out of Introduction to Psychology. In addition to Introductory Psychology, the department will accept a maximum of two psychology courses taken at other institutions and passed with grades of C or better toward the completion of the Psychology major. Please consult with your academic advisor and the department chair for course approval. Students transferring from another institution in the junior year or students who have taken a leave up absence for more than 1 semester may transfer Introductory Psychology and up to four other psychology courses, with approval from the department chair.

**WRITING REQUIREMENT:** The Psychology department has elected to take a "writing-across-the-major" approach to the College's second stage writing requirement. The department has selected an approach that is both evaluative and educational. See the Writing Program for additional information.

Toward the end of the Fall semester of their senior year, students will submit a portfolio containing writing samples from 300/ 400 level courses taken for credit toward the Psychology major to the department. The portfolio will include at least twenty finished text pages, including

(1) a research paper (empirical or library) of at least eight text pages, and (2) evidence of mastery of APA publication style. One writing sample in the portfolio must be (3) on a topic that required integration of information from two or more subdisciplines, and one writing sample in the portfolio must be (4) on a topic that required understanding of the variation between individuals, groups, or species relevant to social justice and/or well being. Academic advisors will assess students' work. If the portfolio does not pass after an attempt at revision, the student will be informed that s/he will need to complete a supplemental writing assignment to address any writing skill deficits. Refer to the Department Moodle site for more details.

**SENIOR COMPREHENSIVE:** Senior majors must take and pass a comprehensive examination early in the semester that precedes graduation (i.e., spring of senior year for most students).

**INTERDEPARTMENTAL MAJOR IN COGNITIVE SCIENCE:** See Cognitive Science Department listing.

**MINOR IN NEUROSCIENCE:** See catalog listing.

**HONORS:** Honors in Psychology may be awarded to qualified students. Eligible students are those who have earned an overall college grade point average of 3.25 or better and a grade point average in Psychology of 3.5 or better, and completed an empirical project that demonstrates the student's psychological sophistication, intellectual creativity, and research skills, culminating in an APA-style manuscript. Only courses completed at Occidental are used to calculate grade point average. Consult the Psychology Department Moodle website for information pertaining to the honors proposal, thesis readers, enrollment expectations, and the evaluation process including critical dates

## ***Courses***

Application-Oriented Domain

### **330 - Abnormal Psychology**

The study of psychopathology, including diagnosis and classification, core dysfunctions, and physiological and psychosocial causative factors. Intervention, treatment, and preventative strategies will also be discussed. *Prerequisite: Psychology 200 with a grade of C- or better.*

### **334 - Health Psychology**

Consideration of psychological influences on health and illness, including health-and illness-promoting behavior and lifestyles, cognitive and emotional processes, and social and institutional practices. *Prerequisite: Psychology 200 with a grade of C- or better.*

### **340 - Organizational Psychology**

Introduction to the study of theories and applications of psychology in profit and not-for-profit organizations. Representative topics include understanding how ability, personality, perception, motivation, leadership, and group dynamics affect productivity and worker satisfaction. Issues of fairness and accuracy of assessment will also be discussed. Emphasis is on practical and personal learning of the dynamics of the work environment. *Prerequisite: Psychology 101 or 102.*

### **431 - Clinical Psychology**

Introduction to the techniques and processes of clinical psychology and psychotherapy. Topics include major schools of thought and approaches, specific techniques of assessment and treatment, relevant research, assessment of effectiveness, and issues of gender and culture. *Prerequisite: Psychology 200 and 330 with a grade of C- or better. Psychology 201 is highly recommended*

Biologically Based Analyses Domain

### **312 - Physiological Psychology**

The study of neural, glandular, and metabolic processes mediating behavior, thought, and feelings. This course is identical to Psychology 322 except that students who enroll in Psychology 312 may not enroll in the laboratory (Psyc 322L). Students who have received credit for Psychology 322 may not enroll. *Prerequisite: Psychology 101 or 102. Offered in Fall only.*

CORE REQUIREMENT MET: **MATH/SCI**

### **322 - Physiological Psychology**

The study of neural, glandular, and metabolic processes mediating behavior, thought, and feelings. This course is identical to Psychology 312 except that students who enroll in Psychology 322 may enroll concurrently or subsequently in the laboratory (Psyc 322L). Core Laboratory Science credit will only be awarded for students completing both Psychology 322 and 322L. Students who have received credit for Psychology 312 may not enroll. *Prerequisite: Psychology 101 or 102. Offered in Fall only.*

CORE REQUIREMENT MET: **LAB/SCI**

### **322L - Laboratory for Physiological Psychology**

*Prerequisites: Psychology 200 with a grade of C- or better and 322. May be taken concurrently with Psychology 322.*

2 units

### **336 - Evolutionary Psychology**

This course surveys the emerging field of Evolutionary Psychology. It begins with the historical, social, and political context of evolutionary theory, reviews tenets of modern evolutionary

theory, explores the relationship between evolution and other change processes, and applies evolutionary reasoning to psychological phenomena and contemporary social issues.

*Prerequisite: Psychology 101 or 102.*

CORE REQUIREMENT MET: **MATH/SCI**

### **403 - Psychophysiology**

A study of the relation between psychological states and processes (cognition, learning, emotion, psychopathology) and physiological response processes (autonomic nervous system responses, covert muscle activity, EEG, FMRI). *Includes six three-hour laboratories per semester. Prerequisite: Psychology 200 and Psychology 322, 306, 330, 301, or 448, or permission of instructor, with a grade of C- or better. Offered in Spring only.*

CORE REQUIREMENT MET: **MATH/SCI**

Courses that may be taken for credit towards the Psychology major or minor

Kinesiology 309. Developmental Motor Behavior.

Kinesiology 310. Motor Learning and Control.

Kinesiology 311. Sport and Exercise Psychology.

Information Processing Domain

### **301 - Learning**

This course will introduce general concepts of learning in humans and other animals that will be rooted in the principles of learning developed from nonhuman animal research. Explores fundamental concepts, phenomena, and principles of learning, such as reinforcement, Pavlovian conditioning and retention/forgetting. Issues addressed are traditional views of learning, biological and cognitive constraints, the role of nonhuman animal models, and the utility of learning theory. *Prerequisite: Psychology 101 or 102.*

CORE REQUIREMENT MET: **MATH/SCI**

### **302 - Perception**

Consideration of contemporary research and theory related to sensation and perception. Topics ranging from sensory neurophysiology to phenomenology are covered. *Prerequisite: Psychology 101 or 102.*

CORE REQUIREMENT MET: **MATH/SCI**

### **306 - Cognitive Psychology**

The study of theoretical models that address the mental processes underlying knowledge and thought and the empirical research in support of those models. Emphasis is placed on how people solve problems, make decisions, draw inferences, attend to their environment, communicate, remember, and learn. Much of the material is applied to real-life settings.

*Prerequisite: Psychology 101 or 102 or Cognitive Science 101. Psychology 200 or Cognitive Science 310 are highly recommended.*

CORE REQUIREMENT MET: **MATH/SCI**

### **436 - Comparative Cognition**

This course concerns cognition, broadly defined, across diverse taxa of nonhuman species. Processes including perception, memory, spatial navigation, associative learning, social cognition, and reasoning will be examined. Comparison to humans will be considered. Theory and empirical research will be examined in depth, including detailed consideration of methodological issues that arise when one species studies another. Students will have significant responsibility for discussion and individual inquiry. *Prerequisite: Psyc 301, 302, 306, or 336.*

### **444 - Thinking and Reasoning**

This course will examine contemporary research on higher-order cognition. Topics will include inductive reasoning, deductive reasoning, causal reasoning, moral reasoning, concept acquisition, belief formation, and analogical inference. Students will read empirical papers representing a variety of experimental methods and a variety of theoretical perspectives.

*Prerequisite: Psychology 200 and 301, 302 or 306.*

CORE REQUIREMENT MET: **MATH/SCI**

Interpersonal and Intergroup Relations Domain

### **321 - Developmental Psychology**

The study of continuity and change across development. Emphasis on application of research methods to issues related to cognitive, emotional, personality, and social development. The course will focus primarily on these issues in infancy and childhood. *Prerequisite: Psychology 101 or 102.*

### **323 - Social Psychology**

Behavior of individuals and groups in and across *social contexts*. Topics include self, social cognition, attitudes and persuasion, liking and loving, prejudice, aggression and social conflict, group identity, consciousness, and social action. *Prerequisite: Psychology 200 with a grade of C- or better. Psychology 201 is highly recommended.*

### **448 - Theories of Personality**

Introduction to and evaluation and application of classic and contemporary theories of personality including psychoanalytic, humanistic, behavioral, cognitive, and object relations

models. Primary sources, autobiographies and case studies will supplement traditional texts.  
*Prerequisite: Psychology 101 or 102, and 321.*

## Psychology Departmental Core

### **101 - Introduction to Psychology**

Introduction to the primary subject matter areas, assumptions, and methods of psychology as the science of behavior. Topics include: physiology, learning, perception, motivation, development, emotion, cognition, social processes, personality, and psychopathology. *This course is a prerequisite for all upper division coursework. Open only to frosh and sophomores. Core Credit only when taken at Occidental. Students with a 4 or 5 on the AP Psychology exam or a 6 or 7 on the IB Psychology exam are not eligible for Psych 101, but may take 200- or 300-level classes.*

CORE REQUIREMENT MET: **MATH/SCI**

### **200 - Methods in Psychological Science**

Introduces scientific methodology in the context of psychological research. Basic concepts in scientific inquiry and specific observational, correlational, and experimental techniques are covered. Includes an introduction to descriptive statistics. *Prerequisite: Psychology 101 or 102 with a grade of C- or better. This course is a prerequisite to many 300-level courses in Psychology.*

CORE REQUIREMENT MET: **MATH/SCI**

### **201 - Statistics in Psychological Science**

Introduces parametric and nonparametric inferential statistics used in psychological science, through analyses of variance appropriate to complex experimental designs. Includes a review of research methods and descriptive statistics and work with the SPSS computer statistics package. *Prerequisite: Psychology 200 with a grade of C- or better.*

CORE REQUIREMENT MET: **MATH/SCI**

## Specialized and Integrative Themes

### **111 - The Origins of Knowledge**

The average adult possesses over 50,000 concepts, ranging from physical concepts like "force" and "density" to biological concepts like "growth" and "reproduction" to mathematical concepts like "integer" and "fraction." This course will explore the cognitive foundations of that vast conceptual repertoire and the mechanisms by which we enrich, revise, and restructure

those foundations. Emphasis will be placed on analyzing current research at the intersection of cognitive, developmental, and educational psychology. No prior coursework in Psychology or Cognitive Science is required.

**CORE REQUIREMENT MET: NON-LAB SCI**

### **295 - Directed Research in Psychology**

Students working with department faculty on faculty-initiated research projects for a minimum of five hours per week may enroll in this course. Responsibilities in the research project will vary from assistance with data collection to participation in data analysis and interpretation and conceptualization of future research. *Graded on a Credit/No Credit basis only. Psychology 101 or 102, or relevant introductory course in another department and permission of instructor. May be repeated once for credit if the second project is different from the first. Can be repeated one time.*

2 units

### **350 - Psychology of Gender**

The course will survey diverse psychological perspectives on gender and its personal and cultural implications. Will explore: meanings of gender, evolutionary, physiological, developmental, and sociocultural roots of gender difference; the relation of gender to cognition, personality, sexuality, health, interpersonal relationships, and political power; the commensurability of various theoretical approaches to gender. *Prerequisite: Psychology 101 or 102.*

### **375 - Sociopolitics of Race: Color-blind/Color-insight**

This seminar explores the social politics of race through the lens of color-conscious and color-blind ideologies. Topics focus on the construction of race; racial identity development and socialization for differently positioned group members; psychological impact of race and racial identification for academic achievement, esteem, and health; contemporary research on colorblind and color conscious ideologies and primes; and social policy. Interdisciplinary readings include Psychological theory and research (Steele's Whistling Vivaldi, Sue's Microaggressions, Contemporary journal articles), Critical Theory ( Delgado and Stefanie's Critical Race Theory), and Sociology (Bonilla-Silva's Racism without Racists). Heavily discussion-based. Prerequisites: Any American Studies course at the 200 or 300 level OR any of the following: Psychology 110, 323, or 333 or American Studies 290 / 390. Same as AMST 375.

**CORE REQUIREMENT MET: US DIVERSITY and UNITED STATES**

### **385 - Chicanas and Chicanos in Contemporary United States Society**

The course examines interdisciplinary scholarship about the psycho-social experiences of Chicanas and Chicanos in contemporary United States society. We draw on history, cultural studies, literature, sociology, and psychology to explore how power and identity influence health, education, sex, gender dynamics, and sexuality dynamics, and political consequences for group members. Social justice themes run throughout the course. *Prerequisite: Psychology 101 or 102 or any introductory social science course (Sociology 101, History 102, American Studies 101, Politics 101). With instructor permission first year students may enroll.*

**CORE REQUIREMENT MET: UNITED STATES and US DIVERSITY**

### **395 - Directed Research in Psychology**

Students working with department faculty on faculty-initiated research projects for a minimum of five hours per week may enroll in this course. Responsibilities in the research project will vary from assistance with data collection to participation in data analysis and interpretation and conceptualization of future research. *Graded on a Credit/No Credit basis only. Prerequisites: Psychology 200 and permission of instructor. May be repeated once for credit if the second project is different from the first.*

2 units

### **395A - Research Seminar in Psychology**

Students enrolled in Psychology 395 may co-enroll in 395A, and will attend a weekly two-hour seminar with two major components. First, the instructor will provide structured review of research methodology, statistics, and ethics and issues in professional development. Second, seminar participants will engage in peer learning and teaching opportunities and will write an APA style paper on their research topic. *Commitment is for approximately five hours per week in addition to the seminar meeting. Prerequisite: Psychology 200. Co-requisite: Psychology 395.*

2 units

### **397 - Independent Study in Psychology**

Students with advanced competency will conduct an in-depth literature review on a topic of mutual interest to her/him and a faculty mentor. Completed upper-division coursework directly relevant to the project is required. Students will write an APA-style paper on her/his research. *Prerequisite: Psychology 200, permission of instructor.*

2 or 4 units

### **400 - Capstone in Psychology**

This capstone course will help senior psychology majors to integrate across subdisciplines in psychology, consolidate their experiences in the psychology major through review and discussion of primary coursework in psychology, and connect their studies in psychology to the roles that psychology plays in society and the professional world. *Prerequisite: Senior standing in psychology (i.e., intended for graduating seniors)*

### **428 - Adolescence**

The study of social, cognitive, physical, and psychological development during adolescence and emerging adulthood. Topics include sexual development and the social consequences of being sexually active, the function of family support, the increasingly important role of peer relationships, drug abuse and antisocial behavior, and school adjustment. *Prerequisites: Psychology 200 and 321.*

### **460 - Assessment of Individual Differences**

Psychological assessment involves the measurement and evaluation of psychological characteristics, including cognitive ability, personality traits, motivation, and more. A blend of

theory-driven research and practical analysis techniques will be covered to explain how common and experimental instruments work, and to examine whether certain methods are valid, in academic, organizational, criminal, and mental health contexts. *Prerequisites: PSYC 201 and 321 or 340.*

#### **490 - Contemporary Topics Seminar**

PSYCH 490 seminars taught by Dr. Dess, Dr. Chapman or Dr. Schell can be applied to the Neuroscience minor.

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

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

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

**Visions of Love and Community.** This seminar examines love as an interpersonal, intergroup, and structural experience. We draw from social, evolutionary, and personality psychology to explore theories of love, relationship formation, satisfaction, and dissolution; the biological bases of attraction; common challenges in relationships (jealousy, conflict, violence), and critical challenges to “love” within individualistic, capitalistic, patriarchal, and heterosexist societies. Students will better understand how familial, interpersonal and institutional relationships shape one’s sense of identification with and communal responsibility for others. *Prerequisite: Psychology 200, 323 and one of the following: 321 or 448.*

#### **498 - Practicum in Psychology**

This course involves applied psychological work in a variety of community settings. Students will assist professionals in mental health, educational, social services, business, or not-for-profit settings. Instructor permission is required. *Prerequisites: Psychology 200 and three courses from: Fundamentals Domains or Psychology 201. For Practicum in Clinical Psychology, one course must be Psychology 321 or 330. For Practicum in Organizational Psychology, one course must be Psychology 340. A minimum grade of C- in all prerequisite*

course and a B average in Psychology courses are required.

### **499 - Honors Research in Psychology**

Data collection, analysis and write-up of Honors thesis. Depending on the structure and timeline of the proposed project, a student may take 4 credits in one semester, 2 credits for each of two semesters, or fewer credits. *Prerequisite: permission of department.*

2 or 4 units

## ***Faculty***

### **Regular Faculty**

#### **Brian Kim**

*Associate Professor, Psychology*

B.A., Cornell University; M.A., Ph.D., Michigan State University

#### **Nancy Dess**

*Professor, Psychology; Advisory Committee, Kinesiology; Advisory Committee, Neuroscience*

B.A., UCLA Ph.D., University of Minnesota

#### **Andrea Gorman**

*Professor, Psychology*

B.A., Clark University; M.A., Ph.D., University of Illinois, Urbana-Champaign

#### **Lynn Mehl**

*Professor, Kinesiology and Psychology*

B.S., M.S., Ph.D., USC

#### **Jaclyn Rodríguez**

*Professor, Latino/a and Latin American Studies*

A.B., Occidental College; M.A., Ph.D., University of Michigan

#### **Anne Schell**

*Professor, Psychology; Advisory Committee, Neuroscience*

B.S., Baylor University; M.A., Ph.D., USC

#### **Andrew Shtulman**

*Associate Professor, Cognitive Science; Psychology*

B.A., Princeton University; Ph.D., Harvard University

### **On Special Appointment**

#### **Heather Banis**

*Full Time Non Tenure Track Associate Professor, Psychology*

A.B., Occidental; M.A., Ph.D., USC

**Clinton Dale Chapman**

*Non Tenure Track Associate Professor, Psychology*

B.S., M.S., Montana State University; Ph.D., University of Oklahoma

**Catherine Neubauer**

*Non Tenure Track Assistant Professor, Psychology*

B.S., University of Central Florida; M.A., Ph.D., University of Cincinnati

**Kenjus Watson**

*Adjunct Instructor, Psychology*

A.B., Occidental College; M.A., Pennsylvania State University

## ***Public Health***

These and other questions are at the center of public health. Public health is a field geared toward serving others and improving people's health and well-being. Public health seeks to improve human health through the development and application of knowledge that prevents disease, protects the public from harm, and promotes health throughout local communities, the state, the nation, and the world. The field of public health confronts complex health issues, such as improving access to health care, controlling infectious disease, and reducing environmental hazards, violence, substance abuse, and injury.

Through the Public Health Minor at Occidental College, students develop and apply knowledge from multiple disciplines for the promotion and protection of the health of the human population, giving due consideration to principles of human rights and cultural perspectives that abound in our multicultural country and world. The minor, like the field itself, is interdisciplinary, including the natural sciences and the social sciences. Students will learn about the scientific aspects of disease as well as the political and policy issues involved in improving people's health and well-being. The minor is jointly administered by the departments of [Biology](#), [Kinesiology](#), and [Urban & Environmental Policy](#) (UEP), with course offerings from multiple departments.

### ***Requirements***

Introduction to Public Health (UEP 203), and a course on Statistics (BIO 268\* or MATH 146 ) followed by Epidemiology (BIO 238) are mandatory. In addition the two (2) elective course offerings provide exposure to a variety of cross cutting issues in urban and global public health including scientific understanding of disease prevention and treatment, social justice, ethical, and environmental issues. Each elective course selection must be from a different department. As new courses develop, more options may be added to this list. Students will be strongly encouraged participate in one or more internship, volunteer, or research opportunities within the field of public health, such as Public Health Practicum (UEP 307\*\*), before they graduate.

\* *Prerequisite is one 100-level Biology class*

\*\* *Prerequisite is UEP 203, which is a core class for the public health minor*

Elective classes include:

DWA/UEP 248 (Global Public Health);  
DWA/UEP 249 (Public Health and Human Rights: Global and Local Practices);  
HIST 274 (Medicine and Disease in Western Society);  
HIST 277 (Cross-Cultural Perspectives on Women and Community Health);  
KINE 104 (Introduction to Kinesiology);  
\*\*\*KINE 307 (Human Physiology);  
\*\*\*KINE 312 (Diet, Disease, and Exercise);  
PHIL 250 (Bioethics);  
\*\*\*PSYC 334 (Health Psychology);  
\*\*\*SOC 320 Health and Illness;  
UEP 201 (Environmental Health and Policy);  
\*\*UEP 307 (Public Health Practicum).  
WRD 275 (Rhetoric in the Health Professions)

*\*\* Prerequisite is UEP 203, which is a core class for the public health minor*

*\*\*\*Additional departmental prerequisites required*

## **Courses**

### Core Courses

Students only required to take one core statistics course: BIO 268 Biostatistics or MATH 146 Stat

### **MATH 146 - Statistics**

Comprehensive study of measures of central tendency, variation, probability, the normal distribution, sampling, estimation, confidence intervals and hypothesis testing. Introduction to use of technology in statistics. Real-life problems are used to illustrate methods. *Weekly lab. Not open to students who have completed or are currently enrolled in Psychology 201, Biology 368, Mathematics 150, or any Mathematics course above 200.*

CORE REQUIREMENT MET: **MATH/SCI**

### **UEP 203 - Introduction to Public Health**

This course explores the nation's public health challenges, the epidemiological basis of public health, and ways that public health functions as a combination of science and politics. The course examines the special vulnerabilities of low income and medically underserved populations who often work, reside, attend school, and play in neighborhoods with disproportionate exposures and poor quality medical care. The goal is to acquaint students with current public health issues, especially as they concern community, societal, and environmental influences on health and well-being.

CORE REQUIREMENT MET: **UNITED STATES and US DIVERSITY**

## **BIO 238 - Epidemiology**

This course is designed to introduce the basic concepts, principles, and methods of epidemiologic research. In our pursuit to understand the interplay of risk factors and patterns of human disease and health, we will cover the history of epidemiology, the principles of epidemiologic thinking and of causal inference, the basic measures of disease frequency and of association and how to compute them. We will also learn about the major types of epidemiologic study designs and explore the major fields of epidemiologic investigation (such as global health, infectious diseases, outbreaks, occupational and environmental epidemiology). *Prerequisite: Introductory Biology (Bio 105, Bio 106, Bio 110, Bio 115 or Bio 130) and statistics (Math 146, Math 150, Bio 268 or Bio 368)*

CORE REQUIREMENT MET: **MATH/SCI**

## **BIO 268 - Biostatistics**

The application of statistical methods to the solution of biological problems. Focus will be on applied statistics (as opposed to mathematical statistics) to study variation in nature. This course will survey descriptive statistics, probability and probability distributions, and methods of hypothesis testing (e.g., analysis of variance, regression, correlation, goodness of fit as well as selected nonparametric procedures). Course includes laboratory workshops sessions.

*Prerequisite: Bio 130 and Bio 105, 106, 110, or 115 or permission of instructor.*

CORE REQUIREMENT MET: **MATH/SCI**

## Elective Courses

### **KINE 104 - Introduction to Kinesiology**

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

CORE REQUIREMENT MET: **MATH/SCI**

### **UEP 201 - Environmental Health and Policy**

This course is designed to provide students with an understanding of the environmental factors impacting human and ecological health, including consequences of natural and human-made hazards. Environmental health is a rapidly growing and interdisciplinary field that involves both science and public policy. It is integrated into numerous aspects of our lives, both directly and indirectly. Topics to be covered include food safety, water access and equality, pesticides, air quality, the identification of environmental hazards, the assessment of various risks (including exposure to dangerous chemicals used in toys, food, workplaces, and other activities), and the social and biological causes of disease (epidemiology). Students will gain an understanding of environmental health analytical and scientific methods. We will also explore ways that communities and policy-makers seek to address environmental health challenges. A common thread running through the course will be an examination of how exposure to environmental and health risks vary among different population groups, in the Los Angeles area, in the United

States, and around the world and the ways that scientific issues become embedded in and inseparable from issues of policy, regulation, and justice. We will also explore the role of science in environmental policy-making, the enforcement of regulations, and the efforts of community groups to influence public policy. (Students are encouraged to enroll in Geology 150, a laboratory science, that in parallel explores the spatial and geographic dimensions of environmental health. *Prerequisite: UEP 101 or sophomore level standing.*

CORE REQUIREMENT MET: **MATH/SCI**

### **DWA 248 - Global Public Health**

The course will examine major global public health problems and the range of responses from international organizations, transnational networks, and domestic and community-based institutions. Despite improvements in the health status of low- and middle-income countries over the last half-century, the challenges to advance global public health remain daunting. What are the sorts of strategies these actors have used in addressing such health issues as HIV/AIDS, malaria, unsafe food and water, tobacco use, and others? What is the role of human rights in addressing the underlying determinants of ill-health? The course will present basic concepts for understanding global public health, including morbidity, mortality, demography, epidemiology, and the political, social and economic determinants of health. We will utilize a case study method to examine successful and less successful efforts to improve global health and to debate enduring political, economic, social and cultural controversies in the arenas of global health. Students can expect to gain knowledge of the major issues and actors in global public health and an introduction to the analytic and quantitative skills needed to monitor and evaluate evidence used in formulating policies and programs. Same as UEP 248

CORE REQUIREMENT MET: **GLOBAL CONNECTIONS**

### **UEP 249 - Public Health & Human Rights: Global and Local Practices**

This course explores core concepts in global public health, the development of human rights instruments and mechanisms, and the intersecting of these fields in global public health and human rights advocacy. Specifically, we will review public health analysis to human rights problems and vice versa, examining how a rights-based approach to health can inform more critical and more productive approaches to issues such as gender-based violence, HIV/AIDS and other sexual and reproductive health concerns. Finally, this course examines how global public health issues have generated dramatically different responses across and within regions, countries, and communities and launched myriad human rights movements at the international and local levels. Same as DWA 249.

### **PHIL 250 - Bioethics**

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

CORE REQUIREMENT MET: **UNITED STATES and US DIVERSITY**

## **HIST 274 - Medicine And Disease In Western Society**

A study of three aspects of the history of medicine: theory and practice from ancient times to the present; great doctors and healers, both male and female, examined in their social contexts; the effects of epidemics, such as the Black Death, on the course of Western civilization. We will end with some historically based speculations about the medical future.

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

## **HIST 277 - Women and Community Health**

This course explores the history of women as promoters of community health in the diverse cultures of the nineteenth- and twentieth-century United States. Although women have not traditionally held power in mainstream biomedical occupations and institutions, women have nevertheless been critical to health and healing in local communities as caregivers, activists, and even scapegoats for disease. Furthermore, women's role in community health has been heavily shaped by gendered constructions of the body, disease, and wellbeing. Thus, while the focus of the course is on the social history of women's health and healing, the theoretical framework of the course also aims to explore how ideologies of gender, race, class, and sexuality shape the women's relationship to community health as both caregivers and health-seekers. The course is organized by a set of common themes that cut across time, space, and racial/ethnic boundaries in U.S. History. Themes include: spirituality and healing; work and health; sexuality and reproduction; activism for health justice.

CORE REQUIREMENT MET: **UNITED STATES and US DIVERSITY**

## **KINE 304 - Human Physiology**

Introduction of principles of human physiology, with special emphasis on a systems approach. Presentation of an integrative approach to basic physiology of major organs and organ systems, covering aspects of cell function, including membrane transport, excitability, metabolism and functions of organs from the nervous, muscular, respiratory, cardiovascular, gastrointestinal, renal, endocrine and reproductive systems. *Includes one three-hour laboratory per week. Prerequisite: Kinesiology 301 or Biology 115*

CORE REQUIREMENT MET: **LAB-SCI**

## **UEP 307 - Public Health Practicum**

The community health internship course is designed to provide students with real-world experiences to develop new skills and enhance insights into myriad community health issues, concerns, and solutions. Under supervision of the course instructor and in collaboration with a community proctor/partner, students will intern for 8-hours a week at a health focused non-profit organization, community clinic, or government agency. A combination of internship experience, class discussions, written reports, and journal entries will help students reflect on how health and health care are delivered in underserved communities. Before registering students should check to make sure that they are available during the preset internship hours. Internship hours and activities can be viewed at the Community Health

Engagement website: <http://bit.ly/1sDCTeJ>

*Prerequisite: UEP 203 (may be taken concurrently) or UEP 305.*

CORE REQUIREMENT MET: **INTERCULTURAL and GLOBAL CONNECTIONS**

## **KINE 308 - Diet, Disease, and Exercise**

This advanced level course focuses on the etiology of the major degenerative diseases in our society and the role genetics, diet, and exercise play in their development and treatment. Diseases covered include heart disease, cancer, non-insulin dependent diabetes, osteoporosis, and hypertension. Focus of course will look into treatment and prevention of disease through diet, exercise, and lifestyle modifications. The current scientific research covering the metabolic, cellular and system changes involved in disease progression and treatment will be of particular focus. *Prerequisites: Chemistry 120 and Kinesiology 307.*

### **SOC 320 - Health and Illness**

This course surveys sociological theories of health, illness, and medicine. Rather than focusing on the individual body as the site of disease, the course examines the role of social context in shaping health and access to the healthcare system across population groups. The course focuses especially on medical intervention and the medicalization of disease, social disparities in health, and contemporary healthcare changes and challenges in the United States.

*Prerequisite: SOC 101*

CORE REQUIREMENT MET: **UNITED STATES and U.S. DIVERSITY**

### **PSYC 334 - Health Psychology**

Consideration of psychological influences on health and illness, including health-and illness-promoting behavior and lifestyles, cognitive and emotional processes, and social and institutional practices. *Prerequisite: Psychology 200 with a grade of C- or better.*

## ***Faculty***

### **Regular Faculty**

#### **Peter Dreier**

*E.P. Clapp Distinguished Professor of Politics, Politics, Urban and Environmental Policy*  
B.A., Syracuse University M.A., Ph.D., University of Chicago

#### **Sharla Fett**

*Associate Professor, History; Advisory Committee, American Studies*  
B.A., Carleton College; M.A., Stanford University; Ph.D., Rutgers University

#### **Nina Gelbart**

*Professor, History*  
A.B., Harvard University; M.A., Ph.D., University of Chicago

#### **Alan Knoerr**

*Associate Professor, Mathematics, Cognitive Science*  
B.A., Oberlin College; Sc.M., Ph.D., Brown University

#### **Krystale E. Littlejohn**

*Assistant Professor of Sociology*

A.B, Occidental College; M.A., Ph.D., Stanford University

**Lynn Mehl**

*Professor, Kinesiology and Psychology*

B.S., M.S., Ph.D., USC

**Clair Morrissey**

*Assistant Professor, Philosophy*

B.A., University of Michigan, Ann Arbor; M.A., University of North Carolina, Chapel Hill; Ph.D., University of North Carolina, Chapel Hill

**Stuart Rugg**

*Professor, Kinesiology*

B.S., UC Davis; Ph.D., UCLA

**Bhavna Shamasunder**

*Assistant Professor, Urban and Environmental Policy*

B.S./B.A., UC San Diego; M.E.S., Yale University; Ph.D., UC Berkeley

**Kerry Thompson**

*Associate Professor, Biology; Advisory Committee, Biochemistry; Advisory Committee, Neuroscience*

B.A., M.A., Ph.D., UCLA

**On Special Appointment**

**Heather Banis**

*Full Time Non Tenure Track Associate Professor, Psychology*

A.B., Occidental; M.A., Ph.D., USC

**Heng Lam Foong**

*Adjunct Instructor, Urban & Environmental Policy*

B.A. College of New Rochelle, M.S. Capella University

**Jane Schmitz**

*Adjunct Assistant Professor, Urban & Environmental Policy*

B.A., UC Davis; M.P.H., Ph.D., UC Los Angeles

**Nicole Vick**

*Non Tenure Track Instructor, Urban & Environmental Policy*

B.S., M.P.H., University of Southern California

**Jacqueline Valenzuela**

*Non Tenure Track Instructor, Urban & Environmental Policy*

B.A., California State University, Northridge; M.P.H., University of Southern California

***Religious Studies***

Courses in the department of Religious Studies seek to cultivate an understanding of religion as a significant, widespread, and diverse human phenomenon. To this end, courses explore the literature, history, thought, ethics, institutions, and practices of some of the world's major religious traditions. Special attention is given to clarifying the role that religions have played in the cultural and social worlds of which they are a part, both how religions contribute to and are in tension with other dimensions of culture and society.

The major in Religious Studies provides a firm grounding in the liberal arts. Students will develop an ability to read sources carefully and critically, to approach the study of a topic from a range of cultural positions and from multiple disciplinary frames, and to develop well-reasoned positions. While the rigorous curriculum and comprehensive project prepare students who intend to pursue graduate work in Religious Studies, the skills developed in the department are also valuable to students who plan to pursue a range of professions, including law, medicine, business, social services, government, or religious vocations.

## ***Requirements***

**MAJOR:** A total of 40 units in the department of Religious Studies are required for the major. The major is structured to accommodate a wide variety of interests relating to the study of religion. Students, working collaboratively with an advisor, will design a personalized program to match their interests and objectives. Some majors may opt for a program that is broadly conceived, seeking exposure to a variety of religious traditions and studying religion through a variety of methodologies (such as, literary studies, history, sociology, or philosophy). Others may choose to specialize in one religious tradition, or in one approach to the study of religion. The only required course for the major is RELS 490: Senior Seminar, which guides students through their comprehensive projects.

We strongly encourage students to take courses in other disciplines – such as languages, art history, music, politics, literature, and history - that will enrich their understanding of how religion is conceived, articulated, and practiced. We also strongly encourage majors to participate in international programs, especially in locations where they may encounter a new religious environment. When appropriate, one or two courses from outside the department or from international programs may be applied toward the major.

**MAJOR WITH INTERDISCIPLINARY CONCENTRATION:** Given that Religious Studies is an intrinsically interdisciplinary field of study, some majors may need to partner more robustly with another discipline to pursue the course of study they have designed. For instance, a student interested in the presence of religion in literature or a student interested in the sociological study of religion may need to draw more heavily on the faculty and courses offered by the English or the Sociology departments. Other students with a regional focus or a theoretical focus may need to draw on resources spread across departments. For example, a student interested in Asian religion may need to take courses from the Language, History, and Art History departments, while a student interested in gender and religion may need to take courses from the Critical Theory & Social Justice, Sociology, Philosophy, and History departments. In these cases, majors, in consultation with their advisors, may design a Religious Studies major with an interdisciplinary concentration. A total of twelve courses (48 units) are required for this major, eight courses (32 units) of which are to be taken within the Religious Studies department and four courses (16 units) from another department(s).

**MINOR:** Five Religious Studies courses (20 units) are required for the minor. The courses, chosen in consultation with the Chair of the department, should cover a range of religious traditions and methods of studying religion.

**WRITING REQUIREMENT:** Students majoring in Religious Studies will satisfy the final component of Occidental College's college-wide writing requirement by successfully completing the Senior Seminar and the comprehensive requirement. See the Writing Program and consult the department chair for additional information.

**SENIOR COMPREHENSIVE REQUIREMENT:** While courses in the major are intended to introduce students to a range of religious traditions and to orient students to a variety of approaches to the study of religion, the comprehensive project gives students the opportunity to select a research topic of particular interest to them and to pursue that topic in much greater depth than course work allows. Work on the comprehensive project will further cultivate and assess the skills that ground the discipline: inventiveness, research and methodological abilities, critical reading, analytical thinking, and effective writing and oral communication.

In the spring semester of their Junior year, students will meet with Religious Studies faculty to talk about potential topics and they will conduct preliminary research. In the fall semester of their Senior year, students enroll in RELS 490:Senior Seminar, which guides students through the research and drafting of the project and which provides students with feedback on work in progress. Although there is no class associated with the comprehensive project in the Spring semester, students are expected to continue to revise and polish their papers until the due date. Also in the Spring semester, students will present their research orally to the campus community.

Once the comprehensive projects are submitted, the Religious Studies faculty assesses the papers and oral presentations, awarding them one of the following marks: Pass with Distinction (PD) is awarded to exceptionally sophisticated work that surpasses the departmental standards, Pass(P) is awarded to work that meets departmental standards, and Fail (F) for work that fails to satisfy departmental standards.

**HONORS:** The Department of Religious Studies awards Honors to students who have demonstrated excellence in the discipline of Religious Studies. In the Spring semester, the Religious Studies faculty review the Seniors' record in the department and makes its determinations based on achievement in coursework, sophistication of the comprehensive project, and contribution to the intellectual community.

## ***Courses***

### **130 - Judaism as a Religious Civilization**

A comprehensive survey of Judaism from the earliest times to the modern era. Religious ideas, institutions and practices are studied against the background of the changing historical circumstances which affected the Jewish people. Through analysis of representative texts from the Bible, the Talmud, and medieval philosophical and mystical literature, the dynamic interplay between Judaism and the surrounding cultures is analyzed.

CORE REQUIREMENT MET: **INTERCULTURAL • PRE-1800 and GLOBAL CONNECTIONS**

### **145 - Introduction to American Religious Movements**

A survey of twentieth century religious movements in the United States, with a focus on the intersection of religion, culture, and society. Often using primary documents, we will study movements such as the Social Gospel, Fundamentalism, Jewish Reconstruction, Pentecostalism, Zen Buddhism, and the Religious Right for their historical, social, and theological significance.

CORE REQUIREMENT MET: **UNITED STATES**

### **147 - "Cults" & "Sects": New Religious Movements in Amer**

What is a cult or a sect? And why are some communities--such as, the People's Temple at Jonestown, Branch Davidians at Waco, Heaven's Gate, Scientology, and the Latter-Day Saints--sometimes portrayed as "cults" rather than as "religions"? Using a range of communities as our case studies, we will investigate how and why certain communities are categorized as normative and "mainstream" while other communities are perceived as dangerous and illegitimate outsiders. We will also discuss what these category constructions tell us about religion and identity in America.

CORE REQUIREMENT MET: **US DIVERSITY**

### **150 - Introduction to Islam**

This course explores basic ideas and practices of the Islamic tradition with attention to the socio-historical context of their articulation and reception. Students will examine the historical emergence of Islam, focusing on the life and example of the prophet Muhammad and the spread of Islam under the early formation of the caliphate. Drawing on this historical work the course will proceed to an investigation of core practices and theological concepts. This, in turn, will serve to ground the study of some ways in which Islamic principles and practices have been articulated and institutionalized in the areas of jurisprudence, philosophy and mysticism, art and architecture, gender and sexuality, and politics - including contemporary Islamist political thought.

CORE REQUIREMENT MET: **AFRICA AND THE MIDDLE EAST • PRE-1800 and REGIONAL FOCUS**

### **160 - Introduction to Asian Religions**

This course provides an introduction to the primary religious traditions of South and East Asia. Particular focus is placed upon the religions of India, Tibet, China, and Japan. These include various forms of Hinduism, Buddhism, Islam, Confucianism, Taoism, and Shinto, among others. Historical, sociological, and philosophical dimensions of each are presented through lecture, film, discussion, and field trips.

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

### **175 - The World of the New Testament**

Survey of the major books of the New Testament. This course will set the books of the New Testament within their social, political, and religious contexts, considering how such texts represented, as well as shaped, various forms of Christianity. The course will also examine the process and criteria of canonization in light of these diverse beliefs and practices. Moreover, special attention will be paid to the various scholarly approaches to the study of early Christian literature.

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

## **190 - History of Early Christianity**

Early Christianity from the first to the fifth century was a complex and variegated phenomenon. We shall investigate the variety of early Christianities in this time period, looking at texts primarily from North Africa, Asia Minor, and Rome. An investigation of the diversity of early Christianity in this time will allow us to think about early Christian struggles over authority and identity, both within Christian communities and between Christian communities and their neighbors, and to challenge categories such as orthodoxy and heresy.

CORE REQUIREMENT MET: **REGIONAL FOCUS • PRE-1800**

## **195 - Shamanism and Spirit Possession**

This course provides an introduction to Shamanism and Spirit Possession. We will use case studies from Native American and African traditions—in their homeland and in the diaspora—to investigate the historical use and scholarly conceptions of these categories. We will also explore how the use of these terms relates to the construction of Otherness and new forms of religious innovation, paying particular attention to why one term (shamanism) has been used to refer to indigenous peoples of Asia and the Western hemisphere, while another term (spirit possession) has been used to refer to those of African descent.

CORE REQUIREMENT MET: **GLOBAL CONNECTIONS**

## **197 - Independent Study in Religious Studies**

*Prerequisite: permission of instructor.*

2 or 4 units

## **198 - Religious Violence: From Antiquity to the First Crusades**

Students will be introduced to primary sources in which violence based on religious difference is documented, justified, and/or challenged. Themes of religious difference will be examined; such as, doctrinal/theological difference from within Christianity (heresiological discourses) and religious difference from other traditions (in particular the relationship between Jews, Christians, and Muslims). Similarly, several modes of enacting religious violence will be explored: political/imperial violence (colonial expansion and forced conversion), sexual and gendered violence (rape motifs, self castration, and other bodily violence), and rhetorical violence. Two strands of inquiry will underlie readings, questions, and discussions throughout the course: how religious people othered communities different from their own and to what degree this othering functioned as a dehumanizing apparatus for the enactment of violence and to how those violent actions were moralized to either promote or denounce religious violence. Open to juniors and seniors only. *Prerequisite: Open to juniors and seniors only*

CORE REQUIREMENT MET: **REGIONAL FOCUS and PRE-1800**

## **200 - Turkey: Then and Now**

An interdisciplinary program that aims to orient students to the significance of Turkey from a range of academic perspectives. In the semester course, students engage in an historical study of the peoples and culture of the region from antiquity to the present. Specifically, we

study the Greeks and Persians of the Classical period, Romans of the Roman period, Christians of Late Antiquity and Byzantium, and Turks from the Ottoman period to Atatürk's reform and the modern Republic, paying attention to the ways in which these groups cooperated, competed, and absorbed ideas and traditions from each other. In addition to the historical study facilitated by the instructor, students are expected to conduct independent research projects on an aspect of Turkish history/culture that relates to their major/minor and their unique intellectual interests. At the end of the semester, participants in the program will spend a few weeks in Turkey where they deepen their understanding of Turkish history and culture. Our field study will take us to the ancient capitol of Istanbul, to the modern capitol of Ankara, to the interior of the country (Cappadocia, Konya, Hierapolis, Aphrodisias), then over to the Aegean coast and up the Gallipoli. On site, students will learn from the expert guidance of Prof. Upton-Saia, from a Turkish guide, and from one another as they present their research findings a site related to their topic. *Prerequisite: instructor permission; application process*  
CORE REQUIREMENT MET: **PRE-1800 ? INTERCULTURAL**

## **218 - Women, Gender, and Christianity in Late Antiquity and the Early Middle Ages**

This course will engage and interpret primary sources related to women and gender from the 4th-10th centuries CE in the Mediterranean and Europe. We will aim to understand how ideas, behaviors, and roles related to women and gender were transformed over time, especially through the process of Christianization. We will pay special attention to the use of gender as a category for the study of history, reading theoretical work on gender alongside our historical sources.

CORE REQUIREMENT MET: **PRE-1800 and REGIONAL FOCUS**

## **225 - Sufism**

This course provides an in-depth introduction to the traditions of Islamic mysticism. Students will explore the core teachings and practices of Sufism through the literary, artistic and philosophical expressions of the great saints and masters of the tradition including figures like Rumi, ibn Arabi, Sohrawardi, Mulla Sadra and al-Attar. We will situate Sufi thought and practice within broader Islamic thought and practice while attending to the unique modes in which Islamic mysticism has been institutionalized and transmitted. *Prerequisites: RELS 150 or permission of instructor.*

CORE REQUIREMENT MET: **AFRICA AND THE MIDDLE EAST • PRE-1800 and REGIONAL FOCUS**

## **228 - Chican@ Religious Identities**

In this course students will interrogate several overlapping categories of human identity. First we will seek to define the term Chican@, situating our understanding within the historical particularities in which it emerged, as well as studying its economic, political, social, and religious implications for U.S. Latin-Americans who identify as such. Second, we will investigate the ways in which contemporary Chican@s understand Chican@ and religious identity to be interrelated, specifically as a hybridization of Catholic Christianity along with the spiritual traditions of Africa, Asia, and the indigenous people of the Americas. We will also consider the ways in which Chican@s have looked to their spirituality and religious practices in order to construct narratives of identity, belonging, community, and resistance.

CORE REQUIREMENT MET: **US DIVERSITY**

## **232 - Ancient Israel and the Jewish Bible**

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

CORE REQUIREMENT MET: **AFRICA/MIDDLE EAST ? PRE-1800 and REGIONAL FOCUS**

## **240 - Religion and Social Reform**

This course explores the dynamic relationship between religion and social reform in 19th-century and early 20th-century America. We will examine religious traditions as they influenced and were altered by American society and culture in transition and upheaval. The primary focus will be evangelical Protestant traditions, with some attention to American Catholic and American Jewish traditions as well. Four major areas of social reform will frame the course: the abolition of slavery, the struggle for women's rights, labor and industrial conflicts, and the social gospel reforms of the progressive era. We will use a variety of historical, literary and sociological texts to develop new perspectives on this important period of American history.

CORE REQUIREMENT MET: **UNITED STATES and US DIVERSITY**

## **242 - Environmental Ethics and Religion**

An exploration of the relationship between religion and environmental ethics. How do various world religions view the natural world and what role do they propose for human beings in nature? What is the history of environmental ethics and how does religion figure in that history? How are religious traditions such as Buddhism, Christianity, Hinduism, Islam, Judaism, Native American Spirituality and Taoism rethinking their environmental views, especially in light of emergent ecofeminism?

## **245 - African American Religious Traditions**

A study of the religious traditions of the African diaspora in North America. We shall investigate the role of religion in Black culture, and chart the development of the mainline Black Church. Islam, religious traditions from the Caribbean Islands, and new religions among African Americans will also be studied.

CORE REQUIREMENT MET: **UNITED STATES and US DIVERSITY**

## **250 - Studying Religion: Multiple Approaches**

The academic discipline of Religious Studies is focused around a subject of study, rather than a uniform methodology (unlike the disciplines of History, Economics, Sociology, etc.). For this reason, scholars in the field approach their work with many different methodological perspectives and tools; they are historians, sociologists, philosophers, anthropologists, theologians, and ethicists. The purpose of this course is to orient students to this broad landscape of the academic study of religion. By reading and analyzing a range of

contemporary books and articles that illustrate the latest trends in the field, students will compare diverse approaches to the study of religion, assessing the value and limitations of each. *Prerequisite: one previous Religious Studies course.*

## **251 - What is Enlightenment?**

This course takes Immanuel Kant's question, "What is enlightenment?", as the basis for a cross-cultural, comparative exploration of aspirational ideals for human life. The focus for this year's course will be the forms of 'enlightenment' found in classical Chinese Daoism and in the history of Buddhist philosophy placed in critical juxtaposition to Kant, Nietzsche, and post-Nietzschean thinking in Western culture.

CORE REQUIREMENT MET: **GLOBAL CONNECTIONS**

## **260 - Buddhist Thought from India to Japan**

This course focuses on a variety of interests within Buddhist philosophy, including views on time, space and causality, human understanding and knowledge, the ideals of human life, morality and ethics, as well as overall worldview. The course provides instruction in the practice of reading Buddhist texts in translation from Indian, Tibetan, Chinese, and Japanese originals. Lecture presentations, discussions, field trips, and philosophical research projects are significant components of the course format.

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

## **261 - Contemporary Buddhist Thought and Practice**

This course offers the opportunity for intellectual engagement with forms of Buddhist thought and practice that have emerged in the late twentieth and early twenty-first centuries. It focuses on the development of Buddhist philosophy in response to emerging global culture and on extensions of Buddhist meditation practice meant to coincide with current human possibilities.

CORE REQUIREMENT MET: **CENTRAL/SOUTH/EAST ASIA and REGIONAL FOCUS**

## **270 - Islamic Thought**

This course is designed to provide an introduction to Islamic philosophy and theology beginning with its early articulation in the 9th century CE and following its transformations through the 12th century CE. Students will explore the central metaphysical, moral, and political problems of this tradition as elaborated by its foremost thinkers - for example, al Kindi, Ibn Sina (Avicenna), Ibn Rushd (Averros), al-Ghazali, al-Farabi, and Nasr Khosrow. Special attention will be paid to the appropriation of Ancient Persian and Greek thought, as well as to how the Islamic tradition came to influence later Occidental, Christian, and Jewish thought.

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

## **280 - The Concept of Freedom: Issues in the Humanities**

Our experience of freedom is riddled with contradictions. The effort to reliably predict or causally explain not just the natural world but our every decision and action permeates contemporary life. From physics through the social sciences, the belief in our capacity for mathematical prediction and causal explanation is increasingly dominant, so much so that we

simply take it for granted. And yet, the idea of human freedom persists. It too is taken for granted -- not only in our daily lives where we continue to act as if we chose and decide freely, but also in our politics where it is championed and proclaimed. Nowhere is this more true than in the Arts and Humanities where freedom is a fundamental principle. But as Socrates would ask--do we even know what we mean when we say 'freedom'? Have we seriously examined our ideas of freedom in light of our equally strong faith in prediction and determinate causal explanation? This course seeks to carry out that examination and to cultivate a more critical and well-founded concept of freedom.

## **281 - Religion and Politics**

This course will explore aspects of the complex theoretical and practical relationships between religion and politics ranging from the most abstract kinds of questions regarding the very ideas of 'the religious' and 'the political' to the scrutiny of very specific, particular practices, statements, and conflicts. Possible themes and questions that may be the focus of the course include: the debates regarding the role of religion in establishing political legitimacy and authority; understanding the theological roots of core concepts of political philosophy. How has violence (war, torture, martyrdom, punishment) been understood, appropriated, deployed, and resisted in religious practice and discourse in relation to politics and the state? What is 'the secular'?

CORE REQUIREMENT MET: **INTERCULTURAL**

## **290 - Banned Books: Introduction to the New Testament Apocrypha**

The modern-day New Testament contains only a portion of the literature (i.e., gospels, acts, epistles, and apocalypses) written by early Christians. This course will provide students the opportunity to study many of the texts that were not included in the Christian canon: the so-called "apocrypha." We will investigate the process by which the Christian canon was formed, how and why some texts that were beloved by many ordinary Christians were excluded from the canon by church officials, and how the ideological and theological positions found in the rejected texts give us a lens into some of the most heated debates in early Christian communities. In addition to surveying apocryphal texts and their early Christian contexts, the major assignment of the course will be to collaborate with Prof. Upson-Saia on her current research project: a study of how ideas found in the New Testament Apocrypha persist in Catholic tradition—specifically, in Catholic doctrine, art, and liturgy—even though the texts themselves were excluded from the Christian Bible. *Prerequisite: Open to Juniors and Seniors*

CORE REQUIREMENT MET: **PRE-1800 and REGIONAL FOCUS**

## **295 - Topics in Religious Studies**

### **The Contemplative Life and Social Justice**

Over the course of religious history, some have chosen lives of contemplation and prayer, seeking to explore religion in its depth dimension. This course examines the lives of Dorothy Day and Thomas Merton, who in 20th century America, fashioned new forms of the contemplative life, often characterized as much by engagement with the world as by retreat from it. Day pursued social justice through the founding of the Catholic Worker Movement and the running of Hospitality Houses for the urban poor over several decades. Merton, a Trappist monk, took vows of silence, but voiced concerns for justice and peace through his popular writings as a religious thinker and social critic; he fostered interreligious dialogue among

Christians and Buddhists in Asia and elsewhere. We will review the history of contemplation in the Western tradition and ponder the meaning and value of contemplation for post-modern lives. We will read extensive works by and about Day and Merton to understand how they each led lives of contemplation while tending to the world swirling around them.

### **305 - Islam, Gender and Sexuality**

The course will examine the discourses and practices that have shaped gender and sexuality in Islam and Islamicate cultures. The course will explore the articulations of gender and sexuality in Islamic scriptural, legal and historical texts from the earliest period to the present, placing those ideas and institutions within their broader historical, social and political contexts. Special attention will be given to the way gender and sexuality are taken up in Islamicate cultures in the wake of Western imperialism and colonialism.

CORE REQUIREMENT MET: **AFRICA/MIDDLE EAST ? GLOBAL CONNECTIONS**

### **340 - American Religion: Communities and Movements**

A study of selected religious communities and movements in American history. The social cultural and religious purposes and impacts of groups such as the Shakers, the Native American Church, the Hasidim, Pentecostalism, and Mexican American religion will be explored.

CORE REQUIREMENT MET: **UNITED STATES and US DIVERSITY**

### **345 - American Spiritualities**

This advanced seminar will investigate the meanings and traditions behind the popular American claim, "I'm spiritual but not religious." What is spirituality in the American context? How and why does spirituality overtake religion in appeal and status? What historical features of American culture and society promote contemporary issues of spirituality? *Prerequisite: one previous Religious Studies course.*

### **347 - Religion and the United States Supreme Court**

An intensive review of landmark cases concerning the establishment and free exercise of religion clauses of the first amendment. We will study the history and varying interpretation of these clauses. Students will focus on mastering the arguments presented in landmark cases concerning sabbath observance, religion and the schools, ritual animal sacrifice, ritual drug use, and religious displays in public places, among others. *Open to juniors and seniors only.*

### **351 - "Good" Sex: History of Christian Sexual Ethics**

An intensive review of landmark cases concerning the establishment and free exercise of religion clauses of the first amendment. We will study the history and varying interpretation of these clauses. Students will focus on mastering the arguments presented in landmark cases concerning sabbath observance, religion and the schools, ritual animal sacrifice, ritual drug use, and religious displays in public places, among others. *Open to juniors and seniors only.*

CORE REQUIREMENT MET: **INTERCULTURAL ? PRE-1800 ? GLOBAL CONNECTIONS**

### **360 - Philosophy of Religion**

This course seeks to develop an understanding of religion by thinking philosophically and cross-culturally about religious practices and claims, and by considering what roles religions play in human cultures. Among course topics will be the kinds and status of religious experience, the relation between religion and morality, religious discourse and the kinds of truth claims made in different traditions. *Prerequisite: One course in RS*

### **365 - Seminar: Buddhist Ethics**

A study of moral/ethical thinking in the history of Buddhism. Through a close reading of selected Buddhist texts from India, Tibet, and China, we will examine Buddhist theories of character development and virtue, the ideals of human enlightenment towards which Buddhists aspire, and the practices or disciplines thought adequate to this aspiration.

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

### **370 - Death, Dying, and Afterlife in the Ancient Mediterranean**

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

CORE REQUIREMENTS MET: **PRE-1800 ? INTERCULTURAL ? GLOBAL CONNECTIONS**

### **375 - The Moral Life**

In this course we will seek to understand the critique of religion and certain principles of morality set out in Nietzsche's writings. This means coming to terms with the crisis that arises once the basic values grounding our life conduct have been undermined. We will then examine Nietzsche's efforts to articulate a new ideal of a moral or beautiful life that has no absolute standard for truth or good. In the second part of the course, we will examine how Nietzsche's project is taken up in Martin Heidegger's *Being and Time* and Heidegger's lecture course on Nietzsche.

### **380 - Religious Figures**

A comprehensive study of persons whose religious insight and/or activity has become significant to others.

## **385 - Contemporary Religious Thought**

An examination of religious thought emerging out of the philosophical projects that declared the "death of God" and the "end of metaphysics." Following a careful study of key philosophical and theological concepts, students will analyze both the critiques levied against these concepts and formulations of post-metaphysical religiosity ('A/theology,' 'Death of God Theology'). Possible authors to be studied include Heidegger, Bataille, Benjamin Derrida, Robert Scharlemann, and Mark Taylor. *Prerequisite: one Religious Studies course.*

## **395 - Topics in Religious Studies**

**Contemporary Islam.** Students in this course will examine the writings of 20th-21st century Islamic political thinkers in the broader socio-historical context in which their work was and is produced. In successive years, the course will focus on different regions or countries where these ideas are being articulated - for instance, Egypt, Iran, Pakistan and India, South East Asia, or North America. Beginning with a study of key concepts in Islamic theory and political philosophy, students will then analyze the complex and specific relationship between political, religious, and economic ideas and forces informing the work of authors studied in the course. Special attention will be paid to the ways in which Western and modern ideas and practices, and Western imperialism or colonialism are taken up in their work.

## **397 - Independent Study in Religious Studies**

*Prerequisite: permission of instructor.*

2 or 4 units

## **490 - Senior Seminar in Religious Studies**

This seminar is offered in conjunction with Religious Studies majors' ongoing research for the senior comprehensive project. Seminar meetings will be devoted to instruction on research and writing in the discipline of Religious Studies, as well as discussion and critique of individual students' work in progress. Open only to senior Religious Studies majors.

## **499 - Honors in Religious Studies**

*Prerequisite: permission of department.*

## ***Faculty***

### **Regular Faculty**

#### **Kristi Upson-Saia**

*Associate Professor, Religious Studies*

B.A., University of Washington; M.Div., Princeton Theol. Sem.; Ph.D., Duke University

#### **D. Keith Naylor**

*Professor, Religious Studies*

B.A., Stanford University; M.A., Pacific School of Religion; Ph.D., UC Santa Barbara

**Dale Wright**

*David B. and Mary H. Gamble Professor in Religion, Religious Studies*

B.A., San Diego State University; Ph.D., University of Iowa

## On Special Appointment

**Malek Moazzam-Doulat**

*Adjunct Assistant Professor, Religious Studies*

B.A., Occidental College; Ph.D., State University of New York, Stony Brook

**Sanford Ragins**

*Adjunct Assistant Professor, Religious Studies*

B.A., Ph.D., Brandeis University

## Sociology

Sociology is concerned primarily with the scientific study of social groups and social relations. Sociologists seek to understand how societies, institutions, organizations and other social forces shape and are shaped by individuals. One of the department's primary aims is to provide students with the analytical critical skills needed to understand and evaluate social institutions and social change more effectively.

The Sociology faculty complement one another in a way that allows them to offer a varied range of courses. Courses reflect a growing interest and focus in the discipline on disadvantaged groups and classes of people and the ways they interact with social institutions. Occidental's proximity to Los Angeles, one of the most ethnically and economically diverse cities in the world, makes this focus all the more appropriate and provides students with the opportunity to observe many of these social phenomena firsthand.

Sociology majors will receive excellent preparation for graduate and professional study in sociology, law, social work, journalism, public health, business management, teaching, public administration, and other fields that require the ability to think critically, analytically, and ethically about a wide range of social issues in the search for viable solutions. While the department is committed to providing majors with the best possible preparation for careers in sociology and related fields, it is equally committed to providing non-majors with knowledge of social life as well as evaluative and analytical skills from which they will benefit in their chosen field of study and their careers in an increasingly diverse and complex world.

## Requirements

**MAJOR:**

Eleven courses (44 units) in Sociology which must include:

- Sociology 101;

- a theory course (200 or 205);
- Sociological Inquiry (304);
- a research methods course (305, or 310);
- Senior Seminar (490);
- and six electives chosen from within the sociology department.

The Sociology Department encourages students to declare the major by the end of their first year.

If you declare at the end of your first year, you should:

1. take Classic or Contemporary Sociological Theory (200 or 205) in your sophomore year.
2. take Sociological Inquiry (304) in your sophomore year.
3. take a research methods course (305, 306 or 310) in your junior year.
4. enroll in Senior Seminar (490) in the fall of your senior year.

If you declare during your sophomore year, you should:

1. take Classic or Contemporary Sociological Theory (200 or 205) as soon as possible.
2. take Sociological Inquiry (304) as soon as possible.
3. take a research methods course (305, 306 or 310) in your junior year.
4. enroll in Senior Seminar (490) in the fall of your senior year.

Students who plan to study abroad should work with their advisor on a plan to complete their major requirements. Classes taken in sociology departments while abroad count towards the major electives.

Eleven courses (44 units) in Sociology which must include 101, a theory course (200 or 205, Social Inquiry (304), a methods course (305, 306 or 310), and senior seminar (490). The remaining six courses are electives that students may select from all the other courses offered by the department. One non-Sociology course cross-listed with Sociology can count towards the major.

305 meets the College Core math requirement. For sociology majors, 304 is a precursor to 305, 306 or 310.

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

**MINOR:** Five courses (20 units) in Sociology which must include 101. The remaining four courses are electives that students may select from all the other courses offered by the department.

**WRITING REQUIREMENT:** Students majoring in Sociology will satisfy the final component of Occidental College's college-wide writing requirement by completing any 300 level Sociology course by the end of the fall semester of the junior year with a grade of B- or higher (or appropriate course work). Students should familiarize themselves with the departmental requirement at the time of declaring the major. See the Writing Program and consult the

department chair for additional information.

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

**DEPARTMENTAL HONORS:** A distinctive ("PD") comprehensive senior thesis based on primary research along with a 3.5 grade point average in the department and 3.25 overall.

**INTERNSHIPS:** The department, in concert with the Career Development Center, keeps files on available internships in law, criminal justice, and various social and community agencies.

## ***Courses***

### **101 - Introduction to Sociology**

This course introduces students to the "sociological imagination"-a way of viewing events, relationships and social phenomena which form the fabric of our lives and much of our history. We will examine the ways in which people are shaped, influenced, and controlled by their society and vice versa. In addition, students will be encouraged to think about how sociology helps us understand and interpret the nature of social order and disorder. *Open only to freshmen and sophomores or by permission of instructor.*

CORE REQUIREMENT MET: **UNITED STATES and U.S. DIVERSITY**

### **105 - Immigrant Youth & Youth Cultures**

This course examines the role of youth cultures in the identity formation of immigrant adolescent youth residing in the Southwest region of the United States. Particular attention is paid to: (1) theories of acculturation and assimilation used to analyze the experiences of immigrant youth; (2) the impact of geographical location, social class, gender, race, sexuality, popular culture, mass media, and technology; and (3) the intersection of youth cultures, home cultures, and mainstream society. *Prerequisite: Sociology 101 or permission of Instructor.*

CORE REQUIREMENT MET: **U.S. DIVERSITY**

### **197 - Independent Study in Sociology**

*Prerequisite: permission of instructor.*

2 or 4 units

### **200 - Classical Sociological Theory: Marx, Weber, Durkheim**

This course introduces the discipline's formative schools of thought. The course is structured according to sociology's classic paradigms. Marxist, Weberian, and Durkheimian theories are the classical models. They founded the field of Sociology and continue to influence contemporary thought about social relations. In the course we first examine the fundamental presuppositions of their grand theories. Then we critically evaluate the particularities of their more concrete propositions about capitalist development or modernization, the state and social change. A special emphasis of the course is on critical analysis. *Prerequisite: Sociology 101 or permission of Instructor.*

## **205 - Contemporary Sociological Theory**

This course introduces the most influential paradigms of the 20th century. These include the American structural-functionalist paradigm, the rational choice model, the elite school, various neo-Marxist arguments (including the theory of the world system as well as the culturalist Frankfurt school), and the symbolic interactionist paradigm. We conclude the course with an introduction to postmodernist theory. The course emphasizes critical analysis. *Prerequisite: Sociology 101 or permission of Instructor.*

**CORE REQUIREMENT MET: INTERCULTURAL**

## **210 - The Struggle for Human Rights in Mexico**

After Mexico's transition to electoral democracy in 2000, two alternative party (PAN) Presidents either failed to act in accordance with the transitional justice movements sweeping Latin America, or actually returned to *mano dura* (heavy-handed) military practices to deal with the drug cartels. Consequently, as compared to South American countries, human rights violations in Mexico have increased rather than decreased since its transition to democracy. This class will document why this is the case as well as look into the various movements that have mobilized since the 1970s to the present to demand human rights in Mexico.

*Prerequisite: Soc. 101 OR Politics 101 OR DWA 101*

**CORE REQUIREMENT MET: LATIN-AMERICA and REGIONAL FOCUS**

## **225 - Masculinities**

This course examines the construction and reproduction of masculinities, primarily in the United States. We explore the impact these gendered identities have on individual's lives and social interactions. Consideration will be given to the intersection of ethnicity, race, class, age, sexual orientation, and gender, and the role of social institutions and inequities in the social construction of masculinities. *Prerequisite: Sociology 101 or permission of Instructor.*

**CORE REQUIREMENT MET: UNITED STATES and U.S. DIVERSITY**

## **230 - Marriage and Family**

This course examines the family as a social institution in the United States. The course emphasizes sociological and demographic perspectives on the family, family change historically and contemporarily, and the intersection of the family with social categories such as race and ethnicity, sexual orientation, gender, and class. The course will highlight contemporary changes in marriage, divorce, and non-marital cohabitation in the United States but will also expose students to sociological thinking about family systems around the world.

*Prerequisite: SOC 101*

**CORE REQUIREMENT MET: U.S. DIVERSITY**

## **240 - Sociology of Food**

This course examines the social relations surrounding the production, distribution, preparation, and consumption of food. In doing so, we will try to understand how the issues and problems of daily life reflect larger social forces, and how our understanding and actions shape the social world. This means that we will treat several major questions facing sociology today, including inequalities and identities based on national, racial/ethnic, class, and gender positions; work

and family; the environment; globalization; and, cultural change. By the end of the course, you will be able to critically examine and evaluate the connections between food, culture, and society. *Prerequisite: Sociology 101 or permission of Instructor.*

**CORE REQUIREMENT MET: U.S. DIVERSITY and UNITED STATES**

## **245 - Social Class and Inequality in the United States**

This course examines the individual, cultural, and structural explanations for the presence and persistence of income and wealth inequality in the U.S. The impact of inequality on social groups and the social policies developed to curtail poverty are also considered. *Prerequisite: Sociology 101 or permission of Instructor.*

**CORE REQUIREMENT MET: U.S. DIVERSITY**

## **250 - Race and Ethnicity in American Society**

This course provides a basic sociological understanding of relations among racial and ethnic groups in the United States. A sociological approach includes considering race and ethnicity as social constructs that permeate all social life, are entrenched in social structures and institutions, and shift and mutate over time and place. Such a perspective suggests that (1) race and racism are not merely the 'problems' of/for subordinate racial and ethnic groups, but are reflective of society-wide power relationships that deeply affect all of us on a daily basis, (2) that racial and ethnic categories - including 'white' - can be viewed usefully as the result of historical struggles over economic resources, political access, and cultural identity, rather than as objective measures of biological difference, and (3) the institutional forms of racism, indelibly etched into this nation's past, did not end with civil rights legislation of the 1960s but continue to shape social institutions today. *Prerequisite: Sociology 101 or permission of Instructor.*

**CORE REQUIREMENT MET: UNITED STATES and U.S. DIVERSITY**

## **255 - Youth Cultures in United States Society**

This course examines the role of youth cultures in the identity formation of adolescents residing throughout the United States. Particular attention is paid to 1) the impact of geographical location, social class, gender, race, sexuality, popular culture, mass media, and technology; (2) the intersection of youth cultures and mainstream society; and (3) the contention that some youth cultures are "deviant". *Prerequisite: Sociology 101 or permission of Instructor.*

**CORE REQUIREMENT MET: U.S. DIVERSITY**

## **260 - Deviance**

In this course, we will focus on sociological theories of deviance, with an emphasis on how behaviors and identities are socially constructed as deviant (both today and historically). We will then turn our attention to major forms of deviance as typically defined in Western societies: criminal deviance, "victimless crimes," and individuals with stigmatized identities. Throughout the course, we will work to understand the complex relationship between social actors and audiences in defining deviance; the nature of social control in responding to deviance; and the experiences of "deviant" individuals. *Prerequisite: Sociology 101 or permission of Instructor.*

**CORE REQUIREMENT MET: U.S. DIVERSITY**

## **265 - Gender and Society**

In this course we will critically examine the ways gender informs the social world in which we live. Our goals for this course will be 1) to reveal the "common-sense" world of gender around you; 2) to consider how we learn to "do" gender; 3) to expose the workings of the institutions that shape our gendered lives; and 4) to come to an understanding of the relationship between gender and the social structure. *Prerequisite: Sociology 101 or permission of Instructor.*

**CORE REQUIREMENT MET: UNITED STATES and U.S. DIVERSITY**

## **280 - Punishment**

Why does the United States incarcerate more of its population than any other nation in the world? Why does death by injection seem kinder and gentler-and thus, more acceptable-than public hangings of the past? What are the consequences for justice and democracy in an era of unprecedented confinement and correctional supervision? Using various historical, legal, and sociological perspectives, we will focus on questions such as these with an emphasis on: the cultural life of punishment, crime control as a political issue, the racial and class dynamics of punishment and inequality, and contemporary issues surrounding modern penal sanctioning (e.g., mass incarceration) and its consequences. *This course is repeatable one time.*

*Prerequisite: Sociology 101 or permission of Instructor.*

**CORE REQUIREMENT MET: U.S. DIVERSITY**

## **285 - Environmental Sociology**

The relationship between humans and the non-human environment is complex and problematic. We are part of and dependent upon the natural environment, even while altering that environment for our own needs and purposes. As a way of broadly thinking about these interactions, we will address the social causes, consequences, and responses to environmental disruption. By the end of the course, you will be more adept at understanding how societal characteristics -- including cultures, traditions, beliefs, values, institutions, and the like -- combine with environmental conditions to shape the impact that people have on their environments. *Prerequisite: Sociology 101 or permission of Instructor.*

**CORE REQUIREMENT MET: U.S. DIVERSITY**

## **304 - Sociological Inquiry**

This course looks at the ways sociologists collect information about social phenomena with a special emphasis on what can be done to yield information that is trustworthy and useful for our theoretical understanding of social life. It assumes no background in research methods or statistics. We will talk about the scientific method, the complexities of applying methods to social research, ethics and bias, and research design. You will be given an overview of major "quantitative" and "qualitative" methodologies, including surveys, interviews, ethnography, experiments, participant observation, or content analysis. *Prerequisite: Sociology 101 or permission of Instructor.*

## **305 - Quantitative Research Methods**

This course introduces quantitative research methods and statistical analysis from a social science perspective. We will address the major components of the research process and will

stress the importance of critical thinking in all matters numerical. We will cover measures of central tendency, the normal curve, probability, frequency distributions, correlation, and regression. We will also talk about statistics and statistical reasoning in the media. By the end of the course, you will have mastered basic statistical concepts and techniques, and will be able to critically examine and evaluate the (mis)use of these concepts. *Prerequisite: Sociology 101 or permission of Instructor.*  
CORE REQUIREMENT MET: **MATH/SCI**

### **306 - Qualitative Research Methods**

This course introduces qualitative research methods from a social science perspective. We will cover systematic qualitative research design, data collection, and analysis. Techniques will include interviewing, focus groups, ethnography, and/or qualitative content analysis. By the end of the course, you will have mastered basic concepts and techniques and be able to carry out basic qualitative research. *Prerequisite: SOC 101*

### **310 - Sociological Field Methods**

This course introduces the theory and methods of sociological and urban field research. We consider positivist, interpretive and critical paradigms. We compare the traditions of anthropological as well as sociological ethnography. We explore the ethics of participant observation, with respect to issues such as role, authority, and power. We learn interview protocols, how to write field notes, how to analyze data, and techniques of storytelling in ethnographic writing. We explore principles of participatory action research and oral history. We will also learn quantitative methods through the analysis of local statistical data from the U.S. Census of Population and Housing. Students will conduct their own ethnographic or field-based study. *Prerequisite: Sociology 101 or permission of Instructor*

### **315 - Sociology of Education**

This course uses different sociological perspectives to examine social aspects of schooling and educational institutions in the U.S. Specifically, the course focuses on factors that may impede and/or facilitate learning such as social class, gender, race and ethnicity, teacher and parental expectations, and peers. Additionally, the role of education in the acculturation and assimilation process is considered, as are the ways in which schools ameliorate and/or replicate social inequalities. *Prerequisite: Sociology 101 or permission of Instructor.*  
CORE REQUIREMENT MET: **U.S. DIVERSITY**

### **320 - Health and Illness**

This course surveys sociological theories of health, illness, and medicine. Rather than focusing on the individual body as the site of disease, the course examines the role of social context in shaping health and access to the healthcare system across population groups. The course focuses especially on medical intervention and the medicalization of disease, social disparities in health, and contemporary healthcare changes and challenges in the United States.  
*Prerequisite: SOC 101*  
CORE REQUIREMENT MET: **UNITED STATES and U.S. DIVERSITY**

### **325 - Criminology**

This course introduces the field of criminology. The course is designed to provide a broad understanding of the etiology of crime (i.e., what causes crime?), the measurement of crime, and theories of criminal punishment. We will also discuss a wide range of criminal behaviors, with a focus on violent crime and property crime (e.g., homicide, sexual assault, shoplifting, white collar crime, etc.). The final component of the course focuses on the American criminal justice system. This course emphasizes a sociological approach to understanding crime, criminal behavior, and criminal justice. *Prerequisite: Sociology 101 or permission of Instructor.*

**CORE REQUIREMENT MET: U.S. DIVERSITY**

### **330 - Political Sociology**

This course will focus on classical and contemporary theories of power and authority; theories of the state and various forms of state power, the state and government, the nature of democracy and political elites in modern society (especially the United States) as well as the social bases of political parties and voting behavior. *Prerequisite: Sociology 101, Politics 101, or permission of Instructor.*

**CORE REQUIREMENT MET: INTERCULTURAL**

### **335 - Democratizing Latin America**

This course will focus on the changing dynamics of state power in Latin America from the 1960s through the present. We will compare Latin America's hard-dictatorships (dictaduras) to various versions of soft(er)-authoritarianisms (dictablandas) before such states transitioned to electoral democracy. Beyond looking at the changing dynamics between states and their civil societies over time, we will explore legacies of civil wars, revolution, military coups and dirty wars. We will not only look at how ordinary people fought back by struggling for political, human and cultural rights, but how their movements contributed to the recent democratic transitions characterized as "third-wave" democratization". *Prerequisite: SOC 101, POLS 101, DWA 101 or HIST 258 or permission of instructor.*

**CORE REQUIREMENT MET: GLOBAL CONNECTION**

### **350 - Social Movements and Revolutions**

This course examines why people protest for social change. We will examine the theoretical debates about the determinants of insurgency by focusing on the following models: the collective behavior, the resource mobilization, the political process, as well as the cultural approach. We will also examine the theoretical debates on the extent to which social movements can be credited with political change. Your study of these theories will expose you to several case studies of real social movements in the United States, Europe and Latin America. This is, however, a theory (not a history) course. *Prerequisite:*

*Sociology 101, Politics 101 or permission of Instructor.*

**CORE REQUIREMENT MET: INTERCULTURAL**

### **355 - Power and Sexuality**

This course will consider the role that sexuality plays in the American imagination, especially the way that sexuality is constructed and serves as a mechanism of social control. In doing so,

special attention will be paid to the ways in which human sexuality intertwines with axes of power in contemporary America such as race, ethnicity, gender, class, and sexual orientation. *Prerequisite: Sociology 101.*

### **360 - Urban Sociology**

What are the effects of urbanism on human psychology and civic life? How does urbanization structure social and economic relations as well as signifying identities and cultural meanings? Is there a common "human ecology" of cities in "natural areas" such as the CBD, skid row, the "Tenderloin" or the "zone-in-transition"? We examine the urban underclass, through case studies of the African American ghetto and Spanish Harlem, with attention to public policy perspectives on urban poverty. Urban futures are considered through gentrification, growth machine boosterism (sports and convention centers), and urban theme parking. *Prerequisite: Sociology 101 or Politics 101 or permission of Instructor.*

CORE REQUIREMENT MET: **U.S. DIVERSITY**

### **365 - Mass Media and Consumer Society**

The course will examine how mass communication systems such as radio, television, cinema and the Internet are produced and what they signify and represent of the social world and public life. We consider the relationship of the mass media to big business and the structure of capitalism. The ideological influences of the mass media are interrogated through concepts such as "mass culture" and "subculture". We examine how contemporary culture and everyday life are increasingly commodified through the systems and spectacles of consumption capitalism. How has globalization affected consumerism and the social construction of the contemporary self? *Prerequisite: Sociology 101 or permission of Instructor.*

CORE REQUIREMENT MET: **U.S. DIVERSITY**

### **370 - Sociology of (Non)Violence**

This course examines the social phenomenon of human violence. We first consider classical and contemporary sociological theories on violence and violent conflicts, and the main sociological definitions of violence used over the last century. We then turn to empirical studies that explore the social processes and societal structures that give rise to the various forms of violence—intrapersonal, interpersonal, familial, collective, and political—and nonviolent movements presently observed throughout the world. *Prerequisite: Sociology 101 or permission of Instructor.*

CORE REQUIREMENT MET: **INTERCULTURAL and GLOBAL CONNECTIONS**

### **375 - Globalization**

This course examines the political, economic, and cultural changes that occur as societies shift from the traditional to the modern. Why are some nations mired in debt and dependency while others have become successful "newly-industrializing countries?" We consider leading intergovernmental organizations of the global economy such as the IMF, World Bank, and WTO. We investigate scenarios in cultural globalization, including Americanization, hybridization, and fundamentalism. We consider intersectional social dynamics that disenfranchise the most powerless including women, children, indigenous and stateless peoples. *Prerequisite: Sociology 101 or Politics 101 or permission of Instructor.*

CORE REQUIREMENT MET: **INTERCULTURAL and GLOBAL CONNECTIONS**

### **380 - Sociology of Disaster**

This course examines disaster as a social phenomenon and broader trends in managing, calculating, and responding to a variety of threats and catastrophes. We will focus on the history of disaster response and policy in the U.S., theories of reflexive modernity, risk, and trauma, and cultural responses to calamity in California and in the U.S. more broadly. Case studies include Hurricane Katrina, the BP Deepwater Horizon oil spill, Fukushima, and outbreaks of whooping cough and Ebola. *Prerequisite: SOC 101.*

CORE REQUIREMENT MET: **UNITED STATES and US DIVERSITY**

### **395 - Special Topics in Sociology**

This course will function as an advanced seminar focusing on the research interests of the Sociology Department's faculty. The seminar is research and writing intensive.

**Los Angeles Field Research - KCET.** This course investigates the theory and methods of sociological field research in the setting of Los Angeles. We consider positivist, interpretive and critical research paradigms. We explore the ethics of field research, with respect to issues such as role, authority, and power. We learn interview protocols, how to write field notes, how to analyze data, and techniques of storytelling in ethnographic writing. We explore classic field-based studies of Los Angeles communities. Students will do field interviews with members of artistic, cultural, community, environmental, or social movement organizations based in Los Angeles. Transcribed interviews and photographs will be published in online features by KCET-Departures, the Internet media unit of the public television station.

### **397 - Independent Study in Sociology**

*Prerequisite: permission of instructor.*

2 or 4 units

### **420 - Immigration to the United States From Mexico and Central America**

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

*Sociology 101 or permission of Instructor.*

**CORE REQUIREMENT MET: INTERCULTURAL**

### **490 - Senior Seminar in Sociology**

Seminar is offered in conjunction with sociology majors' ongoing library research for the senior thesis. Seminar meetings will be devoted to discussion and critique of work in progress.

*Prerequisite: senior Sociology majors only. We strongly encourage students to have taken Classic or Contemporary Theory, Sociological Inquiry and Qualitative, Quantitative, or Field Methods before taking the senior seminar (always taught in the Fall).*

## 499 - Honors in Sociology

*Prerequisite: permission of department.*

### **Faculty**

#### Regular Faculty

##### **Richard Mora**

*Associate Professor, Sociology; Affiliated Faculty, Latino/a & Latin American Studies*

B.A., Harvard College (Sociology); M.A., University of Michigan (Education); M.A., Harvard University (Sociology); Ph.D., Harvard University (Sociology & Social Policy)

##### **Danielle Dirks**

*Assistant Professor, Sociology*

B.S. Psychology, B.A. Sociology, M.A. Sociology, University of Florida; Ph.D. The University of Texas at Austin

##### **John T. Lang**

*Associate Professor, Sociology*

B.A., M.A., Ph.D., Rutgers University

##### **Jan Lin**

*Professor, Sociology; Advisory Committee, Urban and Environmental Policy*

B.A., Williams College; M.S., London School of Economics and Political Science; Ph.D., New School for Social Research

##### **Krystale E. Littlejohn**

*Assistant Professor of Sociology*

A.B., Occidental College; M.A., Ph.D., Stanford University

##### **Dolores Trevizo**

*Professor, Sociology; Advisory Committee, Latino/a and Latin American Studies*

A.B., Occidental College; M.A., Ph.D., UCLA

##### **Lisa Wade**

*Associate Professor, Sociology*

B.A., University of California, Santa Barbara; M.A., New York University; M.S., Ph.D., University of Wisconsin, Madison

#### On Special Appointment

##### **Terri Anderson**

*Adjunct Assistant Professor, Sociology*

B.A. U.C. Irvine, M.A. U.C.L.A., Ph.D U.C.L.A.

##### **Rebecca DiBennardo**

*Non Tenure Track Instructor, Sociology*

B.A., Vassar College; M.P.A., New York University Wagner School; M.A., University of

## ***Spanish & French Studies***

The study of a culture through its language offers insights into unfamiliar worlds which cannot be realized in any other way; such study is one of the distinguishing features of a liberal arts education. Moreover, competence in a language other than English can provide a decided advantage for any post-graduate education or career objective.

The Spanish and French Studies program at Occidental is designed to provide the student with an analytical grasp of the traditions and complexities of the Spanish and/or French-speaking world. The rich cultural and literary expressions of Spain and Latin America provide the context for a classroom environment that builds strong conversational skills and immerses the student in intensive language use. Similarly, the department introduces students to the rich intellectual, literary, cultural, and political traditions of the Francophone world through the study of works from Africa, Canada, the Caribbean, and Europe. Classroom instruction and discussions take place entirely in Spanish or French, and Occidental College's strategic position in Southern California also provides students with numerous opportunities to use the Spanish language interactively. The department also offers courses in Modern Standard Arabic, as well as courses in Arabic conversation and Arabic literature and culture in translation.

The department strongly encourages all students, whether considering a major in the department or not, to investigate Occidental's opportunities for study abroad (see Off-Campus Study). In recent years, students from a wide variety of departments, including the sciences, have taken advantage of these programs, greatly enhancing their education and future opportunities. These programs exemplify Occidental's ideal of a liberal education that increases sensitivity to and appreciation of other cultures. Finally, the department also invites students to engage in community-based learning through the different activities available in the intermediate and advanced Spanish language classes.

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

Linguistics is the scientific study of language as a type of human activity: how languages are constructed and why, where they came from, and how they got that way. It also delineates the breadth and limitations of language's usability. Thus linguistics straddles the sciences, social sciences, and humanities. As an applied field, it is highly useful to anyone learning another language, to those intending to teach English or any other language, to people studying other cultures (since culture is encoded and transmitted largely via language structures), and to those studying human cognition or child development (since language structure plays a central role in both).

### ***Requirements***

#### **FRENCH**

**MAJOR:** The French major may choose either a literature or a culture concentration. French Literature concentration: particularly recommended for students interested in further study of French language and Francophone cultures, the literature concentration requires 7 courses, including 202 and 6 courses (24 units) above 202; 1 course (4 units) can be in literary theory or linguistics. A maximum of 3 courses can be taken outside of the department, including courses abroad. French Culture concentration: recommended for students with near-native language skills in speaking, writing, and reading French. This concentration requires 7 courses, including 202 and 6 additional courses. A minimum of 3 (12 units) of these 6 courses must be taught by faculty in the French section at Occidental. 1 course (4 units) can be in linguistics; and a student can choose 1 pre-approved course (4 units) in literature, art, history, music, or politics from other departments. A maximum of 3 courses can be taken outside of the department, including courses abroad.

For both the literature and culture concentration, majors must enroll in at least 4 units in the department during their senior year; this course can be the Senior Seminar (490) taken as an independent study during one or both semesters.

**WRITING REQUIREMENT:** Students majoring in French will satisfy the final component of Occidental's college-wide writing requirement with the submission of their translation portfolio (see Comprehensive Requirements below) which consists of two essays in English and one in French. Students should familiarize themselves with the departmental requirement at the time of declaring the major. See the Writing Program and the department chair for additional information.

**COMPREHENSIVE REQUIREMENT:** The comprehensive requirements in French consists of components, three of which are completed through course work: proficiency in grammar and competency in textual analysis (with a score of 85% or higher in French 202) and proficiency in translation (with a score of 85% or higher in French 350). Students complete the final two components of the comprehensive requirements during the senior year: an oral presentation and a written essay (either a dissertation en temps limité or a senior thesis). Majors can also complete the comprehensive requirements in the Senior Seminar.

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

Students also may pursue a double major. Pairing a language major with such disciplines as Art, Diplomacy and World Affairs, English, and History can be especially advantageous for careers or further study based on these fields.

**MINOR:** A minor in French consists of 5 courses, including French 201 plus 4 courses (16 above French 201, and including one at the 350 level or above). A maximum of two courses can be taken outside the department, including courses abroad.

**HONORS:** Majors in the department with an overall GPA of 3.25 may qualify for Honors at graduation through a distinguished comprehensive thesis or examination. See the Honors Program and consult the major advisor and chair for details by the end of the fall semester, junior year.

## SPANISH

**MAJOR:** Spanish majors are required to take 8 courses, including Spanish 202 or 211, 6 courses numbered above 202/211, and Spanish 490. Of the group of 6 courses, a minimum of 2 must be in literature and 1 in linguistics. At least one of the six courses must be numbered 340 or above. A maximum of 3 courses may be taken outside the department, including those taken on study abroad programs. Only 1 course may be taken in English. All courses taken outside the department for the Spanish major must be approved in advance by the student's departmental adviser. Students are responsible for documenting the work they do abroad, especially regarding independent research, internships or courses taken directly at a university. A portfolio of their work should be submitted upon their return in order to get credit towards the Spanish major or minor. For both the Spanish major and minor, the terms literature and culture refer to the literatures and cultures of Spain, Spanish America, and the Latino United States. The term linguistics includes linguistics courses taught both in English and Spanish.

Spanish Majors choose 1 of 3 tracks of study:

- *Spanish Literary Studies:* Spanish Literary Studies: 3 courses in literature, 1 course in linguistics, and 2 other courses in literature, linguistics, or culture.
- *Spanish Linguistics:* 2 courses in literature, 3 courses in linguistics, and 1 other course in literature, culture or linguistics.
- *Spanish Cultural Studies:* 2 courses in literature, 3 courses in culture, and 1 course in linguistics.

**MINOR:** Spanish minors are required to take 5 courses, including Spanish 202 or 211 plus 4 courses numbered 300 and above in literature, linguistics, and culture. At least one course must be numbered 340 or above. A maximum of 2 courses may be taken outside the department, including those taken on study abroad programs. Only 1 course may be taken in English. All courses taken outside the department for the Spanish minor must be approved in advance by the department.

**WRITING REQUIREMENT:** Students majoring in Spanish will satisfy the final component of Occidental College's writing requirement by receiving a grade of B- or higher in a Spanish course numbered 340 or above. See the Writing Program and the department chair for additional information.

**COMPREHENSIVE REQUIREMENT:** The comprehensive requirement consists of the senior seminar and an oral presentation on a topic related to the senior research paper.

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

Students may also pursue a double major. Pairing a language major with such disciplines as Art, Diplomacy and World Affairs, English, and History can be especially advantageous for careers or further study based on these fields.

**HONORS:** Majors in the department with GPA of at least 3.50 in major courses and an overall GPA of 3.25 may qualify for Honors at graduation through a distinguished comprehensive thesis. See the Honors Program and consult the major advisor and chair for details by the end of the fall semester, junior year.

## LINGUISTICS

**LINGUISTICS MINOR:** Students pursuing a minor in Linguistics are required to take Linguistics 301. Subsequently, they must take a second course in linguistics. This course may be a second course listed under linguistics in the catalog, a Spanish linguistics course, or a linguistics course via transfer or study abroad (with approval of the linguistics faculty). All students must take one semester of a foreign language from one of the following categories: 1) Greek or Latin, 2) Spanish or French, 3) German or Russian, 4) Arabic, Chinese, or Japanese. This course must be in addition to and in a different category from the language used to fulfill the Core language requirement. Students must also choose two additional courses with a language focus in consultation with the linguistics faculty. These courses may include one more foreign language course, a course in Spanish linguistics, Cognitive Science 330, Philosophy 370, Education 205, or a linguistics course via transfer or study abroad (with approval of the linguistics faculty).

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

### ***Courses***

Arabic

#### **101 - Elementary Arabic I**

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

5 units

#### **102 - Elementary Arabic II**

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

5 units

#### **201 - Intermediate Arabic I**

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

CORE REQUIREMENT MET: **REGIONAL FOCUS**

#### **202 - Intermediate Arabic II**

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

CORE REQUIREMENT MET: **REGIONAL FOCUS**

### **252 - Advanced Arabic Conversation**

Oral practice in an informal setting; includes at least one viewing of a Arabic feature film.  
1 unit

### **275 - Perspectives From the Arab World**

A selection of literary works and films from the Arab world will be analyzed in the context of historical, cultural, social, and political developments, from the last decades of the twentieth century. The texts in various genres--short story, novel, memoir, poetry--will highlight the heterogeneity and complexity of Arab countries such as Morocco, Tunisia, Egypt, Lebanon, Iraq, and Saudi Arabia. Some of the main themes that we will cover include tradition versus religion, challenges of modernity, gender relations, social (im)mobility, and generational gap. The course will be conducted in English.

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

### **301 - Arabic in the Media I**

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

*Prerequisite: Arabic 202 or the equivalent*

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

### **302 - Arabic in the Media II**

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

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

### **397 - Independent Study in Arabic**

*Prerequisite: permission of instructor.*

2 or 4 units

French

### **101 - Beginning French I**

Introduction to French through a variety of communicative approaches. Emphasis is placed on speaking and listening as well as grammar and writing. *Students who have had more than one*

*year of French in high school or more than one quarter in college may not take this course for credit.*

## **102 - Beginning French II**

This course is a continuation of French 101. Students are introduced to the culture of the French-speaking world through readings and discussions. *Prerequisite: French 101 or permission of instructor.*

## **151-152, 251-252 - Intermediate and Advanced Conversation in French**

Oral practice in an informal setting; includes at least one viewing of a French feature film. Usually taught by a French language assistant from France, under the supervision of a French professor. *Open to students who have completed French 102, as well as to those on a more advanced level. Students enroll in 251-252 according to level of previous preparation. Graded on Credit/No Credit basis only; attendance is mandatory. May be repeated for credit.*  
1 unit

## **197 - Independent Study in French**

Individual study of a major author, movement, or genre. For students with advanced competence who seek study in an area not included in the department's curriculum. *Prerequisite: permission of department.*  
2 or 4 units

## **201 - Intermediate French**

Oral work and composition based on the study of 20th Century cultural history and contemporary issues of the French-speaking world. Integrated language laboratory program for aural comprehension and pronunciation. Advanced grammar. *Prerequisite: French 102 or equivalent.*  
CORE REQUIREMENT MET: **INTERCULTURAL and GLOBAL CONNECTIONS**

## **202 - Introduction to Literary Analysis/Advanced Composition and Grammar**

The methods and vocabulary of textual analysis, introduced through close reading, discussion, and written commentary of selected poems, plays, and prose texts from the Renaissance to the present. The techniques of French critical writing, oral explication de texte, and commentaire composé will be stressed. Includes study of general linguistic problems pertaining to the structure of modern French (vocabulary, phonetics, grammar, style). French 202 is required of all French majors and minors and for students wishing to study in France. *Prerequisite: French 201 or permission of instructor.*  
CORE REQUIREMENT MET: **EUROPE and REGIONAL FOCUS**

## **301 - Arab Francophone Works**

An introduction to late twentieth-century Francophone literary works (short stories, a novel, poetry) and films from the Levant (Lebanon, Syria) and North Africa (Egypt, Tunisia, Algeria, and Morocco). The course underlines the diversity of this part of the world, the various ways French is used, and its relation to the native tongue-Arabic. Questions of cultural/national

identity are also examined. Among authors read are Joyce Mansour (Egypt), Amin Maalouf (Lebanon), Tahar Ben Jelloun (Morocco). *Prerequisite: French 202.*

CORE REQUIREMENT MET: **AFRICA AND THE MIDDLE EAST and REGIONAL FOCUS**

### **350 - Theory and Practice of Translation**

An introduction to the theory and practice of translation from English to French ("thème") and French to English ("version") as both a craft and an art with its codes and principles. Although emphasis is placed on practice, the course examines important theoretical questions such as translation as both a product and as a process. With some attention to the difference between "literal" and "free" translation, the course explores the lexical and semantic strategies that translators employ. The course begins with the smallest "unit of translation" and progresses to consider a wide variety of texts: fiction, poetry (song lyrics), advertisements, televisual, and filmic. Students may choose to translate a business, technical, legal, medical, or literary text as part of their final project. *Satisfies ECLS Creative Writing emphasis.*

### **354 - L'idéal Classique**

A survey of 17th Century literature. Particular emphasis given to the classical dramatists and moralists. Readings and discussions to include works by Corneille, Racine, Molière, Descartes, Pascal, and Lafayette. *Prerequisite: French 202 or permission of instructor.*

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

### **355 - Eighteenth and Nineteenth Century Works**

Readings and discussion in the French novel and philosophical texts, including works by Prévost, Diderot, Rousseau, Bernardin de Saint-Pierre, Balzac, Stendhal, Flaubert, and Zola. *Prerequisite: French 202 or permission of instructor.*

CORE REQUIREMENT MET: **EUROPE • PRE-1800 and REGIONAL FOCUS**

### **363 - Representations of French Colonial History**

The course is an exploration of various literary and cinematic representations of the French colonial history and its legacy in the Maghreb and West Africa. It examines visual and textual narratives of war, clashes, collaboration, and post-independence from the last decades of the twentieth-century. Films and literary texts to include *La bataille d'Alger* (Pontecorvo), *Le camp de Thiaroye* (Sembene), *Les femmes d'Alger dans leur appartement* (Djebar). *prerequisite: FREN 202*

CORE REQUIREMENT MET: **AFRICA & THE MIDDLE EAST and REGIONAL FOCUS**

### **365 - Seminar in an Literary Theme**

Psychological and political views of the "disruptive" female presence in literature and in the critical theory of Derrida and Lacan. Works will range from 17th century fiction to feminist writers including Beauvoir, Irigaray, and Cixous, as well as examples of women's self writing in the francophone world. Taught in English. *Prerequisite: French 202 or permission of instructor.*

CORE REQUIREMENT MET: **INTERCULTURAL**

### **370 - French Colonial History: North and West Africa**

The course is an exploration of various literary and cinematic representations of the French colonial history and its legacy in the Maghreb and West Africa. It examines visual and textual narratives of war, clashes, collaboration, and post-independence from the last decades of the twentieth-century. Films and literary texts to include *La bataille d'Alger* (Pontecorvo), *Le camp de Thiaroye* (Sembene), *Les femmes d'Alger dans leur appartement* (Djebar). *Prerequisite: French 202 or permission of instructor.*

### **372 - Cinema and Literature**

The course is an exploration of various literary and cinematic representations of the French colonial history and its legacy in the Maghreb and West Africa. It examines visual and textual narratives of war, clashes, collaboration, and post-independence from the last decades of the twentieth-century. Films and literary texts to include *La bataille d'Alger* (Pontecorvo), *Le camp de Thiaroye* (Sembene), *Les femmes d'Alger dans leur appartement* (Djebar).. *Prerequisite: French 202 or permission of instructor.*

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

### **397 - Independent Study in French**

Individual study of a major author, movement, or genre; or the teaching of French. For students with advanced competence who seek study in an area not included in the department's curriculum. *Prerequisite: permission of department.*

2 or 4 units

### **499 - Honors Thesis in French**

*Prerequisite: permission of instructor.*

Italian

### **151 - Intermediate Conversation in Italian**

Oral practice in an informal setting; includes at least one viewing of an Italian feature film. *Graded on a Credit/No Credit basis only; attendance is mandatory. May be repeated for credit.*

1 unit

Linguistics

### **301 - Introduction to Linguistics**

This course is designed as a solid introduction to and overview of the field of linguistics. Students will explore a number of topics that are at the core of linguistics. We begin with a theoretical background in subfields such as syntax, morphology, phonology, and phonetics.

Then we move to broader issues such as sociolinguistics, language acquisition, psycho/neurolinguistics, and historical linguistics. Not normally open to first-year students. *Prerequisite: one year of a modern language or permission of instructor.*

CORE REQUIREMENT MET: **MATH/SCI**

### **350 - Psycholinguistics**

Traditional linguistics has revealed how complex and ambiguous natural language is. Despite this fact, people are able to effortlessly and accurately produce and understand language. At the crossroads of linguistics, psychology, and neuroscience, psycholinguistics is concerned with providing an explanation of how the human language processing system works. This course introduces students to the main goals, theories, and experimental methods of psycholinguistic research. We discuss the current state of our understanding of language learning and processing, as well as the experimental and analytical techniques that have been used to examine these issues. *Prerequisite: An introductory course in linguistics (301), Cognitive Science (101), or Psychology (102), or by permission of the instructor.*

CORE REQUIREMENT MET: **MATH/SCI**

### **355 - Sociolinguistics**

This course provides an overview of the field of sociolinguistics. We will discuss Language in its social context and will examine how social and contextual factors influence language choice. Both quantitative methods as well as qualitative methods will be discussed.

*Prerequisite: Ling 301*

CORE REQUIREMENT MET: **MATH/SCI**

### **397 - Independent Study in Linguistics**

*Prerequisite: permission of instructor.*

2 or 4 units

Spanish

### **101 - Beginning Spanish I**

Introduction to Spanish through a variety of communicative approaches. Emphasis is placed on speaking and listening as well as grammar and writing. *Students who have had more than one year of Spanish in high school or more than one quarter in college may not take this course for credit.*

### **102 - Beginning Spanish II**

This course is a continuation of Spanish 101. Students are introduced to the culture of the Spanish-speaking world through readings and discussions. *Prerequisite: Spanish 101 or permission of instructor*

## **105 - Rancho Hollywood: Los Angeles Migrations Stories**

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

## **151-152, 251-252 - Intermediate and Advanced Conversation in Spanish**

Oral practice in an informal setting; includes at least one viewing of a Spanish feature film. Usually taught by Spanish language assistants from Spain and Latin America, under the supervision of a Spanish professor. *Open to students who have completed Spanish 102, as well as those on a more advanced level. Students enroll in 251-252 according to level of previous preparation. Graded on Credit/No Credit basis only; attendance is mandatory. May be repeated for credit.*

1 unit

## **197 - Independent Study in Spanish**

*Prerequisite: permission of instructor.*

2 or 4 units

## **201 - Intermediate Spanish**

This course focuses on the development of speaking and writing skills. Students read and discuss cultural and literary texts from a variety of Spanish-speaking countries. The fundamentals of Spanish grammar are reviewed. *Prerequisite: Spanish 102 or permission of instructor.*

## **202 - Advanced Spanish**

This course is intended to further develop language skills while introducing students to the fundamentals of literary analysis through a study of Mexican, South American, and Spanish literary texts. Particular emphasis is placed on oral communication and writing. *This course parallels Spanish 211 and is designed for non-native speakers of Spanish. Students may not take both for credit. Prerequisite: Spanish 201 or permission of instructor.*

CORE REQUIREMENT MET: **INTERCULTURAL and GLOBAL CONNECTIONS**

## **211 - Advanced Spanish for Native Speakers**

This course is designed for native Spanish-speakers. It is intended to further develop language

skills while introducing students to the fundamentals of literary analysis through a study of Mexican, South American, and Spanish literary texts. Particular emphasis is placed on oral communication and writing. The study of literary texts will be related to exhibits at the Autry National Center. Translations for the Autry and for other community organizations will be a significant component of the course.

CORE REQUIREMENT MET: **INTERCULTURAL and GLOBAL CONNECTIONS**

### **301 - Introduction to Pre-Columbian Colonial Latin American Literature and Civilization**

General survey of Pre-Columbian civilizations and literature of Meso and South America, the impact of the Discovery, the Conquest, the Colonial Period, and the processes leading to the Independence and the formation of the new Republics. Literary and historical readings, compositions, and short essays and presentations will be used to continue developing language skills. *Prerequisite: Spanish 202 or 211 or permission of instructor.*

CORE REQUIREMENT MET: **LATIN AMERICA • PRE-1800 and REGIONAL FOCUS**

### **302 - Introduction to Medieval and Golden Age Spanish Literature and Civilization**

General survey of Peninsular literature and civilization from the Middle Ages to the 18th Century through readings and discussion. Continuing emphasis on written and oral language improvement. *Prerequisite: Spanish 202 or 211 or permission of instructor.*

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

### **303 - Introduction to Modern Latin American Literature and Civilization**

General survey of literature and civilization of 19th and 20th century Latin America through readings and discussion. Continuing emphasis on written and oral language improvement. *Prerequisite: Spanish 202 or 211 or permission of instructor.*

CORE REQUIREMENT MET: **LATIN AMERICA**

### **304 - Introduction to Modern Spanish Literature and Civilization**

General survey of literature and civilization of 19th and 20th century Latin America through readings and discussion. Continuing emphasis on written and oral language improvement. *Prerequisite: Spanish 202 or 211 or permission of instructor.*

CORE REQUIREMENT MET: **LATIN AMERICA and REGIONAL FOCUS**

### **309 - Latin American Writers in Spain**

Many Latin American writers have chosen to live in Spain during the twentieth century. This course introduces students to the Latin American tradition of the writer acting as public intellectual or diplomat, as well as to instances of the Latin American writer in political exile. Poets Pablo Neruda and César Vallejo chose to live in or near Madrid during the period of the Spanish Civil War, whereas a later generation of fiction writers (Gabriel García Márquez, Cristina Peri Rossi, and Roberto Bolaño) lived in Barcelona after the 1970's. The fiction writers include their own vision of Catalan nationalism and Catalan national identity in various short stories. The course concludes with a three-week stay in Spain, that will provide a deeper understanding of the Latin American writers' representation of the country. On-site, lectures by historians and art-historians will enhance the student's understanding of García Márquez's, Peri Rossi's, and Bolaño's incorporation of Catalan politics, landscapes, and cityscapes in

their fiction. *Prerequisite: SPAN 202*

CORE REQUIREMENT MET: **GLOBAL CONNECTIONS and INTERCULTURAL**

### **312 - Spanish Film and Culture**

This course surveys the history of Spanish film from its inception to the present. The course introduces students to basic concepts of film studies, including cinematography, mise-en-scène, sound, narrative, and style, but emphasizes representation, and in particular depictions of gender, sexuality, and national identity in the context of dictatorship and democracy. The course further introduces students to the auteurist tradition in Spanish cinema. The films studied vary from year to year, but the course typically highlights the cinematic production of Luis Buñuel, Carlos Saura, and Pedro Almodóvar. *Prerequisite: Spanish 202 or 211.*

CORE REQUIREMENT MET: **EUROPE and REGIONAL FOCUS**

### **313 - Latin American Film and Culture**

This course offers students the opportunity to analyze films that have emerged in Latin America (e.g. Argentina, Brazil, Colombia, Cuba, Mexico, and Peru), as well as in the United States in the 20th and 21st Centuries. Many of the visual works studied treat significant contemporary issues in Latin America such as the representation of history, questions of identity and alterity, questions of race and ethnicity, globalization, authority, the construction of class and gender in society. Emphasis will be placed on studying films within the social, historical and cultural contexts of the material they treat, and current critical theories. Specifically, this course is a critical survey of the representation of Latin America with representative examples from different historical periods (beginning with the pre-Columbian and Colonial periods followed by the 19th and 20th Centuries). The goals of the course are to understand how film as a medium has functioned historically and aesthetically in its representations of different sectors of society.

CORE REQUIREMENT MET: **LATIN AMERICA**

### **314 - Latin American Women's Voices in Fiction and Film**

How do Latin American women writers and film-makers use language and sound? This course analyzes questions of social critique and the use of language in the short stories of Uruguayan writer Cristina Peri Rossi, Puerto Rican writer Rosario Ferré, and Brazilian writer Clarice Lispector, as well as the use of voice, music, and mise-en-scène in films by Latin American directors Gabriela David, Maria Luisa Bemberg and Susana Amaral. *Prerequisite: Spanish 202/Spanish 211.*

CORE REQUIREMENT MET: **LATIN AMERICA and REGIONAL FOCUS**

### **316 - Violence in Latin American Fiction and Film**

Violence is a tragic reality in Latin America, and film-makers and novelists from Latin America include representations of violence in novels, films, and short-stories that also depict the history of Marxist insurgency groups, right-wing dictatorships, paramilitary activity, ongoing rural and urban poverty, and the vicissitudes of the drug-trade. Key spaces and moments in Latin America's recent histories of violence include Peru's Shining Path guerrilla movement, Chile's jails under Pinochet, the rise of the Colombian drug cartels, the mammoth Brazilian favelas (slums) and the bloodshed of the wars in Central America. Through a study of Nobel-Prize winning author Mario Vargas Llosa, popular novelist Isabel Allende, critically acclaimed

Brazilian cinema novo, Colombian novelist Fernando Vallejo and cinematic adaptations of his work, and selected passages from *The Autobiography of Rigoberta Menchu*, this course will examine questions regarding the ethical, strategic, and political uses of violence in literature and film. *Prerequisite: One Spanish 300 level course*  
CORE REQUIREMENT MET: **LATIN AMERICA**

### **320 - Golden Age Spanish Literature and Film**

An analysis of the relationship between literature and film, focusing on texts from the Spanish Golden Age and their film adaptations. Issues to be discussed include film adaptation as a cultural construct; narrative voice in literature and film; the transformation of the written word to the visual image; and the relationship between politics, literature and film. *Prerequisite: Spanish 202 or 211.*  
CORE REQUIREMENT MET: **EUROPE • PRE-1800**

### **340 - Spanish Phonology**

This course serves as a general introduction to the study of the Spanish sound system. The objectives of this course include strengthening students' Spanish pronunciation in the direction of a more native-like, normative pronunciation and introducing them to phonetics and phonology. Students will be introduced to theoretical means of analyzing the sound system of a language. They will also examine contrasts between American English and Spanish, and apply these concepts in exercises of both written transcription and oral production as well as with a linguistic analysis of spoken Spanish. Finally, students will also be acquainted with phonological differences among the dialects of the Spanish language. *Prerequisite: Spanish 202 or 211.*  
CORE REQUIREMENT MET: **INTERCULTURAL**

### **341 - History of the Spanish Language**

This course consists of an introduction to historical Hispanic linguistics. Students learn about the major phonological, morphosyntactic, and lexical changes that have occurred in the language from the time of the arrival of the Roman armies into the Iberian Peninsula until the present. Foreign influences on the evolution of the Spanish language are discussed briefly. The primary focus of this course is the internal history of the language from Vulgar Latin to Modern Spanish. *Prerequisite: Spanish 202 or 211.*  
CORE REQUIREMENT MET: **EUROPE • PRE-1800 and REGIONAL FOCUS**

### **342 - Spanish in the US**

An introduction to Spanish language and Spanish-speaking communities in the US, including communities in the Southwest, Florida, the Northeast, Louisiana, and the Midwest. This course focuses on the language-internal features apparent in the different regions, as well as social factors like age, education, gender, race, nationality, and socioeconomic status. We will also discuss social issues such as language attitudes and bilingualism. *Prerequisite: Spanish 202 or 211.*  
CORE REQUIREMENT MET: **INTERCULTURAL and GLOBAL CONNECTIONS**

### **343 - Spanish Pragmatics**

This course will explore the area of Pragmatics with a particular focus on Spanish. Pragmatics is the study of meaning in context. The course will allow students to reflect about the Spanish language from a different perspective that is not centered on grammar alone. We will discuss the relationship between language use and meaning, i.e. meaning that derives from language use in context. We will explore what speakers do with language, why they do it, and how they do it. Students will use this information to inform their own use of Spanish. Prerequisite: Spanish 202 or 211

CORE REQUIREMENT MET: **INTERCULTURAL and GLOBAL CONNECTIONS**

### **351 - Cervantes and the Renaissance**

A study of Cervantes' narrative and drama in the context of certain literary trends of the European Renaissance. The course will focus on the *Novelas Ejemplares*, selected parts of *Don Quijote* and *Entremeses*, and it will explore Cervantes' treatment of the genres and currents which influenced his art. Prerequisite: Spanish 302 or permission of the instructor.

CORE REQUIREMENT MET: **EUROPE • PRE-1800 and REGIONAL FOCUS**

### **353 - Images of Sacred and Profane Love in Medieval and Golden Age Spain**

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

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

### **362 - Modern Spanish Theater and Cinema**

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

CORE REQUIREMENT MET: **EUROPE**

### **363 - Hispanic Autobiography**

This course will apply current theories of autobiographical discourse to Spanish, Latin American, and U.S. Latino life-writing. Students will examine the relation of personal identity to dominant ideologies of gender, race, class, and politics, and will explore the role of memory and fantasy in literary self-expression. Authors studied will vary from year to year but will typically include Gloria Anzaldúa, Reinaldo Arenas, Juan Francisco Manzano, Carmen Martín Gaité, Rigoberta Menchu, Constanza de la Mora, and Mario Vargas Llosa. Students will have the opportunity to write their own autobiographies. *Prerequisite: One Spanish 300 level course.*

CORE REQUIREMENT MET: **INTERCULTURAL and GLOBAL CONNECTIONS**

### **370 - The Jungle in Modern Latin American Literature**

In this course we will look at the jungle as a space where western civilizations desires and fears come into tension with the imagined "other" so that sometimes the jungle can be beautiful and desirable, like the Garden of Eden, and other times savage and dark, like hell. Readings will include Latin American works of fiction (by Jose Eustasio Rivera, Romulo Gallegos, Horacio Quiroga, and William Ospina), excerpts from the anthropological discourse of Wade Davis, narcotraffic narratives, testimonial literature (by Ingrid Betancourt and Clara Rojas), as well as environmental discourse and film, in order to analyze the particular forces of history that intersect in each narrative. Topics to be discussed will include: exploitation and subjugation vs. autonomy and self determination; the search for ethnobotanical knowledge and the hallucinogenic journey; the playground and hidden operational spaces of drug traffickers; the imprisonment of the kidnapped victims from the guerrilla war against the state and paramilitary forces; the environmental movement and the concept of ecotourism. We will frame our analysis in contemporary critical theories relevant to the topics being discussed. Upon completion of this course students will be able to critically understand the value and complexity of the jungle in the geography and imagination of the Latin-American modern landscape and identity. *Prerequisite: One 300-level course*

CORE REQUIREMENT MET: **LATIN-AMERICA ? REGIONAL FOCUS**

### **377 - Magical Realism in Latin America**

Although magical realism remains a difficult term to define, there is some consensus that Miguel Angel Asturias (from Guatemala), Alejo Carpentier (Cuba), Gabriel García Márquez (Colombia), and Isabel Allende (from Chile) are the most renowned practitioners of this literary genre. Pre-Columbian mythology, peasant folklore, popular Catholicism, European surrealism, the genealogical novel, and an ethical pressure on Latin American writers to represent their national cultures all play a part in the development of magical realism in Latin America. The course explores why *Men of Maize* (Asturias), *The Kingdom of This World* (Carpentier), *One Hundred Years of Solitude* (García Márquez) and *The House of the Spirits* (Allende) are considered paradigmatic works of magical realism. Throughout the course students will be asked to reflect upon the contested meanings and history of the term "magical realism" as the term is applied to different works of Latin American fiction. *Prerequisite: One 300-level Spanish course.*

CORE REQUIREMENT MET: **LATIN AMERICA and REGIONAL FOCUS**

### **378/379 - Buenos Aires in Fiction and Film**

The course adopts a multidisciplinary approach to the question of how place and landscape (Buenos Aires and the pampas) influence literary and filmic imagination. Buenos Aires is one of the great cities of Latin America. Readings for the course include nineteenth-century essays and stories which document the harnessing of the agricultural resources of Argentina into a meat-exporting economic machine; turn-of-the-century fiction and essays also document the transformation of Buenos Aires by new European immigration (often non-Spanish), the impact of European anarchist thought, and the architectural boom at the end of the nineteenth century. Mid-twentieth-century writers such as Borges, Cortázar and Sábato will be discussed in the context of their references to specific Buenos Aires neighborhoods (e.g. Chacarita, Belgrano, San Telmo, and Retiro). Through documentaries and narrative films, the second half of the Spring course introduces students to the rise of the Argentine Armed Forces, the enduring influence of Peronism, the trauma of the dictatorship years, and the economic and

political contradictions of contemporary Argentina. Spanish 378 is not open to graduating seniors; its co-requisite, Spanish 379 Abroad, The Buenos Aires Practicum, involves a three week stay in Buenos Aires from late May to mid-June. *Prerequisite: Spanish 301, 302, 303, or 304.*

CORE REQUIREMENT MET: **LATIN AMERICA**

### **382 - Contemporary Mexican Novel**

This course analyzes the narrative development of the contemporary Mexican novel from the Mexican Revolution to the present. Principal novelists studied in this seminar are Mariano Azuela, Juan Rulfo, Carlos Fuentes, Gustavo Sainz, Elena Poniatowska, Angeles Mastretta, and Laura Esquivel. This course combines textual analysis with the application of contemporary literary theory. *Prerequisite: One Spanish 300 level course*

CORE REQUIREMENT MET: **LATIN AMERICA**

### **383 - Survey of Chicano Literature**

This course offers a representative overview of Chicano literary production covering five genres: poetry, theater, novel, short story, and essay. An historical framework is outlined to establish the different periods of Chicano creativity from its origins to contemporary times, using a series of works and authors to illustrate their respective social context. *Prerequisite: Spanish 301, 302, 303, or 304.*

CORE REQUIREMENT MET: **LATIN AMERICA and REGIONAL FOCUS**

### **397 - Independent Study in Spanish**

*Prerequisite: permission of instructor.*

2 or 4 units

### **398 - Community Translation Practicum**

The goal of the Community Translation Internship is to provide students with an experiential understanding of the practice of translation. The Community Translation Internship allows students to learn through direct experience the different steps in the translation process as well as examine the challenges that bilingual professionals face in their efforts to reach out to underserved populations, such as the Spanish-speaking communities. All students enrolled in the Community Translation Internship work with a community-based organization for an average of 8 hours a week. *Prerequisite: Spanish 340 or above and permission of instructor. Prerequisite: SPAN 340 or above.*

### **490 - Senior Seminar: Genre and Literary Theory**

This course will provide an in-depth analysis of one or more of the following genres: drama, poetry, essay, novel, short story, and film, with an introduction to contemporary literary, film, and cultural studies theory. Texts will be drawn from Spain and Latin America. *Prerequisite: Spanish majors in their senior year only.*

### **499 - Honors Thesis in Spanish**

*Prerequisite: permission of department.*

## **Faculty**

### **Regular Faculty**

#### **Michael Shelton**

*Associate Professor, Spanish and French Studies; Cognitive Science; Affiliated Faculty, Linguistics; Affiliated Faculty, Latino/a and Latin American Studies; Advisory Committee, Group Language*

B.S., St. Cloud State University; M.A., Ph.D., Pennsylvania State University

#### **Robert Ellis**

*Norman Bridge Distinguished Professor of Spanish, Spanish and French Studies; Affiliated Faculty, Latino/a and Latin American Studies; Advisory Committee, Group Language*

B.A., Pomona College; M.A., Ph.D., UCLA

#### **Hanan Elsayed**

*Assistant Professor, Spanish and French Studies; Advisory Committee, Group Language*

B.A., Montclair State University; M.A., Ph.D., Rutgers University; Graduate Certificate in African Studies, Rutgers University

#### **Salvador Fernández**

*Professor, Spanish and French Studies; Affiliated Faculty, Latino/a and Latin American Studies; Advisory Committee, Group Language*

B.A., UC Riverside; M.A., Indiana University; Ph.D., UCLA

#### **Susan Grayson**

*Professor, Spanish and French Studies; Advisory Committee, Group Language*

A.B., M.A., Ph.D., UCLA; Ph.D., Wright Institute Los Angeles Attestation d'études, Université de Bordeaux

#### **Felisa Guillén**

*Professor, Spanish and French Studies; Affiliated Faculty, Latino/a and Latin American Studies; Advisory Committee, Group Language*

B.A., M.A., University of Madrid; Ph.D., UC Santa Barbara

#### **Mary Johnson**

*Assistant Professor, Spanish and French Studies; Affiliated Faculty, Linguistics; Advisory Committee, Group Language*

B.A., University of Wisconsin-Madison; M.A., Ph.D., The Ohio State University

#### **Adelaida López**

*Professor, Spanish and French Studies; Advisory Committee, Latino/a and Latin American Studies; Advisory Committee, Group Language*

B.A., Wellesley College; M.A., Ph.D., Columbia University

#### **Arthur Saint-Aubin**

*Professor, Spanish and French Studies; Advisory Committee, Group Language*

B.A., Swarthmore College; M.A., Ph.D., Johns Hopkins University

## On Special Appointment

### **Lauren Brown**

*Adjunct Assistant Professor, Spanish and French Studies*

B.A., Ph.D., UCLA

### **Maria Castro**

*Adjunct Assistant Professor, Spanish and French Studies*

B.A. Universidad Complutense, M.A. George Washington University, M.A. University of Washington, Ph.D University of Washington

### **Zohaa A. El Gamal**

*Adjunct Instructor, Spanish and French Studies*

### **Alicia Gonzalez**

*Adjunct Instructor, Spanish and French Studies*

A.B., Stanford University; M.A., UCLA

### **Gloria Orozco**

*Adjunct Assistant Professor, Spanish and French Studies*

B.A. U.C.L.A., M.A. U.C.L.A., Ph.D U.C.L.A.

### **Karina Rincon**

*Adjunct Instructor, Spanish and French Studies*

A.B., Occidental College; M.A., UCLA

### **Scott Hartstein**

*Adjunct Instructor, Spanish and French Studies*

## **Theater**

Students in the Department of Theater explore the art of theater through theory, performance, and production. Each student experiences the essentially collaborative nature of theater through participation in theater productions. Our curriculum enables students to develop a rich understanding of both the enactment of the written word and the essence of theatrical expression. In addition to preparing our students for further study and related careers in theater or film, we encourage each student to explore ideas of self and community and to express these discoveries through one or more aspects of theater.

Because the development of a theater artist is enhanced by time as well as training, we encourage students considering a Theater major or minor to consult with department faculty and begin taking courses in the first year. (The curriculum, however, is structured to enable an industrious student to begin at a later time and complete the major by the end of the fourth year.)

Students are encouraged to broaden their self-discovery through opportunities for Community Based Learning and through internships. The Department has rich, ongoing relationships with Los Angeles theater companies, providing opportunities for internships and independent study. Artists from these companies are frequent and regular guest artists for productions and as guest instructors.

While the major is designed to prepare students for successful careers in theater and film, it provides also, in conjunction with study in other areas of the liberal arts, unique and effective preparation for success in such diverse fields as business, law, communications, arts administration, education, and social service.

## ***Requirements***

**MAJOR:** The major consists of 44 units. A minimum of 2 units must consist of two semesters of Production Lab (Theater 121 or 122) in two different areas (one must be a running crew.) The 121/122 requirement must be completed by the end of the junior year. Another 2 units may consist of two semesters of Performance Lab (211). The Department has established standards of excellence in theoretical analysis, performance, and production that our students meet by completing a comprehensive project in the senior year. Information concerning all phases of the senior project can be obtained from the Department Chair.

The Department welcomes interdisciplinary programs and double majors, and will work carefully with students interested in such programs. Up to 8 units of select courses from Film, Music, Studio Art, Art History, and Dramatic Literature may be applied to the Theater Major in consultation with the department chair. Students who major in the Department of Theater pursue the following program of study: Theater 101; Theater 110; Theater 120; two semesters of Theater 121 and/or 122; Theater 175; Theater 210; Theater 301; four units of coursework in design or technical theater selected from Theater 225, 244, 245, 246, 247, 248, 250, 275, 320, 325, 330, 335, 346, 370 and 375; and at least 16 units from other Theater or approved interdisciplinary courses.

**WRITING REQUIREMENT:** Students majoring in Theater will fulfill Occidental College's 3rd year writing requirement by completing a significant research and analytical paper as part of Theater 301 or 302. Students should familiarize themselves with the departmental requirement at the time of declaring the major. See the Writing Program and consult the department chair for additional information.

**MINOR:** The minor consists of a minimum of 20 units: Theater 101, 110, 120, either 175 or 210, two semesters of 121 (one of which must be a running crew), and four additional units from the Theater curriculum.

**COMPREHENSIVE EXAMINATION:** The department accomplishes the college objectives for the Senior Comprehensive by having each candidate, having completed the 121/122 requirement, (1) propose a creative or research project; (2) submit a paper of research and/or preparation during the comprehensive process, to be discussed with the faculty; and (3) execute the project. Projects may include but are not limited to acting, directing, design, playwriting, stage management, technical direction, theater management, and scholarly research. See the department for details.

**HONORS:** To receive College Honors in the department of Theater, the student must be a

major and achieve a 3.50 grade point average in departmental courses. In addition the student must achieve a 3.25 grade point average overall, and receive a grade of Pass with Distinction on the senior comprehensive project. See the Honors Program for additional information.

**SPECIAL PROGRAMS:** In the summer, Occidental College hosts the annual Occidental Children's Theater at the Remsen Bird Hillside Amphitheater. Academic credit is available for this program through Theater 197 or 397. Off-campus internships in professional theater and film may be arranged during the academic year or summer through the Department of Theater and the Career Development Center. Support for undergraduate research and travel are available both during the academic year and during the summer. Contact the Department Chair and the Undergraduate Research Center for more information. We encourage Theater students to participate in study abroad. Information on approved programs is available through the International Programs Office. Credit toward the major may be available.

## ***Courses***

### **101 - Dramatic Literature: The Art of Reading Scripts**

In this course, we study five classic and contemporary theatrical scripts, investigating the relationship of script construction, theatrical enactment and audience response. Our discussions explore the elements of theatrical writing: character, language, themes, and conceptual possibilities; and we enhance our understanding through creative projects and attending live performances in the greater Los Angeles area.

CORE REQUIREMENT MET: **FINE ARTS and GLOBAL CONNECTIONS**

### **110 - Introduction to Performance**

This course is the foundation of our acting program. In it, our students explore how an actor gives life to words and moves from a script to performance. Students work with Shakespeare's sonnets as well as contemporary pieces to develop physical and verbal facility as well as interpretive skill. *This course is intended for first and second year students. Juniors and seniors may enroll with the permission of the instructor. There is a ticket fee of \$50 for the course.*

CORE REQUIREMENT PARTIALLY MET: **FINE ARTS**

### **120 - Introduction to Technical Theater**

In this course, we introduce students to many of the different areas of theater production, including drafting, lighting equipment, rigging practices, and special effects—with a primary focus on scenic construction. *The course includes a laboratory through which techniques taught in class are applied. The laboratory averages 40 hours over the semester, with laboratory schedules to be arranged with the instructor. Students are required to purchase some materials for this course.*

CORE REQUIREMENT MET: **FINE ARTS**

### **121 - Production Laboratory**

Our production laboratories are applied courses for student designers, technicians, and managers who are on crews of productions directed, designed, or directly supervised by faculty members in the department. In order to complete a theater major, students are required

to complete production laboratories in two separate areas. One of these areas is a running crew for a department production. *The laboratories are offered only for grades of Credit/No Credit. The course may be repeated for credit. Prerequisite: Theater 120 or permission of the instructor*

1 unit

CORE REQUIREMENT PARTIALLY MET: **FINE ARTS**

## **122 - Intensive Production Laboratory**

These laboratories are designed for our student designers, technicians, and managers who are given primary responsibility on production crews directly supervised by faculty members in the department. In the laboratories, students pursue additional research and practical applications beyond the requirements of Theater 121, and may use this course to meet one of the 121 requirements for a major or minor. *The laboratories are offered only for grades of Credit/No Credit. Prerequisite: Permission of the instructor*

## **130 - Modern Dance**

In this course, students study the theory and apply the methodology of the Jose Limón Technique. Developed from the principles of fall and recovery, the Limón Technique is built upon motion through succession, suspension, alignment and opposition. *The course is offered only for grades of Credit/No Credit, and may be repeated for credit.*

1 unit

CORE REQUIREMENT PARTIAL: **FINE ARTS**

## **131 - Beginning Jazz and Tap Dance**

In this course, students learn the fundamentals of jazz and tap dance with an emphasis on body alignment, strength, flexibility, rhythm and coordination. During the semester, we experiment with lyrical and contemporary jazz combinations as well as tap variations designed to develop musicality, self-expression and performance skills. *The course is offered only for grades of Credit/No Credit, and may be repeated for credit.*

1 unit

CORE REQUIREMENT PARTIALLY MET: **FINE ARTS**

## **133 - Beginning Tai Chi**

Tai Chi Chuan is the study and practice of slow controlled movement, breathing and realignment of the body. Sometimes referred to as standing yoga, Tai Chi Chuan has been practiced for centuries for its many benefits, including stress management, disease prevention and increase in energy. Our focus in this class is on relaxation, gentle movement and meditation. *There is a course fee of \$85; and this course may be repeated for credit.*

1 unit

CORE REQUIREMENT PARTIALLY MET: **FINE ARTS**

## **134 - Beginning Ballet**

In *Beginning Ballet*, we study the principles and execute the techniques of ballet based on the Vaganova method. Students are taught the fundamentals and elementary vocabulary of ballet

through *barre*, center and traveling combinations and exercises. *The course is offered only for grades of Credit/No Credit, and may be repeated for credit.*

1 unit

CORE REQUIREMENT PARTIALLY MET: **FINE ARTS**

### **137 - Choreography**

This is an introduction to a study of choreography based on the Nikolais/Mettler methods of creating dances. Our tools include the manipulation of motion through space, time, shape and energy volumes within the context of the body and its surroundings; and our work culminates with studio performances of pieces choreographed by the students in the class. *The course is offered only for grades of Credit/No Credit, and may be repeated for credit*

2 units

CORE REQUIREMENT PARTIALLY MET: **FINE ARTS**

### **139 - African Dance**

Exploring the richness of African Dance traditions from four African regions, this course is devoted to the study of authentic dances and songs from Africa, as well as their historical and cultural contexts. We begin with exercises to condition our bodies for the rigor of the African Dance forms—developing strength, stamina, coordination, flexibility and rhythmic awareness, and move to the informed and joyous practice of the dances. *The course is offered only for grades of Credit/No Credit, and may be repeated for credit*

1 unit

CORE REQUIREMENT PARTIALLY MET: **FINE ARTS**

### **140 - Afro-Caribbean Dance**

Students in this course are introduced to fundamental Afro-Caribbean dance techniques and complex body isolations. We explore dances that reflect the various African influences upon the Caribbean—particularly upon Cuba, Jamaica, Puerto Rico, and Trinidad and Tobago. As we move through the semester, students in the class acquire understanding of the particular relationship of the music to the dances as well as a broad understanding of the cultural, historical and social content of the dances of the Caribbean. *The course is offered only for grades of Credit/No Credit, and may be repeated for credit*

1 unit

CORE REQUIREMENT PARTIALLY MET: **FINE ARTS**

### **141 - Social Dances**

We study and practice some of the most popular dance forms of the twentieth century. Through theater, film and television, many of these dances have expressed the spirit and the style, and particularly the romantic temper, of their times: from the quick steps of the Fred Astaire films to the swing dancing in *Malcolm X* and *A League of Their Own* and the tango of *The Scent of a Woman*. The dances taught include fox trot, waltz, swing and tango. We strongly recommend this class for our student actors. *The course is offered only for grades of Credit/No Credit, and may be repeated for credit*

1 unit

CORE REQUIREMENT PARTIALLY MET: **FINE ARTS**

## 142 - Folk and Historical Dance

In this course, students study folk and historical dances drawn from Eastern and Western Europe, along with folk dances of the United States derived from those traditions. Performance opportunities may include Viennese waltz and dance-based children's theater. *The course is offered only for grades of Credit/No Credit, and may be repeated for credit*

1 unit

CORE REQUIREMENT PARTIALLY MET: **FINE ARTS**

## 143 - Latin Dance

Students explore the rich traditions of Latin Dance as well as the influence and effect of the dances throughout popular Western culture. Students embrace through performance various dance forms developed in Mexico and throughout Central and Latin America, and study the place and importance of the dances in Latin cultures.

CORE REQUIREMENT MET: **FINE ARTS PARTIAL**

## 175 - Introduction to Design

This is our introductory design course, helping all its students acquire grounding in aesthetics and a critical eye that will serve them throughout their lives, and preparing students interested in becoming designers for the specializations offered in later classes. In this class, we teach the elements of design and the principles of composition that apply to theater and film. Over the semester, our students come to understand and acquire the skills to develop visual expressions of the meaning of play and film scripts. They work both individually and in groups through a series of design projects that incorporate script analysis, and presentation and research techniques. *This course is intended for first and second year students. Juniors and seniors may enroll with the permission of the instructor. There is a ticket fee of \$50 for the course.*

CORE REQUIREMENT MET: **FINE ARTS**

## 190 - Theater Now: Los Angeles

Through readings, guest speakers and attending live events, students explore theater throughout Los Angeles. And in that exploration they critically examine the collaborative roles of theater artists and the active role of the audience in live theater. In interactions with the creative teams from selected productions, both on and off campus, we develop an insider's understanding of theatrical creation. *There is a ticket fee of \$75 for the course.*

2 units

CORE REQUIREMENT PARTIALLY MET: **FINE ARTS**

## 197 - Independent Study in Theater

*Second year students pursue independent courses or projects guided by a theater faculty member. This course is available only to second year students.*

*Prerequisite: Permission of the instructor*

*2 units or 4 units*

## 201 - Alternative Voices in American Theater

We study the artistry of contemporary theatrical movements as well as American writers from divergent cultural and aesthetic backgrounds. By looking at movements and artists in their cultural and social contexts, we explore the sources, the aims, and the artistic strategies of their works, while developing an understanding of important new voices in American Theater. The focus of the class will vary from year to year.

CORE REQUIREMENT MET: **FINE ARTS and US DIVERSITY**

## 202 - Shakespeare's Scripts

Looking at a small number of Shakespeare's scripts from the vantages of actor, director and playwright, we examine the unique and complex relationship between Shakespeare's literary constructions and their possible performances. We analyze how through language and structure he develops characters of psychological complexity; how he develops stories from extra-theatrical material; and how, in style and subject matter, his scripts relate to one another. This course offers students a bridge between literary study and theatrical enactment: looking closely at Shakespeare's designs from the perspective of the theater practitioner—from, in most ways, Shakespeare's own perspective.

CORE REQUIREMENT MET: **FINE ARTS ,PRE-1800 ,REGIONAL FOCUS**

## 203 - Productions in Times of Crisis

In this course, we investigate a variety of 20<sup>th</sup> and 21<sup>st</sup> century theatrical productions staged during times of conflict and crisis: on amateur stages in restaurant back rooms, in workers' clubs and cafes, and in professional and Broadway theaters. From the 1920's agitation trials (*Agitsudy*), mass spectacles, and agitprop theater during the Russian Revolution to contemporary theater's responses to disease, war, racism and social oppression, we examine how artists and activists use theater to respond to social and political unrest: sometimes as a tool to fight oppression; at other times as a tool to encourage obedience and propagate national political ideals; and often as an escape from the discomfort of everyday life. We examine the performance theories and strategies emerging from these theatrical moments as we read the seminal plays of the periods; and as a culmination of theoretical analysis, students in the class develop performance projects responding to a contemporary crisis.

CORE REQUIREMENT MET: **FINE ARTS and GLOBAL CONNECTIONS**

## 204 - Comedy and Social Change

In this course, we introduce students to how various comic styles can influence and transform society. In the class we study scripted as well as unscripted forms of performance such as commedia dell'arte, vaudeville, Teatro Campesino style actos , stand-up, sketch comedy, sitcoms and faux news shows. Students develop an understanding of the role of comedy in socio-political critique through research and through the creation of original solo and group performances, culminating in a final cabaret performance. *Prerequisite: sophomore standing*

CORE REQUIREMENT MET: **FINE ARTS**

## 210 - Acting 1

*Acting 1* serves students as an introduction to American behavioral-based actor training: its

techniques and theory. We begin with an exploration of self in performance with partnered scenes from American realist scripts. We work through observation and exercises to develop an understanding of action and emotion in the actor's art. Our work in the course concludes with the presentation of scenes selected from the plays of Henrik Ibsen. *This course is intended for first and second year students. Juniors and seniors may enroll with the permission of the instructor.*

*Prerequisite: Theater 110*

CORE REQUIREMENT MET: **FINE ARTS**

## **211 - Performance Laboratory**

Our *Performance Laboratory* is offered as an applied acting course based upon roles played in our professionally directed Keck Theater productions. *This course is offered only for grades of Credit/No Credit, and may be repeated for credit. It is available only with the permission of the instructor*

1 unit

CORE REQUIREMENT PARTIALLY MET: **FINE ARTS**

## **212 - Auditioning**

In this course, student actors will continue to develop audition techniques introduced in *Introduction to Performance* and *Acting 1*, applying them to the standard "general audition" format. In addition, our students learn about the audition and casting process in professional theater through a guest speaker series of casting directors and professional film and stage actors. *The course is intended for second and third year students, and is offered only for grades of Credit/No Credit.*

1 unit

CORE REQUIREMENT PARTIALLY MET: **FINE ARTS**

## **213 - Performing History**

The convergence of critical thinking, civic engagement, and storytelling is the heart of this course. During the semester, students in the class develop solo performance pieces based upon their own historical research, and at the end of the semester perform them in a rehearsal setting for an open audience. *This course is available through an interview, and the permission of the instructor.*

1 unit

CORE REQUIREMENT PARTIALLY MET: **FINE ARTS**

## **215 - Acting for the Camera**

Working with selected scripts from the best of recent and contemporary screenplays, our students develop techniques for working in front of a camera as a specific application of the work of both *Acting 1* and *Acting 2*. *There is a materials fee of \$60 for this course.*

*Prerequisite: Theater 210 or permission of the Instructor; Theater 310 is strongly recommended as preparation.*

CORE REQUIREMENT MET: **FINE ARTS**

## **225 - Scene Painting**

In this course, we introduce students to a variety of scenic techniques and materials employed in theatrical scene painting, with aesthetic theory and period styles serving as the foundation of the work. Special materials are purchased for the students of the course. *There is a materials fee of \$65 for this course.*

*Prerequisite: Theater 120 or 175, or the permission of the instructor*

CORE REQUIREMENT MET: **FINE ARTS**

### **231 - Intermediate Jazz and Tap Dance**

Students with basic experience in jazz and tap dancing learn intermediate and advanced techniques in this course. *This course is offered only for grades of Credit/No Credit, and may be repeated for credit.*

*Prerequisite: two semesters of Theater 131 or permission of the instructor*

1 unit

CORE REQUIREMENT PARTIALLY MET: **FINE ARTS**

### **233 - Advanced Tai Chi**

In this course, students with a basic grounding in the discipline learn more advanced techniques of Tai Chi Chuan, the study of slow controlled movement, breathing and realignment of the body. *There is a course fee of \$85. This course is offered only for grades of Credit/No Credit, and may be repeated for credit.*

*Prerequisite: two semesters of Theater 133 or permission of the instructor*

1 unit

CORE REQUIREMENT PARTIALLY MET: **FINE ARTS**

### **234 - Intermediate Ballet**

Students develop and refine ballet technique based on the Vaganova Method. *This course is offered only for grades of Credit/No Credit, and may be repeated for credit. Prerequisite: two semesters of Theater 134 or permission of the instructor*

1 unit

CORE REQUIREMENT PARTIALLY MET: **FINE ARTS**

### **237 - Intermediate Choreography**

Building upon the work from *Beginning Choreography*, students develop more sophisticated choreographic strategies, language and techniques with an emphasis on group choreography, including site-specific work and studio performances. *This course is offered only for grades of Credit/No Credit, and may be repeated for credit.*

*Prerequisite: Theater 137 or permission of the instructor*

2 units

CORE REQUIREMENT PARTIALLY MET: **FINE ARTS**

### **240 - Intermediate Afro-Caribbean Dance**

We move students further along in the study of movement covering the diverse Caribbean region from Cuba to Puerto Rico, Jamaica and Trinidad and Tobago. As students develop a body of choreographic work, they will learn improvisational techniques for soloing along with

the place and importance of the Yoruba-based pantheon in the work. Matching specific dance steps to specific drum rhythms, students learn to sing Yoruban songs as they perform the dances.

*This course is offered only for grades of Credit/No Credit, and may be repeated for credit.*

*Prerequisite: two semesters of Theater 140 or permission of the instructor*

1 unit

CORE REQUIREMENT PARTIALLY MET: **FINE ARTS**

## **244 - Stage Management**

Our stage management course introduces students to the art and techniques of stage management, helping them acquire the theoretical knowledge and the practical skills to manage theatrical productions from casting through performance.

2 units

CORE REQUIREMENT PARTIALLY MET: **FINE ARTS**

## **245 - Stage Makeup**

Students in *Stage Makeup* learn the fundamentals of makeup design for the theater. We cover a number of makeup techniques, including basic, three-dimensional, corrective, glamour, character, and old-age makeups as well as the creation of special makeup effects. During the semester, our students put theory into practice as they create a variety of practical makeup designs.

2 units

CORE REQUIREMENT PARTIALLY MET: **FINE ARTS**

## **246 - Costume Construction**

In *Costume Construction*, students acquire the skills necessary to construct basic garments for the stage. At the end of the course, each student will build a costume piece.

2 units

CORE REQUIREMENT PARTIALLY MET: **FINE ARTS**

## **248 - Sound Design for Theater, Dance, and Multimedia**

We introduce students to the theory and application of sound and music as elements of design for theater, dance and other collaborative multimedia dramatic forms. Throughout the semester, we address fundamental issues of sound design: including script analysis, conceptual approaches to sound, music underscoring, working with audio equipment, and sound editing. Over the semester, our students learn how to work within a creative team of designers coordinating the many design elements of various dramatic forms.

2 units

CORE REQUIREMENT PARTIALLY MET: **FINE ARTS**

## **250 - Period Styles for Stage and Screen**

We explore some of the shifting styles of European and American culture from the 15th through the 20th centuries as those styles express ways of apprehending and defining the world. Social behaviors, etiquette, deportment, fashions, public and private spaces, furniture

and art are examined as they are expressed and reflected on stage and screen, with a focus on analyzing the connections between movement and social environment.

CORE REQUIREMENT MET: **FINE ARTS and GLOBAL CONNECTIONS**

## **260 - Children's Theater, 3rd Grade**

These separate applied workshops in children's theater focus on work with elementary school children. We study age-appropriate methods of integrating theater into the elementary school curriculum. In four intensive sessions, our students learn five workshops geared in *Theater 260* to third grade, after which, under the instructor's supervision, they guide local elementary school classes through the curriculum.

*Prerequisite: Theater 110 or permission of the instructor*

2 units

CORE REQUIREMENT PARTIALLY MET: **FINE ARTS**

## **261 - Children's Theater, 5th Grade**

These separate applied workshops in children's theater focus on work with elementary school children. We study age-appropriate methods of integrating theater into the elementary school curriculum. In four intensive sessions, students learn five workshops geared to the fifth grade, after which, under the instructor's supervision, they guide local elementary school classes through the curriculum. *Prerequisite: Theater 110 or permission of instructor. Enrollment is limited. Graded on a Credit/No Credit basis only.*

2 units

CORE REQUIREMENT PARTIAL: **FINE ARTS**

## **275 - Scenic Design**

Our course in scenic design provides intermediate training in technique and exploration of theory specifically aimed at designing scenery for the theater. Our students learn several methods for developing and communicating their design ideas, including basic drawing and drafting concepts, CAD drafting using *VectorWorks*, and both physical and digital model-making. *There is a materials fee of \$60 for this course.*

*Prerequisite: Theater 120 or Theater 175, or permission of the instructor*

CORE REQUIREMENT MET: **FINE ARTS**

## **301 - Topics in Theater History**

In this course, we examine theatrical performance within historical and cultural contexts. Theater literature, performance practices and theater architecture are studied within the perspectives of the times and cultures from which theatrical expressions arise. Periods and cultures studied will vary each year.

CORE REQUIREMENT MET: **FINE ARTS , PRE-1800 , GLOBAL CONNECTIONS**

## **302 - Twentieth Century Playwrights**

During the semester, we study the works of various twentieth century playwrights. Different

years will feature different playwrights: so one semester might look at farceurs, another semester political pioneers, and another European iconoclasts. In addition to reading several scripts by each playwright, our students also attend live performances, prepare research projects, and create performance projects in response to the semester's writers. *Students may use this course to fulfill the Junior Writing Requirement for the Theater Major. There is a ticket fee of \$50 for the course.*

CORE REQUIREMENT MET: **FINE ARTS, INTERCULTURAL and GLOBAL CONNECTIONS**

### **303 - Latina/o Theater**

The focus of this course is on the history, literature, and performance practice of Latina/o theater in the United States. Students will read the work of a number of Latina/o playwrights with particular focus on contemporary playwrights. We will ask questions about how theater is labeled Latina/o and whether it exists on the margins or within the mainstream of US theater. We will consider common themes and forms shared by these works as well as the ways in which they stand apart, creating a diversity of voices. Secondary readings will provide context for our investigation into the socio-political contexts of these works, while play attendance will keep our focus on these plays as performance. There is a ticket fee of \$50 for the course.

CORE REQUIREMENT MET: **FINE ARTS**

### **310 - Acting 2**

By looking carefully at the psychology of performance, we introduce our acting students to an alternative to Stanislavski-based acting systems or methods. Students develop an understanding of impulse, desire and action in everyday life, along with an understanding of the heightened consciousness of artists at play. In the process, they learn how to act with increased freedom and to create characters with genuine psychological complexity while developing a technique equally adaptable to theater and film. Over a semester, students in the class follow a path from improvisation through play with language to develop roles from Chekhov and various classical and contemporary playwrights.

*Prerequisite: Theater 110, 210 and permission of the instructor. Enrollment in this course may be based on an audition/interview process.*

CORE REQUIREMENT MET: **FINE ARTS**

### **311 - Intensive Performance Laboratory**

Our upper-division applied acting course is available for students performing significant roles in professionally directed Theater Department productions. *This course is offered only for grades of Credit/No Credit, and may be repeated for credit. It is available only with permission of the instructor*

2 units

CORE REQUIREMENT PARTIALLY MET: **FINE ARTS**

### **316 - Performing Shakespeare**

In this culmination of the Theater Department's acting sequence, our students explore through practice the demands Shakespeare's scripts make upon actors. During the semester, students in the class work with five to six of Shakespeare's scripts from various genres in order to develop facility with Shakespeare's verse and prose in performance.

*Prerequisite: Theater 202 and Theater 310, or permission of the instructor*

CORE REQUIREM: **FINE ARTS** , **PRE-1800** , **REGIONAL FOCUS**

### **320 - Advanced Technical Theater**

Pursuing knowledge and skill beyond that acquired in *Introduction to Technical Theater*, our students learn in this course advanced building techniques, metal working theory and welding, and furniture construction and repair. Students in the class will also act as crew chiefs for Theater Department productions. Some materials will need to be purchased for the course.

*Prerequisite: Theater 120 and permission of the instructor*

CORE REQUIREMENT MET: **FINE ARTS**

### **321 - Portfolios**

We help our students in this course develop the skills to analyze, archive, and document their creative and technical work; and we introduce them to various techniques for public presentation of the record of their work.

*Prerequisite: Theater 120 or 175, or permission of the instructor*

1 unit

CORE REQUIREMENT PARTIALLY MET: **FINE ARTS**

### **325 - Lighting Design**

Studying the theories, the psychological foundations, and techniques of lighting design for the theater, our students develop in this course an intellectual and practical foundation of this significant, and accessible, area of theater design. During the semester, we guide students in the class through both individual and group design projects. *There is a material/tickets fee of \$60 for this course, which includes one two-hour laboratory session each week.*

*Prerequisite: Theater 120 or Theater 175, or permission of the instructor*

CORE REQUIREMENT MET: **FINE ARTS**

### **330 - Producing the Live Event**

Students in this course analyze the various requirements for producing live performance events. In developing solutions to the many difficulties presented by live events, we examine in particular the artistic, legal, and financial responsibilities of the producer. Through projects, case studies and research, our students look at the creative and practical aspects of live presentations as they come to understand the myriad considerations required to successfully produce live performances for theater, music and other cultural events.

*Prerequisite: Theater 120 and at least second-year standing, or permission of the instructor.*

CORE REQUIREMENT MET: **FINE ARTS**

### **370 - Costume Design**

We introduce our students to the goals, processes and techniques of costume design. And as students conceptualize, research and design costumes for a variety of plays, they become

familiar with the basic components of the discipline. Although an introduction to, and practice with, various sketching and rendering approaches is an element of the course, we do not require specific prior drawing experience.

*Prerequisite: Theater 175 or Art S106, or permission of the instructor*

CORE REQUIREMENT MET: **FINE ARTS**

### **375 - Advanced Scenic Design**

For our advanced design students, this project-based course continues an investigation of visual concepts and techniques for scenic design. We work specifically to tie the collaborative design process to scripts, actors, and the visions of directors as essential elements in the development of designs. *There is a ticket/materials fee of \$60 for this course.*

*Prerequisite: Theater 175 or 275, or permission of the instructor*

CORE REQUIREMENT MET: **FINE ARTS**

### **380 - Playwriting**

We introduce our students in *Playwriting* to the art of writing for theater. Through a series of weekly creative writing assignments, students in the class develop the skills to construct the structures and craft the dialogue of play scripts. As a final project, each student develops and completes a one-act play. *There is a ticket fee of \$50 for the course.*

*Prerequisite: at least second-year standing, or permission of the instructor*

CORE REQUIREMENT MET: **FINE ARTS**

### **390 - Advanced Projects in Theater**

For advanced theater students, we offer an applied course for significant work undertaken in performance, design, technical theater, or management in faculty-supervised projects. A student enrolled in this course works directly with a faculty mentor in the design and execution of the individual project.

*Prerequisite: permission of the instructor; and the course may be repeated once for credit*

**Section 1- Advanced Projects in Theater: Story/Voice/Community**

**Section 2- On-campus projects**

2 units

CORE REQUIREMENT PARTIALLY MET: **FINE ARTS**

### **397 - Independent Study in Theater**

Our junior and senior students have the opportunity for independent study at an advanced level. *This option is only open to juniors and seniors.*

*Prerequisite: Permission of the instructor.*

2 units or 4 units

### **410 - Directing**

We introduce students to the art of directing. Our students explore the directing processes of script analysis, casting, working with actors, manipulation of space, use of sound and images, developing designs and mounting productions for theater. During the semester, students in the class stage two performance sequences: one in a classroom format, the other produced on the

Keck stage.

*Prerequisite: Theater 120, 310 and permission of the instructor. Theater 316 is strongly recommended for preparation. This course may be repeated for credit.*

CORE REQUIREMENT MET: **FINE ARTS**

## **490 - Senior Seminar in Theater**

This is a course for students engaged in senior comprehensive projects.

*Prerequisite: permission of the instructor*

## ***Faculty***

### **Regular Faculty**

#### **John Bouchard**

*Professor, Theater*

B.A., UC Santa Barbara; M.A., Ph.D., Rice University

#### **Jamie Angell**

*Associate Professor of the Practice, Theater*

B.A., Dartmouth College; M.F.A., California Institute of the Arts

#### **Brian Fitzmorris**

*Professor of the Practice, Theater*

B.F.A., Carnegie-Mellon University

#### **Alan Freeman**

*Professor Emeritus, Theater*

A.B., M.A., Occidental College; M.F.A., American Film Institute

#### **Susan Gratch**

*Professor, Theater*

B.A., M.F.A., University of Michigan

### **On Special Appointment**

#### **Teresia Brooks**

*Adjunct Instructor, Theater*

B.A., Spelman College

#### **Jill Gold**

*Adjunct Assistant Professor, Theater*

A.B., Occidental College

**Sarah Kozinn**

*Assistant Professor in Theater*

B.A., Wesleyan University; M.A., Ph.D., New York University; Post-doctorate Fellow, Occidental College

**Laural Meade**

*Full-time NTT Associate Professor, Theater*

A.B., Occidental College; M.F.A., UCLA

**Francisco Martinez**

*Adjunct Instructor, Theater*

**Tom Slotten**

*Adjunct Assistant Professor, Theater*

B.G.S., University of Michigan; M.F.A., California Institute of the Arts

## ***Urban & Environmental Policy***

Occidental's Urban and Environmental Policy (UEP) major is an interdisciplinary program for students who want to change the world.

The UEP major combines politics, planning, environmental policy, public health, urban studies, economics, sociology, community engaged research, and other disciplinary approaches. The major recognizes that "urban" and "environmental" are very much interconnected and that issues of economic and environmental justice are integrally linked to where and how we live, work, play, eat, and go to school. Topics covered in the program include housing and community development, public health, land use and transportation, environmental health, food and resource issues, education, environmental justice, immigration, climate change, air and water quality, water and energy supply, poverty and social welfare, criminal justice, race and gender and class relations, globalization, and other topics at the local, state, national and international levels. Students interested in the UEP major should have a strong commitment to public service and social justice and change, be interested in working on group projects with other students, and be interested in engaging in community activities and internships.

The UEP major is a unique combination of classroom learning and hands-on experience in the field of public affairs and civic engagement. Students learn interdisciplinary social science skills and public policy analysis with special emphasis on applying those skills in the real world challenges. It is an intensive major designed for students with a strong interest in public service careers such as government, law, human services, urban and/or environmental planning, public health, community organizing, social work, journalism and communications, socially responsible business, or academia.

The goal of Occidental's UEP program is not simply to produce policy experts, but to educate students to think and to act critically on issues at the intersection of urban and environmental policy. . The major includes careful consideration of ethical issues that arise in the formulation and implementation of public policy. It trains the next generation of change agents and future

leaders how to think critically and creatively and act effectively to solve problems and improve society.

The UEP major coursework includes a series of intensive seminars in the junior and senior years, with introductory courses in the frosh and sophomore years. The course of study includes developing skills in public policy analysis, internships, community participation, a research project with an applied policy focus, and leadership training. In addition to the prerequisites and the core seminars, students are encouraged to take electives in a variety of disciplines to sharpen their expertise in different policy areas and approaches.

We encourage our students to engage in off-campus learning. Some students may choose to spend a fall semester in the Campaign Semester program (offered in alternate Presidential and Congressional election years); summer research and/or internships in Los Angeles or abroad (e.g., through the China-Environment program, the Richter program, and the Undergraduate Summer Research Program), through the Occidental-at-the-United Nations program, or in one of the abroad programs sponsored or approved by the College.

During their senior year, students design and complete a policy-oriented comprehensive project that has an applied focus and includes original research. This project may take several forms. It can be a traditional research paper, a hands-on policy research report, a project in collaboration with other students, or a study conducted for a community-based "client" organization.

A significant dimension of UEP's problem-solving and social change-related curriculum is its connection to the research, education, and community-based activities of the Urban & Environmental Policy Institute (UEPI). UEPI is the research and advocacy program arm of UEP and a key component of Occidental's focus on community engagement. UEPI's mission is to connect ideas and action to create a more just and livable region, nation, and world.

Through UEP and UEPI, students experience a range of classroom-based and independent internships and engage with urban and environmental policy through government agencies, political campaigns, grassroots community and environmental justice organizations, public interest groups, social service agencies, labor unions, health organizations, food justice groups, as well as the government and private sector. Under the supervision of faculty as well as the UEPI program staff, students gain experience in practical applied research by working with and for community partners in the Los Angeles area and across the country and abroad. Current programs address food justice, environmental and public health, the built environment and transportation, and global trade and freight transportation. We also facilitate College-wide initiatives such as our minor in Public Health and a China-Environment program that links students to universities and NGOs in Hong Kong, Nanjing, and other partners in China. More information about UEPI is available at [www.oxy.edu/uepi](http://www.oxy.edu/uepi).

## ***Requirements***

**MAJOR:** All students majoring in Urban and Environmental Policy are required to take the following courses in the freshman or sophomore year:

UEP 101

Economics 101 (or another Economics course approved by the chair)

Politics 101 or UEP/POLS 106

## UEP 304

For their college math/science requirement, we strongly encourage UEP majors to take at least one of the following:

UEP 201 (Environmental Health and policy)

Geology 150 (Geographic Information Systems; students are encouraged to take concurrently with UEP 201)\*

Math 146 (Statistics)

Math 150 (Statistical Data Analysis)

Biology 105 (Marine Biology)\*

Biology 106 (Biology of California)\*

Biology 110 (Organisms on Earth)\*

Biology 270 (Ecology)\*

Geology 106 (Earth and the Human Future)\*

Geology 255 (Spatial Analysis with GIS)\* (With approval of instructor)

\* Satisfies a lab science requirement

Other math/science courses may be acceptable with the approval of the department chair.

Students majoring in UEP are required to take the following courses:

UEP 301 (Urban Policy and Politics) (sophomore or junior year)

UEP 304: (Urban and Environmental Research Methods) (sophomore or junior year)\*

UEP 310 (Community Organizing and Leadership) (junior year)

UEP 311 (Community Internship) (junior year)

UEP 410 (Controversies in Policy and Politics) (senior year)

UEP 411 (Applied Public Policy Practicum) (senior year)

*\*may substitute Politics or Sociology Research Methods with advisor approval*

Students majoring in UEP should take two electives after discussion with their advisor. These electives can include, but are not limited to, the following, including UEP courses:

UEP 201 (Environmental Health and Policy)

UEP 203 (Public Health: Community and Environment)

UEP 204 (Environmentalism: Past, Present, and Future)

UEP 205 (Urban History)

UEP 210 (Transportation and Living Streets)

UEP 212 (Policy Debates and Controversies in Education - Panel Session)

UEP 213 (Policy Debates and Controversies in Education - Seminar Session)

UEP 214 (Education Policies and Politics Practicum)

UEP 246 (Sustainable Oxy: Campus Greening)

UEP 247 (Sustainable Oxy: Food Growing and Preparation)

UEP 248 (Global Public Health)

UEP 249 (Public Health and Human Rights)

UEP 266 (Lobbying & Advocacy)

UEP 302 (Housing Problems and Policy)

UEP 303 (Sustainable Development)

UEP 306 (Food and the Environment)

UEP 307 (Public Health Practicum)

Although we encourage students to take UEP electives, these other courses are also available as elective options:

Art History 289 (Modern Architecture)  
Diplomacy & World Affairs 249 (Public Health and Human Rights)  
Diplomacy & World Affairs 248 (Global Public Health)  
Economics 301 (Environmental Economics and Policy)  
Economics 324 (Economics of Immigration)  
Economics 328 (Economics of Race and Gender)  
History 206 (History of American Women)  
History 237 (History of Feminism)  
History 274 (Medicine/Disease/Western Society)  
History 277 (Cross-Cultural Perspectives on Women and Community Health)  
History 359 (Mexico-United States Borderland)  
History 395 (The Making of African American Freedom)  
Philosophy 255: Environmental Ethics  
Politics 206 (Race and American Politics)  
Politics 207 (Los Angeles Politics)  
Politics 208 (Movements for Social Justice)  
Politics 242 (Law and Social Change)  
Politics 260 (Work and Labor in America)  
Religious Studies 240 (Religion and Social Reform)  
Religious Studies 242 (Environmental Ethics and Religion)  
Sociology 250 (Race and Ethnicity in American Society)  
Sociology 260 (Deviance)  
Sociology 325 (Criminology and Society)  
Sociology 330 (Political Sociology)  
Sociology 350 (Social Movements and Revolutions)  
Sociology 360 (Urban Sociology)  
Sociology 420 (Immigration to the U.S. from Mexico and Central America)

**WRITING REQUIREMENT:** Students majoring in UEP will satisfy the final component of Occidental College's writing requirement by successfully completing UEP 301. Students should familiarize themselves with the departmental requirement at the time of declaring the major. See the Writing Program for additional information.

**HONORS:**

Students are required to have an overall grade point average of 3.50. See the Honors Program and contact the department chair for more information and specific requirements.

**MINOR:**

Students can select to minor in Urban and Environmental Policy. The minor consists of UEP 101 or UEP/POLS 106 and Politics 101; and three other courses at the 200 level and above in the UEP program.

## ***Courses***

### **101 - Environment and Society**

This is an introductory course on environment and society, designed for students with an

interest in urban and environmental issues who might want to pursue further studies in Urban and Environmental Policy. It is also offered for those who are interested in the topic even though they will be pursuing another major. The course will include lectures and presentations in several different topical areas; films and speakers that provide insight into the environmental problems and alternative solutions, including those based here in Los Angeles; and class discussions and presentation sessions on the readings and topics. The course provides an broad introduction into core topics in urban and environmental policy such as: water issues (where our water comes from); wastes and hazards issues (sources and impacts of pollution); climate change, transportation and land use issues (where we work and live and commute); nature in the city (the urban environment); and food system issues (where our food comes from and how it is manufactured and sold), the intersection of science and policy, and others. CORE REQUIREMENT MET: **UNITED STATES and US DIVERSITY**

## **201 - Environmental Health and Policy**

This course is designed to provide students with an understanding of the environmental factors impacting human and ecological health, including consequences of natural and human-made hazards. Environmental health is a rapidly growing and interdisciplinary field that involves both science and public policy. It is integrated into numerous aspects of our lives, both directly and indirectly. Topics to be covered include food safety, water access and equality, pesticides, air quality, the identification of environmental hazards, the assessment of various risks (including exposure to dangerous chemicals used in toys, food, workplaces, and other activities), and the social and biological causes of disease (epidemiology). Students will gain an understanding of environmental health analytical and scientific methods. We will also explore ways that communities and policy-makers seek to address environmental health challenges. A common thread running through the course will be an examination of how exposure to environmental and health risks vary among different population groups, in the Los Angeles area, in the United States, and around the world and the ways that scientific issues become embedded in and inseparable from issues of policy, regulation, and justice. We will also explore the role of science in environmental policy-making, the enforcement of regulations, and the efforts of community groups to influence public policy. (Students are encouraged to enroll in Geology 150, a laboratory science, that in parallel explores the spatial and geographic dimensions of environmental health. *Prerequisite: UEP 101 or sophomore level standing.*)

CORE REQUIREMENT MET: **MATH/SCI**

## **203 - Introduction to Public Health**

This course explores the nation's public health challenges, the epidemiological basis of public health, and ways that public health functions as a combination of science and politics. The course examines the special vulnerabilities of low income and medically underserved populations who often work, reside, attend school, and play in neighborhoods with disproportionate exposures and poor quality medical care. The goal is to acquaint students with current public health issues, especially as they concern community, societal, and environmental influences on health and well-being.

CORE REQUIREMENT MET: **UNITED STATES and US DIVERSITY**

## **204 - Environmentalism: Past, Present, and Future**

The course presents a broad view of the roots of environmentalism, including the relationship of environmentalism with respect to issues of class, race, gender and ethnicity. It situates the history, present day circumstances, and future direction of the environmental movement within the broader study of environmental topics and methods. It also provides the background to understand better the significance of this crucial social movement and how it has addressed the complex relationships between urban, industrial, and natural environments.

## **210 - Transportation & Living Streets**

Transportation and Living Streets is a class about streets: how streets influence the built environment and community life and how the use and design of streets embody competing visions of urban futures. Streets are like the DNA of a city or neighborhood. The ways that streets are designed, regulated, maintained and used impact more than traffic patterns. Streets exert influence over the buildings that line them. Streets and sidewalks affect how it "feels" to spend time in a community-whether people want to be out and about in a neighborhood; how they impact health and the local economy; how they determine mobility, walkability and bikeability; and how they shape daily and civic life and the diversity and openness of public places. This course will be taught in the classroom and on the streets of Los Angeles. Students will read and learn about the history of streets, policy debates on how to use and change streets, and social movements advocating for living streets. Students will also perform street observations and engage in community based learning by assisting community efforts to re-vision local streets. *Prerequisite: UEP 101 or UEP 106 or Politics 106 (may be taken concurrently)*

CORE REQUIREMENT MET: **UNITED STATES**

## **212 - Policy Debates and Controversies in Education – Panel Session**

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

2 units

## **213 - Policy Debates and Controversies in Education - Seminar Session**

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

*requisite UEP 212.*

2 units.

## **214 - Education Policies and Politics Practicum**

This 4 unit course provides students with an opportunity to engage in major research and internship opportunities around key Education Policy and Politics issues. UEP 212 and 213 are not prerequisites for UEP 214 but those courses are strongly recommended.

## **246 - Sustainable Oxy: Campus Greening**

This course is designed to assess and develop recommendations regarding environmental issues related to the Occidental campus. Students will evaluate the College's current practices, such as energy and water use, transportation and parking, building construction and maintenance, landscape and grounds maintenance, hazardous and solid waste generation and management, educational and outreach strategies, and how the College's environmental issues relate to the larger Northeast Los Angeles community. Students will develop proposals and programs to reduce resource use and the College's overall ecological footprint, while also seeking to identify how the College can itself play a positive role in increasing the environmental sustainability of its neighboring community. The course is designed to develop environmental leadership skills with the campus as the arena for change.

Graded CR/NC

2 units

## **247 - Sustainable Oxy: Food Growing and Preparation**

This course is designed to develop knowledge and skills about food growing and preparation, with a focus on the continuing development of the Occidental FEAST garden and related initiatives regarding increasing awareness about how to prepare food (cooking skills) and its importance in relation to food sourcing, health, and quality of life. The course is designed to increase student literacy about food issues and help develop the technical skills and leadership capacity regarding campus and community food system change. The course will also have student leaders helping shape the projects related to the development of the growing and preparing food skills.

Graded CR/NC

2 Units

## **248 - Global Public Health**

The course will examine major global public health problems and the range of responses from international organizations, transnational networks, and domestic and community-based institutions. Despite improvements in the health status of low- and middle-income countries over the last half-century, the challenges to advance global public health remain daunting. What are the sorts of strategies these actors have used in addressing such health issues as HIV/AIDS, malaria, unsafe food and water, tobacco use, and others? What is the role of human rights in addressing the underlying determinants of ill-health? The course will present basic concepts for understanding global public health, including morbidity, mortality, demography, epidemiology, and the political, social and economic determinants of health. We will utilize a case study method to examine successful and less successful efforts to improve global health

and to debate enduring political, economic, social and cultural controversies in the arenas of global health. Students can expect to gain knowledge of the major issues and actors in global public health and an introduction to the analytic and quantitative skills needed to monitor and evaluate evidence used in formulating policies and programs. Same as DWA 248  
CORE REQUIREMENT MET: **GLOBAL CONNECTIONS**

## **249 - Public Health & Human Rights: Global and Local Practices**

This course explores core concepts in global public health, the development of human rights instruments and mechanisms, and the intersecting of these fields in global public health and human rights advocacy. Specifically, we will review public health analysis to human rights problems and vice versa, examining how a rights-based approach to health can inform more critical and more productive approaches to issues such as gender-based violence, HIV/AIDS and other sexual and reproductive health concerns. Finally, this course examines how global public health issues have generated dramatically different responses across and within regions, countries, and communities and launched myriad human rights movements at the international and local levels. Same as DWA 249.

## **260 (POLS) - Work and Labor in America**

Sooner or later, we all have to work ? that is, get a job. Some people even have "careers." And some people are lucky enough to consider the work they do a "vocation" - something that is both intrinsically rewarding and useful to society. Work occupies much of our waking hours. For most people, the nature of our work determines the quality of our daily lives. This course will focus on the varieties of work (in different industries and occupations); how people experience their work on the job; how society shapes the work we do; how work shapes our family lives, our friendships, our health, and our self-esteem; and how the nature of work is changing in our increasingly global economy dominated by large corporations and sophisticated technology. The course will look at the future of work in the context of our changing economy, values, and technologies. We will pay particular attention to how organized groups - labor unions, consumer groups, business associations, and others have influenced the nature of work. We will also explore how government action (public policy) has shaped how our economy works and the rules governing the work we do. These include such matters as wages, hours, flex time, family leave, job security, workplace health and safety, the quality of goods and services, and workplace participation. We will explore such questions as: What makes work satisfying or unsatisfying? How have such ideas as "professional," "career," "working class," "middle class," and "job security" changed? Why do we have increasing problems of low-wage work and even "sweatshops" in a wealthy society? How do such factors as education, skill, race, and gender influence the kinds of work we do and how we experience our work? What are the chances of getting injured or sick because of working in a specific job? How do people balance work/career and family responsibilities? Do people experience work the same way in other democratic countries? What can be done to make the world of work better?

CORE REQUIREMENT MET: **UNITED STATES**

## **265 - Community Planning and Politics Practicum**

Why do cities "look" the way they do? What explains the characteristics and geographic patterns of the physical, social, and demographic landscape of cities? How can community

members influence these characteristics and patterns? Part of the answer lies in understanding the practice of urban planning and its intersection with political processes. This course will introduce students to the history, issues, concepts, tools, and techniques of urban planning. In addition to examining a wide body of literature pertinent to the theory and practice of urban planning, students will also study and discuss current planning issues and politics in Los Angeles with a particular focus on community-based planning initiatives. What are the politics of planning in LA? To extend Harold Laswell's description of the study of politics: Who Gets What, When, How in the sphere of urban planning in Los Angeles? This introduction will serve as a foundation for major community based research project conducted in partnership with local non-profit community based organizations engaged in the planning process. Students will develop community-based research, writing, and presentation skills. Through this course, students will gain an understanding of the impact that planning decisions have on the lives of city residents and how these community members can actively and effectively engage in the politics of planning. *Prerequisite: UEP 101 or Politics 101.* Same as POLS 265  
CORE REQUIREMENT MET: **US DIVERSITY**

## **266 - Lobbying and Advocacy**

This course examines the techniques and strategies used by both professional lobbyists and community based advocates to influence elected and appointed government decision makers. The course will explore the impacts lobbyists and community activists have on decision makers as they consider policy voices. The course will include discussions with elected and appointed government officials well as with professional lobbyists and community advocates. In addition to readings and speakers, the course will include case studies in order illustrate the concepts and provide students with real world examples viewed from multiple perspectives. Students will engage in role-plays in order to prepare and present a strategic plan to win support or oppose a community based project or citywide policy. Same as POLS 266. *Prerequisite: POLS 101 or UEP 101*

## **297 - Independent Study in UEP**

Independent study project. Prerequisite: permission of instructor and department chair.

## **301 - Urban Policy and Politics**

This seminar focuses on the origin and development of cities, suburbs, and urban areas. It explores the causes, symptoms, and solutions to such urban problems as poverty, housing, transportation, crime and violence, pollution, racial segregation, and neighborhood change. It also examines how power is exercised by different groups, including business, citizens' groups, community organizations, unions, the media, mayors and other government officials. The course will also examine the role of city planning and planners, conflict and cooperation between cities and suburbs, problems of urban sprawl, loss of open space, water and energy resources. Students will learn about federal urban policy and the role of cities in national politics. The course will also compare American cities with cities in Europe, Canada, and the developing world. Public policies to solve urban problems. *Prerequisite: UEP 101 or UEP 106 or Politics 101 or POLS 106 or permission of instructor.* Same as POLS 301  
CORE REQUIREMENT MET: **US DIVERSITY and UNITED STATES**

## **302 - Housing Problems and Policy**

This course examines how societies provide people with shelter - through market forces, government policy, and self-help efforts. The course will focus on the United States but will also look at other societies to help understand the strengths and weaknesses of the U.S. approach. Students will examine such housing problems as homelessness, slums (substandard housing), the shortage of affordable housing, racial segregation, foreclosures, and other topics. It will examine the pros and cons, and different forms, of rental housing and homeownership. It will look at the connection between housing issues and the environment, public health, education, transportation, suburbanization and sprawl, poverty and inequality, and racism. Students will explore housing as an aspect of our culture, such as homeownership as the "American dream" and housing as a "haven." The course will explore the history of housing problems and housing policy, including zoning, racial discrimination, finance, public housing, different government subsidies for housing, and taxes. We will debate whether decent housing is a "right". We will look at housing problems and policies at the local, state, and national levels. Students will explore the politics of housing in terms of the various interest groups - including developers, banks, tenants, community organizations, landlords, contractors, unions, and others -- involved in shaping housing policy. Students will also learn about housing as part of the "built environment," architecture, land use, urban design, as a component of urban planning, and as a part of "livable" cities. They will also examine housing as a component of real estate development and explore what housing developments ? whether for-profit or non-profit ? do. *Pre-requisite:UEP 101, Econ 101, Pols 101, Soc 101, UEP 106, or Pol 106*

CORE REQUIREMENT MET: **US DIVERSITY**

### **303 - Sustainable Development**

This course examines sustainable development from a social, economic and environmental perspective. The course focuses on development strategies and approaches led by community-based, labor and nonprofit organizations in a context of traditional public and private-sector economic development approaches. Through lectures, field trips, discussion, guest speakers, and class exercises, students will examine the history and evolution of community and economic development strategies in urban neighborhoods and communities and link these approaches to the field of sustainable development. The course focuses on the historic and contemporary debates and issues in sustainable development and delves into the challenges and opportunities of sustainable development in Los Angeles by drawing on case examples from other urban regions across the country. Through the course, students will: 1) understand the historical, theoretical and policy context of community development; 2) understand community and economic decline and development processes; 3) examine the key strategies of community development and related field of community economic development; 4) explore the growing intersection of community development and sustainable development, including the greening of jobs, buildings, and urban design. *Prerequisite: UEP 101 or UEP 106 or Politics 106 or permission of instructor.*

CORE REQUIREMENT MET: **UNITED STATES and US DIVERSITY**

### **304 - Research Methods for Urban & Environmental Policy**

This course trains students in research methods and analysis to understand environmental, economic, social, and political issues relevant to urban planning, environmental studies, and related policy areas. Students will learn quantitative and qualitative methods with a particular emphasis on community based research methods. Through class lectures, discussions, field work, and group presentations, students learn and apply the most commonly used strategies

for collecting, analyzing, and presenting data used in urban and environmental policy research and analysis. Students will work with commonly used data sets such as the Census, data sources for health, property ownership, toxic releases, campaign contributions, and other information used in urban planning, environmental, and public policy research. Students will also learn qualitative and basic quantitative research methods including survey construction and analysis, participant observation, case studies methodology, interview techniques, and basic data analysis using excel. The course will also address ethical challenges raised during collaborative research alongside community-based partners and advocacy groups. The course provides the research fundamentals for the comprehensive research projects in the UEP major. *Prerequisite: UEP 101 or UEP 106 or Politics 106 or permission of instructor.*

### **306 - Food and the Environment**

This course will examine the range of issues associated with the food system, including environmental, economic, health, cultural, and social impacts related to how food is grown, processed and manufactured, distributed, sold, and consumed. This will include how the restructuring of the food system has led to such impacts as obesity (e.g., portion size, proliferation of certain products and fast food restaurants, trends towards eating out rather than eating in); enormous water quality, air quality, occupational health, and loss of biodiversity outcomes; the rise of functional foods, genetically modified products, and globally sourced and produced foods, at the same time that food as a core cultural experience is undermined or flattened; and, the global reordering, concentration, and industrialization of each component of the food system that affects the food experience. The geographic focus of the class will include both domestic and global aspects of the food system as well as issues that will be explored in the Los Angeles context. There will also be a Community based Learning component to the class, based on major research projects associated with the ongoing research, policy, educational, organizing, and program work of the Center for Food & Justice, which is a division of UEPI. *Prerequisite: UEP 101 or UEP 106 or Politics 106.*

CORE REQUIREMENT MET: **INTERCULTURAL and GLOBAL CONNECTIONS**

### **307 - Public Health Practicum**

The community health internship course is designed to provide students with real-world experiences to develop new skills and enhance insights into myriad community health issues, concerns, and solutions. Under supervision of the course instructor and in collaboration with a community proctor/partner, students will intern for 8-hours a week at a health focused non-profit organization, community clinic, or government agency. A combination of internship experience, class discussions, written reports, and journal entries will help students reflect on how health and health care are delivered in underserved communities. Before registering students should check to make sure that they are available during the preset internship hours. Internship hours and activities can be viewed at the Community Health

Engagement website: <http://bit.ly/1sDCTeJ>

*Prerequisite: UEP 203 (may be taken concurrently) or UEP 305.*

CORE REQUIREMENT MET: **INTERCULTURAL and GLOBAL CONNECTIONS**

### **308 - Architecture and The Built Environment In Los Angeles**

How do we decide what pieces of architecture in a city are the most significant? How do we guide people through the 21st-century city? Is the traditional idea of an architecture guidebook

-- as a collection of maps, as a steady voice of authority, as a way to determine and fix the architectural canon -- obsolete? Are the familiar definitions of Los Angeles' urbanism and architectural innovation obsolete too? This course will allow students to explore those questions as they work alongside Los Angeles Times architecture critic Christopher Hawthorne in helping research and write a new architectural guidebook for Southern California. A new approach to compiling a guidebook will offer the chance to move beyond a limited list of pedigreed architectural landmarks and think about L.A.'s vernacular architecture as well as the way that new investments in transit and public space and waves of immigration have changed the city's built form over the last several decades. *Prerequisite: UEP 101 or permission of instructor*

### **310 - Community Organizing and Leadership**

This seminar focuses the techniques of grassroots empowerment, particularly in urban settings. This includes the following topics: developing leadership skills for citizen participation and problem solving, using the media, building coalitions, choosing issues, doing action-oriented research, understanding the relations of power, mobilizing constituencies, developing a community oriented public policy agenda, the history of community organizing in the U.S., and comparison between community development, social work, and direct action organizing approaches. *Must be taken simultaneously with UEP 311.*

### **311 - Community Internship**

This course provides opportunities for applying and learning through direct experience about the practice of community organization and leadership. Each student will work with a community-based organization engaged in influencing public policy for approximately 12-15 hours each week. Students will be supervised jointly by the faculty member and a staff person for the community organization. *Must be taken simultaneously with UEP 310.*

### **397 - Special Topics in Urban and Environmental Policy**

Tutorial and Internship for junior or senior majors in Urban and Environmental Policy and other related disciplines under arrangement with faculty. *Prerequisite: permission of instructor.*  
2 or 4 units

### **410 - Senior Seminar: Controversies in Policy and Politics**

Intensive study of the making of national and local public policy in the U.S., including the political environment in which policy debates take place. Extensive use will be made of case studies on a variety of domestic and international issues. Students will participate in the development of a major research project related to their senior comprehensive project on an individual or group basis.

### **411 - Applied Public Policy Practicum**

Seminar to organize and complete a senior project demonstrating competence in applied public policy. The form and format of each student's project will vary. All students will make a presentation of their project and will critique each other's project.

## **Faculty**

### **Regular Faculty**

#### **Peter Dreier**

*E.P. Clapp Distinguished Professor of Politics, Politics, Urban and Environmental Policy*  
B.A., Syracuse University M.A., Ph.D., University of Chicago

#### **Robert Gottlieb**

*Professor of Urban & Environmental Policy, Director of the Urban & Environmental Policy Institute*  
A.B., Reed College

#### **Martha Matsuoka**

*Associate Professor, Urban and Environmental Policy*  
A.B., Occidental College; M.C.P., UC Berkeley Ph.D., UCLA

#### **Bhavna Shamasunder**

*Assistant Professor, Urban and Environmental Policy*  
B.S./B.A., UC San Diego; M.E.S., Yale University; Ph.D., UC Berkeley

### **On Special Appointment**

#### **Jeremiah Axelrod**

*Adjunct Assistant Professor, History*  
B.A., Williams College; Ph.D., UC Irvine

#### **Heng Lam Foong**

*Adjunct Instructor, Urban & Environmental Policy*  
B.A. College of New Rochelle, M.S. Capella University

#### **Christopher Hawthorne**

*Adjunct Instructor, Urban & Environmental Policy*  
B.A., Yale University

#### **Joan Ling**

*Adjunct Instructor, Urban and Environmental Policy*  
B.A., Chatham College; M.A., UCLA

#### **Victor Polanco**

*Adjunct Assistant Professor, Urban and Environmental Policy*  
B.A., M.P.P., Ph.D., UC Berkeley

#### **Jane Schmitz**

*Adjunct Assistant Professor, Urban & Environmental Policy*  
B.A., UC Davis; M.P.H., Ph.D., UC Los Angeles

#### **Jeffrey Alan Seymour**

*Practitioner Professor, Politics; Non Tenure Track Instructor, Urban & Environmental Policy*

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

**Hanna Spinosa**

*Adjunct Assistant Professor, Urban & Environmental Policy and Education*

B.A., UC Berkeley; M.A., Stanford University; M.A., Ph.D., UC Los Angeles

**Jacqueline Valenzuela**

*Non Tenure Track Instructor, Urban & Environmental Policy*

B.A., California State University, Northridge; M.P.H., University of Southern California

**Mark Vallianatos**

*Adjunct Instructor, Urban and Environmental Policy*

B.A., J.D., University of Virginia

**Nicole Vick**

*Non Tenure Track Instructor, Urban & Environmental Policy*

B.S., M.P.H., University of Southern California

**Steve Zimmer**

*Adjunct Instructor, Urban and Environmental Policy*

B.A. Goucher College; M.S. CSU Los Angeles

**Advisory Committee**

**Bevin Ashenmiller**

*Associate Professor, Economics; Advisory Committee, Urban and Environmental Policy*

B.A., Princeton University; Ph.D., UC Santa Barbara

**Elizabeth Braker**

*Professor, Biology; Advisory Committee, Kinesiology; Advisory Committee, Urban and*

*Environmental Policy; Affiliated Faculty, Latino/a and Latin American Studies*

B.A., Colorado College; Ph.D., UC Berkeley

**Regina Freer**

*Professor, Politics; Advisory Committee, Urban and Environmental Policy*

B.A., UC Berkeley; Ph.D., University of Michigan

**Jan Lin**

*Professor, Sociology; Advisory Committee, Urban and Environmental Policy*

B.A., Williams College; M.S., London School of Economics and Political Science; Ph.D., New School for Social Research

**Gretchen North**

*Professor, Biology; Advisory Committee, Urban and Environmental Policy*

B.A., Stanford University; M.A., University of Connecticut; M.A., College of William and Mary; Ph.D., UCLA

**Alexandra Puerto**

*Associate Professor, History; Advisory Committee, Urban and Environmental Policy; Affiliated Faculty, Latino/a and Latin American Studies*

B.B.A., New School for Social Research; M.A., San Francisco State University; Ph.D., UC Davis

### **James Sadd**

*Professor, Environmental Science*

B.S., University of Southern California; M.S., University of Texas; Ph.D., University of South Carolina

### **John Swift**

*Associate Dean for Core Curriculum and Student Issues; English; Core Program; Advisory Committee, Urban and Environmental Policy*

B.A., Middlebury College M.A., Ph.D., University of Virginia

## ***Writing & Rhetoric***

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

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

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

## ***Requirements***

**Proficiency in writing is a requirement for graduation.** Students meet this requirement in two stages, the first of which is passing the first-stage Writing Proficiency evaluation in the Cultural Studies Program. Completion of the Cultural Studies courses does not by itself satisfy the writing requirement. An additional measure of writing proficiency is required; most recently this measure has been participation in a shared intellectual experience with required reading. Frosh are expected to pass the writing exercise that culminates the experience. † Those who

do not pass the Cultural Studies Writing evaluations will be asked to pass with a C or better a course in the Department of English Writing (201) or another writing course designated by the Director of Writing Programs in conjunction with the Director of the Core Program. The second stage of the 33.

## **FIRST STAGE WRITING REQUIREMENT FOR TRANSFER STUDENTS**

In order to fulfill the First Stage Writing Requirement, transfer students must: 1) have completed two writing courses (minimum six semester units) with specific writing instruction (not simply a course offered in an English department, nor any literature, creative writing, “writing intensive” courses) prior to transferring to the College; any courses not approved by the Registrar upon entrance must be appealed through the Writing Program; or 2) complete English Writing 201 or 401 after entering the College; or 3) submit a petition and portfolio before the senior year. Students must contact Writing Programs at the CAE to receive instructions.

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

## **FIRST STAGE WRITING PORTFOLIO OPTION FOR TRANSFER STUDENTS**

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

## **SECOND STAGE WRITING**

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

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

**Creative Writing:** It is recommended that students interested in creative writing choose a major or minor that will provide them background in literature. Of special interest is the Writing Emphasis in the English and Comparative Literary Studies department. The College believes that it is essential to understand a tradition of literature and authorship in order to become a writer oneself. There are also offerings in various creative arts at the College that would support such an emphasis. Students interested in journalistic writing should consider the importance of intellectual background and training available in the different programs in the

humanities, arts, sciences, and social sciences. Students also have the opportunity to take independent studies in creative writing, and in special cases, to elect Senior Year Honors Projects in writing. Specific courses that address creative writing include ECLS 380 (Creative Writing), English Writing 286 (Principles of Journalism II), English Writing 301 (Creative Non-Fiction), English Writing 401 (Writing Across the Curriculum), French 343 (Theory and Practice of Translation), Theater 201 (Alternative Voices in American Theater), and Theater 380 (Playwriting). Writers also are invited regularly to ECLS creative writing classes and to the Intercultural Community Center, events that are open to the campus at large.

Additionally, every other year a Remsen Bird Visiting Artist gives classes and/or workshops on campus. In the last few years the ECLS Department has sponsored several literary Honors Projects in writing. Specific courses that address creative writing include ECLS 380 (Creative Writing), English Writing 286 (Principles of Journalism II), English Writing 301 (Creative Non-Fiction), English Writing 401 (Writing Across the Curriculum), French 343 (Theory and Practice of Translation), Theater 201 (Alternative Voices in American Theater), and Theater 380 (Playwriting). Writers also are invited regularly to ECLS creative writing classes and to the Intercultural Community Center, events that are open to the campus at large.

Additionally, every other year a Remsen Bird Visiting Artist gives classes and/or workshops on campus. In the last few years the ECLS Department has sponsored several literary conferences with invited guests; the department also sponsors a literary contest with prizes for fiction, poetry, and short drama, and provides support for *The Occidental Review*, a literary magazine edited by students. Students also have the opportunity to work on the student newspaper, to join literary clubs, and to elect an internship course under the direction of a faculty member. Internships, arranged with the help of the Career Development Center, have included work at the Mark Taper Forum, the Getty Art Institute, the Huntington Library, the Minority Training Institute, and Dreamworks.

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

## ***Courses***

### **135 - Occidental Weekly Practicum**

The Occidental Weekly practicum is designed to provide students with practical experiences to develop new skills and enhance insights into student journalism, both print and digital, short and long form. Under the supervision of the course instructor, in collaboration with Occidental Weekly senior staff and the CDLR, students will read, write and discuss pertinent journalism topics, such as ethics, copyright, and photojournalism, as well as develop reporting strategies. Guest speakers, field trips, and journalistic work in Northeast Los Angeles will help students reflect on the creation, management, and delivery of college journalism to multiple audiences. This course is required in order for students to become section editors or senior editors, web, communications, or business staff.

1 unit

## **197 - Independent Study in Writing & Rhetoric**

*Prerequisite: permission of instructor.*

2 or 4 units

## **201 - The Art of Essay Writing**

### **The Art of Essay Writing:**

An introduction to the analytic forms of the essay. Course work emphasizes the writing processes needed to articulate the complexities of thinking about academic subjects: generating theses, structuring arguments, and developing a clear, cohesive style. The class considers conventional and innovative methods to merge content, form and style. Writing assignments consider multicultural and interdisciplinary texts. Not open to frosh.

### **The Art of Essay Writing: Race, Class and Gender**

This course draws on a variety of materials and critical perspectives to analyze gender, race, class, sexuality, and other dimensions of identity. We will examine the historical frameworks and systems of power that construct, maintain, or challenge these modes of identity, and we will consider how popular culture generates and articulates our understandings of these intersecting concepts. A central goal of this class is to examine how these intersections of identity shape both individuals and the social and cultural structures of U.S. society. To reach this goal, we will analyze (and write about) a wide range of narrative and visual materials that engage our course topics. Not open to first year students.

### **The Art of Essay Writing: Documentary Film**

An introduction to the analytic forms of the essay. Course work emphasizes the writing processes needed to articulate the complexities of thinking about academic subjects: generating theses, structuring arguments, and developing a clear, cohesive style. The class considers conventional and innovative methods to merge content, form, and style. Writing assignments consider multicultural and interdisciplinary texts. This particular section situates writing instruction in documentary film; close attention will be paid to audience, context, and argument. Not open to frosh.

### **The Art of Essay Writing: Travel**

An introduction to the analytic forms of the essay. Course work emphasizes the writing processes needed to articulate the complexities of thinking about academic subjects: generating theses, structuring arguments, and developing a clear, cohesive style. The class considers conventional and innovative methods to merge content, form and style. Writing assignments consider multicultural and interdisciplinary texts. This particular section analyzes travel writing across the centuries, examining historical conditions, intercultural interactions, and post-tourism. Not open to frosh.

## **235 - Visual Rhetoric: Communication through Pictures**

Visual Rhetoric: Communication through Pictures and/or Words. This course will examine the forms and uses of visual images to inform, argue, and inspire--in order to analyze their effectiveness expressing ideas across the millennia, from ancient civilizations through the present digital age. We will examine codices, illuminated manuscripts, stained glass panels and maps; combinations of words and pictures from scientists, poets, printers, and graphic

novelists; as well as digital images such as memes, information graphics, data visualizations, and multimedia arguments. Both the theory of visual rhetoric and the making of images in some of these media will complement our exploration of these genres.

CORE REQUIREMENT MET: **FINE ARTS**

## **250 - Writing with the Community**

This course encourages an engaged and dynamic approach to writing studies, as it places writing in real-world contexts by partnering Oxy students with community organizations (in Los Angeles and Pasadena). Through these partnerships, students will identify local cultural and social concerns—specifically on the topics of homelessness, poverty, and immigration, which represent the interests of our particular community groups—and will use writing and rhetorical tools for analyzing and addressing these issues. In this class, we will explore a wide range of research and writing strategies common to both academic environments and the work place situations of our community partners, such as: primary or field research, secondary or library-based research, and both individual and collaborative writing projects. This course will allow students to see community nonprofit organizations, plus the cultural, social, and political issues and rhetoric surrounding them, from the inside out. The work of this class is thus both scholarly and practical, motivating student learning by enlivening and enriching students' approaches to academic work.

CORE REQUIREMENT MET: **UNITED STATES and GLOBAL CONNECTIONS**

## **265 - Feminist Rhetoric and Social Change**

This course is an introduction to feminist rhetorical history and criticism, as it foregrounds the study of how women “stand and speak” using rhetorical strategies to address social and cultural issues that impact them. This class positions the study of feminist rhetorics within the larger study of language and discourse theories, as we examine how social relations, power, knowledge, and identities are constituted through private and public rhetorical acts. Through our readings, we will engage a wide range of contributions to a rhetorical critical history by women who, either as practitioners or theorists, advanced their visions of social change and acted to implement them. Course readings will begin in antiquity to provide a foundation for our study, though much of our material will focus on texts from the nineteenth-century to the present to examine the intersections of gender and rhetoric. Through this work, we will challenge the seeming erasure of women from this critical history and interrogate the notion of “feminist rhetoric” as merely a corollary to a masculinist tradition. Assignments will include critical essays and a visual rhetoric project on representations of women in the media and popular culture. *Same as CTSJ 265*

CORE REQUIREMENT MET: **US DIVERSITY**

## **285 - Principles of Journalism I: Newswriting**

This course is an intensive introduction to the theories and practices of a trade that is protected by the 1st Amendment of the U.S. Constitution and yet increasingly under threat. Taught by a team of accomplished reporters and editors (Fall 2008's lineup included 6 Pulitzer Prize winners), this class will introduce nuts and bolts journalistic techniques, explore the inner workings of news media, and encourage students to apply critical thinking skills to communications theories and controversies relevant to all academic disciplines and integral to 21st Century global citizenship.

## **286 - Principles of Journalism II: Narrative Journalism**

Taught by some of California's top magazine and newspaper writers, editors and columnists, in this course students will learn to combine the reporter's craft with creative writing skills to produce lucid, compelling non-fiction. Exploring the spectrum of journalistic expression in newspapers, magazines, books, online publications, television and film, students will grapple with issues and controversies concerning media's role in society. The course will also develop students' reporting and interviewing techniques and focus intensely on the craft of writing. Using narrative devices, students will practice a contemplative form of journalism?striving to present richer views of who we are, how we live and the forces that shape our existence.

## **287 - Rhetorical Fault Lines: Journalism, Persuasion, and Propaganda**

Rhetorical Fault Lines: Journalism, Persuasion, and Propaganda-- This course will inspire critical thinking about the role of journalistic persuasion and its often conflicting relationship with public relations, publicity, marketing, and branding, while probing the effects of increasingly sophisticated communications techniques on individuals and democratic institutions. We will explore ethics and semiotics through scholarly and popular interpretations of communications theory, such as George Lakoff's seminal *Don't Think of an Elephant*, Noam Chomsky's *Manufacturing Consent*, and *A Rhetoric of Motives* by Kenneth Burke. Students will write and critique persuasive journalism -- editorials, op-eds, blog posts, letters to the editor -- as well as public relations messaging in press releases, speeches, native advertising, video, visual design, and digital and paid media. Taught by a Pulitzer Prize-winning reporter who has served as an editorial writer, columnist, Opinion page editor and, most recently, Communications Director for the Sierra Club, America's largest and most effective environmental organization, the course will offer an inside perspective on the forces that shaped public opinion and the decisions behind some of recent history's most significant issues, including climate disruption, education, immigration, and war

## **295 - Argument and Rhetoric Across the Disciplines**

This class will engage the historical, theoretical, and cultural dimensions of rhetoric in a range of disciplines in the arts, literature, politics, and philosophy. In readings from Aristotle to poststructuralist theory, we will examine all aspects of the rhetorical situation (exigence, audience, and rhetor) and the contexts in which rhetorical acts occur. We will examine how language practices intersect with culture and identity, including class, race, sexuality, gender, and nation, as we consider how arguments are constructed and how writing and narrative transform culture.

CORE REQUIREMENT MET: **PRE-1800**

## **301 - Creative Non-Fiction**

An advanced composition course, creative non-fiction emphasizes writing for wide, cross-disciplinary audiences. Creative non-fiction shares the characteristics of literature, creative writing, and exposition, encompassing memoir, biography, technological practices, and many forms of the essay. Writing about nature, sports and travel, popular science and history, students will use professional writing and new journalism techniques. The readings will include short non-fiction works from authors such as Joan Didion, Norman Mailer, Mary Gordon, Bhanu Kapil Rider, Richard Selzer, Virginia Woolf and Brent Staples. The class will emphasize

the particular challenges of several non-fiction genres, encouraging sound writing principles as well as experimentation and exploration. This community of writers will write and rewrite many texts-exploring methods and styles to move from draft to publication. *Prerequisite: student must have passed the Core Writing Requirement or taken ENWR 201.*

CORE REQUIREMENT MET: **FINE ARTS**

### **395 - Theory and Pedagogy of Writing**

An exploration of the theory and practice of writing instruction, the class emphasizes rhetorical strategies, audience expectations, and forms of academic discourse. Collaborative techniques and interpersonal dynamics will also be discussed. *This class is primarily for Peer Writing Advisors. Prerequisite: permission of instructor. May be repeated for credit.*

2 units

### **397 - Independent Study in Writing & Rhetoric**

*Prerequisite: permission of instructor.*

2 or 4 units

## **Faculty**

### **Regular Faculty**

#### **Thomas Burkdall**

*Director of the Center for Academic Excellence; Associate Professor, Writing & Rhetoric*  
B.A., Pitzer College; M.A., Ph.D., UCLA

#### **Julie Prebel**

*Assistant Professor, Writing & Rhetoric*  
B.A., UC Berkeley; M.A., Cal State San Francisco; Ph.D., University of Washington

### **On Special Appointment**

#### **Paul Casey**

*Adjunct Assistant Professor, Writing & Rhetoric*  
B.A., M.A., Loyola Marymount University; Ph.D., Bowling Green State University

#### **Robert Sipchen**

*Adjunct Assistant Professor, Writing & Rhetoric*  
B.A., UC Santa Barbara

#### **Lisa Tremain**

*NTT Assistant Professor, Writing & Rhetoric*  
BA?,? Sonoma State University?; MA?,? Felding Graduate University?; ?MA?,? California State University, Northridge; Ph.D., University of California, Santa Barbara

# General Information

## Tuition and Fees

Each student is charged a tuition fee that covers about two-thirds of the cost of services provided by the College. The balance of these costs is met by income from endowment and by gifts from trustees, parents, alumni, other friends, corporations, and foundations interested in the type of education that this institution provides.

The expenses of students at Occidental are shown in the schedules that appear below. The College reserves the right to change fees, modify its services, or change its program should economic conditions or national emergency make it necessary to do so.

The College will charge all full-time students \$49,248 per year. If the student resides on campus, an additional charge will be assessed per the room-and-board schedule below. Books and supplies, special fees, and personal expenses will vary with the individual. The College estimates they will total approximately \$5,700 per year.

### 2015-2016 Tuition and General Fees (Per Semester)

Please see explanations below regarding certain of these items:

Full-time (12 or more units)	\$24,345.00
Part-time per unit rate	2,029.00
Room	3,968.00
Single Room Premium; large room	1,373.00
Single Room Premium; small room	979.00
Board (Plan A — alternate board plans listed below)	3,150.00
Student Body Fee	144.00
Renewable Energy & Sustainability Fee	10.00
Student Health Fee	125.00

**Tuition and Commitment Deposit:** Tuition is the charge for instruction and general services of the College,

including privileges of the library, gymnasium, swimming pool, and health center; admission to all athletic events sponsored by the College; and graduation.

Upon acceptance for admission to Occidental, a commitment deposit of \$500 is required. The deposit will be forfeited should enrollment at Occidental not occur. Commitment deposits are non-interest bearing.

The commitment deposit will be credited toward the student's account at the end of the last academic semester in attendance. In the event that the student elects not to return to the College, and therefore does not graduate, the deposit will be released at the time of declaration not to return. Deposits will be held for students on official leave of absence from the College, pending their return.

**Room and Board:** All students who hold a room contract for traditional campus housing must purchase one of the four room-and-board contracts available per semester (board plans are optional for residents of Berkus House, SAE, Theta House and the Food Justice House):

	Room	Board	Total
Plan A	\$3,968	\$3,150	\$7,118
Plan B	\$3,968	\$3,005	\$6,973
Plan C	\$3,968	\$2,705	\$6,673
Plan D (Plan D is not available to first-year students.)	\$3,968	\$2,455	\$6,423

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

<http://www.oxy.edu/campus-dining>

Change in Meal Plan \$5

Replacement of lost ID card with same photo \$20

Replacement of lost ID card with new photo \$25

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

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

ID card - rush - additional fee \* \$40

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

The Card Office manages meal plan changes and ID card replacement:

<http://www.oxy.edu/card-office>

Board charges will be prorated to the date of change in status, except that adjustments will not be made for an absence of one week or less, nor for the first week of a prolonged absence.

**Student Body Fee:** The student body fee is required of all students. (Exchange students from Caltech and the Art Center College of Design are exempt.) The fee is established and collected by the College for the support of student body organizations and activities, including publication of a weekly newspaper and production of the yearbook. Student body funds are administered by the Associated Students of Occidental College. In extraordinary circumstances, the president of the College is authorized to take whatever action is deemed necessary with respect to the expenditure of these funds or the use of student body facilities and properties.

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

**Student Health Fee** - Emmons Student Wellness Center is a truly integrated wellness center, with highly coordinated psychological and medical care, professional case management, advocacy, a student driven advisory council, and educational offerings. Many of these services are either not reimbursed by insurance companies, or Emmons has chosen to offer such services at no cost to students. The Health Services Fee will be utilized to support such services.

## Payment of Student Accounts

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

	Number of Payments	Payment Due Dates
<b>Semester Plan</b>	Two payments	August 1, 2015 January 2, 2016
<b>Monthly Payment Plan*</b>	Five payments per semester	First of each month beginning August 1, 2015 through May 1, 2016

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

Prior to registration, students will be requested to provide information on meal plan selection, full- or part-time status, payment plan, etc.

Based upon this information, tuition and fee charges will be calculated and billings mailed prior to the appropriate payment due date for the semester. Credits to the student’s account for financial aid and sponsored assistance will be prorated by semester.

Payments must be received by the due dates indicated to obtain final clearance to register and to avoid a late payment assessment. If an individual writes two checks to the College returned for non-sufficient funds, that individual will lose check writing privileges at the College. The College always accepts cashier's checks and money orders. Checks written by an Occidental student to a College department that are returned by the bank for any reason will be applied to the tuition account of that student. Actual charges will be calculated from academic registration information. Each semester, all accounts are reviewed by the Business Office and must be current in order to have enrollment confirmed.

The College will not register a student, confer a degree, nor provide a final transcript to any student or former student who has a financial obligation to the College (other than a loan not yet due). All graduating seniors must satisfy all financial obligations to the College with the Business Office by May 13. Failure to do so will cause the diploma and final transcript to be withheld.

## Tuition Insurance Plan

This elective insurance plan provided by GradGuard increases the refund adjustments provided by the College's refund policy. Students can receive up to 100% refund of semester tuition and insured fees in the event of withdrawal for medical or psychological reasons. Enrollment forms and descriptive materials are emailed to students in July. The plan provides coverage for tuition, room, meals, and all mandatory fees.

## Special Fees

Application	\$60
Auditors	
Lecture Course (per semester unit)	1,015
Laboratory and Creative Art Course (per semester unit)	2,029
Change in Meal Plan	5
Replacement of lost ID card with same photo	20
Replacement of lost ID card with new photo	25
Course Exemption by Examination	30
Credit by Examination (based on individual study) (per semester unit, for students enrolled in <b>11 or fewer units</b> )	1015
Monthly Payment Fee (per semester)	50
Duplicate Diploma Fee	50
Graduate Study, Other Per semester unit	.

	2,029
Karate	125
Late Add/Drop (by petition, per week starting with the second week of classes to add a 4-unit class)	30
Late Add (by petition, per week starting with the eighth week of classes to add a 1- or 2-unit class)	30
Late Payment on Account	25
Late Clearance Fee	100
Music Group Instruction	195
Music Private Instruction Lessons per semester	375 or 750
Occidental Semester Abroad Application	65
Thesis Candidate Status (Graduate Students)	60
Thesis for M.A. Degree, binding, per copy	15
Official Transcript	10

*\*Transcripts of credits are ordered through the Office of the Registrar and are released if outstanding obligations to the College have been paid in full, or satisfactory arrangements with the Business Office have been made.*

*\*\*One week's time is normally required for processing requests.*

## **Tuition Adjustment Policy**

Since faculty engagements and other commitments are made by the College for the entire year in advance, the following tuition adjustment schedule has been established in order that the College and the student may share the cost equitably when it is necessary for a student to drop a course or withdraw from the College.

**Status Change From Full-Time To Part-Time:** The College refund policy for students dropping from full-time status to part-time status is effective only for the first five weeks of the semester. Students who register at the beginning of the term as full-time and elect to drop to part-time status will be billed on a per-unit basis

(eleven or fewer units). After the fifth week of classes, no adjustment will be made and the student will be billed at the regular full-time rate.

**Part-time Status:** To be considered part-time, a student must petition the Registrar's Office and be approved. Attending courses with 11 or fewer units without an approved petition from the Registrar does not constitute part-time status and the student will be subject to full-time tuition and fees.

**Withdrawal from the College:** Students who withdraw during the semester may be eligible for refunds, depending upon the time of the withdrawal. Students must give written notification to the Registrar of their decision to withdraw and complete all withdrawal procedures to be eligible for any refunds (see [tuition insurance plan](#)).

Eligibility for tuition refunds is as follows:

Withdrawal During	Amount of Tuition Refunded
First five days of classes*	90%
Sixth through 10th day of classes*	80%
11th through 15th day of classes*	70%
16th through 20th day of classes*	60%
21st through 25th day of classes*	50%
After 26th day of classes*	0%

\*Days of classes are defined as any business day when any classes are held.

Board charges will be prorated to the date of change in status, except that adjustments will not be made for an absence of one week or less nor for the first week of a prolonged absence.

Adjustments to room charges will be made only in accordance with the terms of the room contract.

No adjustment will be made to student body, and health insurance fees.

No adjustment except for board will be made for a student who is suspended, dismissed, expelled, or asked to leave the College for any reason. Student scholarship aid will be prorated according to published guidelines and government regulations.

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## Financial Aid

Occidental College has a long history of providing educational opportunities to qualified students from various economic backgrounds. More than 70 percent of the Occidental student body receives some form of financial aid.

Varying amounts of financial aid are awarded to qualified students. Financial aid is given in the form of grants, scholarships, loans, and on-campus employment. Awards are based upon a family's calculated need and the resources available from endowment, annual gifts, the general funds of the College, and federal and state sources.

With the exception of a small number of merit programs, financial aid is awarded to students who demonstrate financial need based on federal, state, and institutional policies. The College evaluates family resources in a consistent and equitable manner. The general principle of these policies is that parents and students are the primary source of funds for post-secondary education and both have an obligation to finance educational expenses to the extent that they are able. Financial need is considered to be the difference between the cost of attendance (COA) and a family's expected family contribution (EFC), as determined by the Financial Aid Office.

Students are expected to contribute toward their educational expenses. All students are expected to contribute at least \$2,600 from summer earnings to assist in meeting costs of education. In addition there's an expected contribution from net student assets of 35%.

Financial assistance for international students is extremely limited. Additional information and special financial aid applications are available from the Office of Admission. International scholarships are renewable for four years as long as the student maintains satisfactory academic progress. International students are only considered for institutional aid at the time of admission.

## Need-based Application Process

Students seeking need-based financial aid are required to file all financial aid applications on time. Deadlines also pertain to Occidental students who are returning after having left the College. This application process allows the student to be considered for Occidental scholarships, Federal Grants, Cal Grants, work programs, Federal Perkins Loans, Federal Direct Student Loans, and other Occidental loans.

- Deadline for entering students to submit applications: February 1
- Deadline for returning students to submit applications: March 2
- Deadline for all students to submit tax documents: April 19

All students must follow the instructions outlined to apply for need-based scholarships, grants, loans, and work awards. Entering freshmen who apply for admission to the College are automatically considered for merit-based scholarships. The College does not require a student to apply for financial aid to be considered for merit-based scholarships.

**All students** must complete a Free Application for Federal Student Aid (FAFSA) and list Occidental College (code #001249). The FAFSA is available online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). The FAFSA is due by February 1 for all first-year students, by March 2 for all returning students, by March 2 for fall transfer students, and by November 1 for spring transfer students.

**All students** must submit copies of their and their parent's federal tax return with all supporting documents including W-2s, 1099s, all schedules (A, B, C, D, E, F, K-1, etc.), and statements. Tax documents are due by April 19 for all students, except for spring transfers whose deadline is November 1.

**All students** must submit any additional documents requested from the Financial Aid Office in a timely manner.

**First-time applicants** must also complete the CSS PROFILE and list Occidental College (Code #4581). You must pay the appropriate fee, as explained in the instructions, for your CSS PROFILE to be forwarded

to Occidental. First-time applicants who do not complete the CSS PROFILE will not be considered for institutional aid. If you do not complete the CSS PROFILE, but you list Occidental College on your FAFSA application, you will be considered for federal and state aid only. The CSS PROFILE is available online through the College Board at [www.collegeboard.org](http://www.collegeboard.org). The deadline for the CSS PROFILE is February 1 for first-year students, March 2 for fall transfer students, and November 1 for spring transfer students.

**First-time applicants**, whose parents are divorced or separated, must also have their non-custodial parent complete the Non-Custodial Profile. The Non-Custodial Profile is available online through the College Board at [www.collegeboard.org](http://www.collegeboard.org).

**Returning students** must also complete the Parent Supplement and the Student Online Supplement. Returning students who do not submit the two supplemental applications will not be considered for institutional aid. If you do not submit the two supplemental applications but you list Occidental College on your FAFSA application, you will be considered for federal and state aid only. The Parent Supplement is available for download online at [www.oxy.edu/financial-aid/forms](http://www.oxy.edu/financial-aid/forms) and is due by March 2. The Student Online Supplement is available online via the Oxy student's myOxy portal and is due by March 2.

**Graduate Students** are encouraged to file and sign their tax return and to submit them to our office as early as possible, but not later than April 19. Files completed after this date will be considered late and will not receive priority processing.

## Scholarships

Occidental need-based scholarships are awarded each year on an individual basis in proportion to the degree of financial need and the student's academic and co-curricular record. Less than full-time students will have their need-based scholarship prorated. There is no scholarship assistance for students enrolled in less than six units. Occidental scholarship recipients may be asked to write a thank-you letter to a specific donor during the academic year.

The College also offers a limited number of merit scholarships to entering students at the time of admission. Scholarship awards are based on academic ability, achievement, motivation, and promise. Merit awards are renewable for up to three additional years (8 semesters total) provided that the student continues to maintain the required cumulative grade point average of the scholarship. See the [Financial Aid Policy Guide](#) for GPA requirements of specific scholarships. Scholarship amounts are prorated if you do not attend for the entire academic year or are enrolled less than full-time. Students enrolled in less than six units are not eligible for merit scholarships. For prorating calculations please contact the Financial Aid Office.

## Grants

All students applying for financial aid at Occidental are required to apply for the appropriate state and federal grant programs. California residents apply by completing the FAFSA and the GPA Verification Form. All grant awards are combined with other resources to meet financial need.

The Federal Pell Grant is a federal student aid program for undergraduate students with exceptional financial need.

The Federal Supplemental Educational Opportunity Grant (FSEOG) is a federal program that helps undergraduate students with the greatest financial need. Priority is given to Federal Pell Grant recipients.

The California Student Aid Commission (CSAC) awards Cal Grants A and B to California residents as determined by eligibility requirements set by the State of California.

## Campus Employment Opportunities

Part-time employment is supported by the Occidental Work Award (OWA) program and the Federal Work Study (FWS) program. Occidental Work Award and Federal Work Study are normally offered as part of the financial aid award to students who demonstrate need.

## Loans

Loans are an invaluable resource to college students and their parents in financing a college education. Loans are generally repaid within 10 years after graduating or withdrawing from school (consolidation programs can extend the number of years a student has to repay their loans). Loan obligations and interest rates are outlined in the promissory notes students are required to sign.

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

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

The **Federal Perkins Loan** is administered by the College utilizing federal and institutional funds. It is typically awarded to students with high-demonstrated need. Federal Perkins Loans (5%) are awarded up to \$4,000 per year for undergraduates.

The **Federal Subsidized Direct Loan** is a low-interest loan offered by the U.S. Department of Education. The interest on this loan is subsidized by the federal government while the student is enrolled. Occidental College students may borrow Federal Direct Loans based on their need, year in school, and satisfactory academic progress.

The **Federal Unsubsidized Direct Loan** is available for students who do not demonstrate financial need or students who need assistance with their expected family contribution. The interest rate is fixed and interest accrual is immediate. Students may choose to pay interest while in school or have it capitalized onto the principal balance.

The **Federal Direct PLUS Loan** is designed to provide long-term competitive rate financing for parents of dependent students to assist in meeting the expected family contribution. Federal PLUS loans may not exceed the student's cost of attendance less any financial aid a student is eligible to receive for the year.

## Satisfactory Academic Progress

To remain eligible for financial aid, a student must be in good academic standing as defined in the Academic Policies section of the Occidental College Course Catalog. No institutional funds are available to a student on a leave of absence or studying at another institution (excluding Oxy approved study abroad programs). Students may, however, in some cases, receive federal or state aid to study at another institution by completing a Consortium Agreement. For more information, please contact the FAO.

The academic year consists of two 15-week semesters. Full-time students may register each semester for a maximum of 18 units. Students enrolled in less than 12 units each semester are considered to be part-time, and financial aid is pro-rated.

## Qualitative and Quantitative Requirements

For students to maintain financial aid eligibility, they are required to make Satisfactory Academic Progress (SAP) toward their degree. SAP requires students to complete a certain number of units and maintain a certain grade point average after each semester of college attendance. Federal regulations require Occidental College to monitor the academic progress of students receiving financial aid. When we disburse aid to your student account, we are certifying that you are making SAP toward your degree.

Students must make quantitative (time-based) and qualitative (grade-based) progress towards their degree. The time-based requirement is the pace at which you must progress toward your degree. The grade-based requirement is measured by your GPA.

## **Maximum Time Frame (Pace):**

At Occidental, if you are a full-time, first-year student you are eligible to receive institutional and state financial aid for eight semesters of full-time study. Transfer student eligibility is pro-rated based on the number of units transferred at the time of admission. Students who require additional semesters to complete their degree are only eligible for federal assistance for no more than four additional semesters as long as they meet other progress standards and remain federally eligible.

As a full-time student at Occidental you are considered to be making adequate progress toward your degree if you complete a minimum of 12 units each semester and earn a total of 128 units by the end of your 8<sup>th</sup> semester. However, since institutional financial aid eligibility extends for only four years and graduation requirements are based on satisfactory completion of 32 units each year, students should complete 16 units per semester to graduate on-time. For federal eligibility, you must complete a minimum of 12 units per semester and 128 units by the end of your 12<sup>th</sup> semester. Students who are eligible to graduate prior to exhausting financial aid eligibility are not eligible to continue to receive financial aid.

Repeated courses do not count as courses completed and do not contribute to maintaining SAP.

Attempted courses are those for which you are officially enrolled after the last date to drop courses. Withdrawals showing as a W on your academic transcript are counted as attempted courses. All courses count in calculating a student's academic progress, including any for which the student did not receive financial aid.

- Grades of W are counted as courses attempted and count toward the maximum time frame.
- Audited courses do not count in the calculation of attempted courses as no units are earned.
- Academic policy at Occidental states that if a student does not receive a passing grade for a course, the course may be repeated for credit. Repeating a course does not remove the original course from the academic transcript. Both the grade for the original course and the repeated course will be posted and will calculate into the student's GPA. Both the original course and the repeated course will be considered as attempted in the calculation of "attempted courses" for purposes of determining SAP.
- Courses taken on a pass/fail basis count toward the total of attempted and completed courses.
- Transfer credits from another institution accepted by Occidental College are counted when measuring the maximum time frame to complete the degree. Occidental does not accept for credit any transfer grades lower than 2.0. Consult the Occidental College Course Catalog for information on how transfer credits are evaluated.
- Students who pursue double majors or minors are expected to complete all degree requirements within their 128 units.

Your academic records will be reviewed at the end of each semester to determine that you are making SAP. Making SAP means you must have at least a 2.0 cumulative GPA by the end of each semester and you must have made progress toward your degree as outlined below:

Minimum of:

End of first semester	16 Units
End of second semester	32 Units
End of third semester	48 Units
End of fourth semester	64 Units
End of fifth semester	80 Units
End of sixth semester	96 Units
End of seventh semester	112 Units
End of eighth semester	128 Units

## Failure to meet SAP

If you do not earn at least a 2.0 cumulative GPA and/or fail to earn the required minimum units, you will receive a warning notification from the FAO that you are at risk of losing eligibility for aid. If you do not earn at least a cumulative 2.0 and/or earn the minimum required units by the end of your “warning” semester you are no longer eligible for institutional, state, or federal financial aid.

## Right to Appeal

If you lose your financial aid eligibility at the end of your “warning” semester (and the Academic Standards Committee permits you to enroll) you have the right to appeal for an additional semester of aid.

The appeal must be made in writing to the Executive Director of Financial Aid, Maureen McRae Goldberg. The appeal may not be based on your need for financial assistance or your lack of knowledge on the SAP policy. It should be based on some extenuating situation or condition which prevented you from making progress. Your appeal must include a written academic plan which outlines how you plan to restore your GPA to a 2.0 or better and/or meet the minimum unit requirements.

## Appeal Denied

If your appeal is denied you may still be able to regain eligibility for future semesters by enrolling at Occidental (at your own expense), earning a 2.0 or better GPA, and bringing all cumulative units up to required standards. It is also possible to take a Leave of Absence from Occidental and pursue transferable

coursework at another institution. This will allow you to bring your required units up to date and show academic improvement by attaining a minimum GPA of 2.0 or better (a GPA earned at another institution will not affect your Oxy GPA). You are required to speak with the Registrar's Office to ensure units completed elsewhere are transferable to Occidental.

## Appeal Granted

If your appeal is granted, you will be placed on Financial Aid Probation. During probation, you must follow your academic plan and resolve all incomplete grades before the FAO can make a final determination that you have met the SAP guidelines.

## Student Eligibility

To receive aid from the programs discussed in this catalog you must:

- be a U.S. citizen, a permanent resident, or an eligible non-citizen
- have a valid Social Security number
- have a high school diploma or a General Education Development (GED) certificate
- be enrolled at least half-time (at least 6 units)
- maintain satisfactory academic progress
- be admitted as a degree seeking student
- demonstrate financial need
- register with Selective Service, if required
- meet other eligibility requirements as required by state and federal law

To be eligible for financial aid, a student must be admitted as a regular student. Students admitted as a limited graduate or as an advanced or limited special undergraduate are not eligible for financial aid.

## Payment and Financing Options

In addition to the traditional need-based financial aid programs, Occidental offers short- and long-term payment alternatives. These programs are available to all families regardless of financial need. This application process is separate from the need-based application process. Contact Student Business Services for information regarding these programs.

## Additional Information

The Financial Aid Office is dedicated to helping students successfully finance an Occidental education. If at any time you have a question or concern, please contact us at:

Financial Aid Office  
Occidental College  
1600 Campus Road  
Los Angeles, CA 90041  
Telephone: (323) 259-2548  
FAX: (323) 341-4961  
Email: [finaid@oxy.edu](mailto:finaid@oxy.edu)

Additional information may be obtained from the Financial Aid Office. The Financial Aid Office also publishes a [policy handbook](#) each academic year. It is the student's responsibility to know and understand these policies if the student is a recipient of financial aid.

The programs, policies, and procedures as published in this catalog are correct at the time of printing and are subject to change without notice.

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## Key Policies

Students of Occidental College strive for high standards of excellence, equity, community and service. This endeavor requires an environment in which each individual is able to flourish. Since the Occidental student body is diverse and passionate, maintaining this community is a process that is as constant and challenging as it is rewarding.

The Occidental Community is a community of difference. Divergent opinions and beliefs are not simply necessary to the community — they constitute it. Oxy students confront the possibility of disagreement, opposition and conflict in each day's activities. This can be a trying and difficult endeavor. Oxy students are united in their agreement that they are enriched by these engagements. They assert that the constructive and critical examination of their beliefs leads to intellectual, personal, and social fulfillment. Therefore, protecting the integrity of their discourse is a matter of collective concern.

This principle of honor stems from a common agreement to adhere to standards of engagement that preserve the graciousness of our exchange. This requires that students engage one another honestly, but also responsibly and respectfully. The students of Occidental College define community standards and agree to advance this principle. These standards are neither static nor imposed on them; rather, they are determined by students. It follows that they continuously defend, implement, and revise this principle themselves. They mutually recognize that their principle of honor serves to preserve the passion and difference that is the Occidental Community.

### Student Conduct

Please see the [Student Handbook](#) for college policies, including the [Code of Student Conduct](#).

### Alcohol and Other Drugs

Students are encouraged to review the [Alcohol and Other Drugs policy](#), which is outlined in the [Student Handbook](#).

### Academic Advising

Each new student will be assigned a faculty advisor and be assigned to the Advising Center.

### Automobiles

Students are permitted to have vehicles and must register them with the Campus Safety Department to obtain a parking permit. All vehicles parked on campus must display a valid parking permit. Temporary parking permits are available for guests and visitors. Parking on campus is limited and most desirable spaces are taken quickly. Plan to arrive on campus early enough for the best options. All persons operating a vehicle on the campus are required to comply with the Occidental College Parking and Traffic Regulations (available at Campus Safety and in the Student Handbook) and the California Vehicle Code. Violators will be cited.

### Emmons Student Wellness Center

Occidental College takes seriously its responsibility to safeguard the health, physical and emotional wellbeing, and safety of students. Students are required to complete personal health forms and turn them

into [Emmons Student Wellness Center](#) prior to enrollment. The Center follows California state law with respect to privacy and confidentiality of mental health information and adheres to HIPAA guidelines with respect to all medical information. All medical health information is confidential and may only be accessed by the student (age 18 and above).

Emmons Student Wellness Center provides students with high quality medical care, preventive health and wellness education, supportive psychological counseling services, outreach programs - including [sexual assault education and advocacy](#) - and links to important community resources.

Emmons also provides a 24/7 Confidential Hotline to assist students with immediate or important mental or emotional health and sexual assault related concerns. Students can access the hotline by calling (323) 341-4141.

For more information and current health information, call the Center at (323) 259-2657 or [email](#).

### **Oxy Student Health Insurance and Waiver Process**

Under the Affordable Care Act, all Americans are required by law to have health insurance. As of January 1, 2014, many new insurance requirements were added and which are now reflected in the [2014-15 Oxy Student Health Insurance Plan](#). For the 2014-2015 academic year, students and families may attempt to waive the Oxy plan by verifying adequate coverage in Southern California. Please note that international students are required to purchase the Oxy student health insurance plan, and may not waive.

Students are required to complete the waiver process by September 1, 2014 for the 2014-15 academic year. Those who cannot waive are automatically enrolled into the plan. For more information or to start the waiver process, hosted by Gallagher Student Insurance, please go to: [www.gallagherstudent.com/oxy](http://www.gallagherstudent.com/oxy).

### **Property Insurance**

The College is not responsible for any loss of or damage to students' personal property.

Students or their parents are encouraged to carry appropriate insurance coverage on personal belongings brought to campus. Parents may wish to review their current homeowner's policy for possible coverage.

For information about health insurance (accident and sickness), please refer to the Health Services section.

### **Residential Education and Housing Services**

Occidental is a residential college that supports an integrated living and learning environment. The intellectual vitality of the institution extends to every residence hall on campus.

Accommodations in the residence halls include single, double, and triple rooms. All students in residence (except Berkus House, SAE, Theta House and Food Justice) must select one of the meal plans available.

Students entering Occidental will be required to live on campus for their first three years. New students are assigned housing based on the information they provide on the Residence Information Form. In recognition of the specific needs of first-year students, first-year students will be housed together in a community that offers a comprehensive program of support and education for life outside the classroom.

Housing agreements are for the entire academic year (two consecutive semesters). Students who withdraw from the semester will be prorated based upon the tuition withdrawal schedule. Students previously matriculated apply for residence during room draw through the Office of Residential Education and Housing Services.

The Housing and Meal Plan License Agreement is a nine-month agreement and students may be released from the License Agreement without charges only under the following conditions:

1. Withdrawal from the College, completion of degree program, leave of absence, or participation in an approved Oxy study-abroad program.
2. Marriage (the College reserves the right to request proof of marriage prior to granting a cancellation).
3. Birth of a child.

Senior standing students, with written notification to Residential Education and Housing Services are able to cancel their housing for the following year. Please check the [Residential Education and Housing Services](#) page for cancellation dates.

The halls and dining room are closed during winter break. The services of Emmons Student Wellness Center, the health staff and Counseling Center staff are not available when the residence halls are closed.

The College reserves the right to entertain delegates to association meetings, conventions, and other related groups in the residence halls during vacation periods. Residence students will be notified in advance of such contemplated occasions and assurance given to them that the College will use every reasonable precaution to safeguard personal property during such occupancy.

The College reserves the right to enter the rooms of students living in the residence halls, and has the right to dispose of articles left by residents.

The College assumes no responsibility for loss or damage to student possessions.

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## Administration

### **Jonathan Veitch**

President

### **Barbara J. Avery**

Vice President for Student Affairs and Dean of Students

### **Vince Cuseo**

Vice President for Admission and Financial Aid

### **Jorge Gonzalez**

Dean of the College and Vice President for Academic Affairs

### **Amos Himmelstein**

Vice President for Planning and Finance

### **Jaime Hoffman**

Associate Vice President and Director of Athletics

### **Shelby Radcliffe**

Vice President for Institutional Advancement

## Associate Deans

### [Scott Bogue](#)

*Associate Dean for Research; Professor, Geology*  
A.B., Brown University; Ph.D., UC Santa Cruz

### [Amy Lyford](#)

*Associate Dean for Curriculum and Academic Support; Professor, Art History & Visual Arts*  
B.A., Pomona College; M.A., Boston University; Ph.D., U.C. Berkeley

### [Hanna Spinosa](#)

*Adjunct Assistant Professor, Urban & Environmental Policy and Education*  
B.A., UC Berkeley; M.A., Stanford University; M.A., Ph.D., UC Los Angeles

### [John Swift](#)

*Associate Dean for Core Curriculum and Student Issues; English; Core Program; Advisory Committee, Urban and Environmental Policy*  
B.A., Middlebury College M.A., Ph.D., University of Virginia

## Regular Faculty

### [Bevin Ashenmiller](#)

*Associate Professor, Economics; Advisory Committee, Urban and Environmental Policy*  
B.A., Princeton University; Ph.D., UC Santa Barbara

### [Hussein Banai](#)

*Assistant Professor, Diplomacy & World Affairs*  
BA York University; MSc. London School of Economics, Ph.D. Brown University

### [Renee Baran](#)

*Associate Professor, Biology; Advisory Committee, Biochemistry; Advisory Committee, Neuroscience*  
B.A., Macalester College; Ph.D., UC Berkeley

### [Treena Basu](#)

*Assistant Professor, Mathematics*  
B.S. Jogamaya Devi College: University of Calcutta; M.S. University of Texas-Pan American;  
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