



Occidental College

2013-2014 CATALOG

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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. By authority of the California State Department of Education, Occidental recommends candidates for the Single Subject Level I and Multiple Subject Level I teaching credentials.

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

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

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

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

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

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

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.

Academic Calendar

Fall 2013 Semester

New Student Move-In	August 24	Saturday
Orientation for New students starting in Fall 2013	August 24 - 28	Sat - Wed
Returning Student Move-In	August 26	Monday
Transfer and Exchange Student Registration	August 26	Monday
New 1st Year Student Registration	August 27	Tuesday
Graduate Student Registration	August 26	Monday
Clearance	August 28 - 29	Wed-Thurs
1st day of Classes	August 28	Wednesday
Convocation (No morning classes - classes start at 11:45 am)	August 28	Wednesday
Labor Day (no classes)	September 2	Monday
Final day to withdraw for a 90% tuition refund	September 4	Wednesday

Fall 2013 Semester

Last day to Add 4 unit classes and Independent Studies	September 6	Friday
Final day to withdraw for a 80% tuition refund	September 11	Wednesday
Applied Music ADD Deadline	September 13	Friday
Final day to withdraw for a 70% tuition refund	September 18	Wednesday
Applied Music DROP Deadline	September 20	Friday
Census Date	September 23	Monday
Final day to withdraw for a 60% tuition refund	September 25	Wednesday
Final day to withdraw for a 50%	October 1	Tuesday
Final day to change to part-time status w/ tuition adjustment.	October 1	Tuesday
Graduation Applications Due for Graduating Seniors	October 11	Friday
Last Day to Add 1 and 2 unit Classes	October 16	Wednesday
CR/NC Forms Due	October 16	Wednesday
Fall Break (no classes)	October 14 - 15	Mon - Tues
Mid-term	October 16	Wednesday
Last Day to Drop Classes without a "W"	October 29	Tues
Withdrawal period begins	October 30	Wednesday
Advising Week	November 4 - 8	Mon - Fri
Registration Week for Spring 2013	November 11 - 15	Mon - Fri
Thanksgiving (no classes)	November 27 - 29	Wed - Fri
Last day to Withdraw from Classes	December 4	Wednesday
Incomplete petitions Due	December 4	Wednesday
Last Day classes	December 4	Wednesday
Reading Days	December 5 - 8	Thur - Sun
Final exams	December 9 - 14	Mon - Sat

Fall 2013 Semester

Residence Halls Close 10 AM or 24 Hours after Last final (Which ever happens first)	December 15	Sunday
Grades Due	December 16	Monday
SPC	December 19	Thursday

Spring 2014 Semester

Orientation for New Students starting in the Spring 2014	January 17	Friday
MLK (no classes)	January 20	Monday
Returning Students Move-In 10AM	January 20	Monday
Clearance	January 21 - 22	Tues-Wed
1st day of Classes	January 21	Tuesday
Final day to withdraw for a 90% tuition refund	January 27	Monday
Last day to Add 4 unit classes and Independent Studies	January 28	Tuesday
Final day to withdraw for a 80% tuition refund	February 3	Monday
Applied Music ADD Deadline	February 7	Friday
Final day to withdraw for a 70% tuition refund	February 10	Monday
Applied Music DROP Deadline	February 14	Friday
CR/NC Forms Due (last day of 4th week of semester)	February 14	Friday
Census Date	February 17	Monday
Presidents Day (no classes)	February 17	Monday
Final day to withdraw for a 60% tuition refund	February 18	Tuesday
Final day to withdraw for a 50%	February 25	Tuesday
Final day to change to part-time status w/ tuition adjustment.	February 25	Tuesday
Last Day to Drop Classes without a "W" (last day of 6th week of semester)	February 28	Friday

Spring 2014 Semester

Spring Break (no classes)	March 10 - 14	Mon - Fri
Mid-term	March 17	Monday
Last Day to Add 1 and 2 unit Classes	March 17	Monday
Withdrawal period begins	March 20	Thursday
Advising Week	March 24 - 28	Mon - Fri
Registration Week for Fall 2013	March 31 - April 4	Mon - Fri
Senior Comps Grades due to Registrar	April 21	Monday
Last Day to Withdraw from Classes	May 1	Thursday
Incomplete petitions Due	May 1	Thursday
Last Day classes	May 1	Thursday
Reading Days	May 2 - 4	Fri - Sun
Final exams	May 5 - 10	Mon - Sat
Mothers Day	May 11	Sunday
Residence Halls close for Non-Graduating Students 10 AM or 24 Hours after Last final (Which ever happens first)	May 11	Sunday
Senior Grades Due	May 13	Tuesday
Commencement	May 18	Sunday
Residence Halls close for Graduating Seniors 10AM	May 19	Monday
Non-Senior grades Due	May 19	Monday
SPC	May 22	Thursday

Class Periods

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

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
Monday, Wednesday, and Friday	10:40	11:35	am
Monday, Wednesday, and Friday	11:45	12:40	am
Monday, Wednesday, and Friday	12:50	1:45	pm
Monday, Wednesday, and Friday	1:55	2:50	pm
Monday, Wednesday, and Friday	3:00	3:55	pm
Monday, Wednesday, and Friday	4:05	5:00	pm
Tuesday, and Thursday	8:30	9:55	am
Tuesday, and Thursday	10:05	11:30	am
Tuesday, and Thursday	1:30	2:55	pm
Tuesday, and Thursday	3:05	4:30	pm
Tuesday, and Thursday	5:00	6:25	pm
Monday, and Wednesday	8:00	9:25	am

LECTURE PERIODS	START TIME	END TIME	
Monday, and Wednesday	4:05	5:30	pm
Monday, and Wednesday	5:40	7:05	pm
Monday, and Wednesday	7:15	8:40	pm
Monday, and Wednesday	8:50	10:15	pm
Monday and Friday	8:00	9:25	am
Monday and Friday	4:05	5:30	pm
Wednesday, and Friday	8:00	9:25	am
Wednesday, and Friday	4:05	5:30	pm
Tuesday or Thursday	1:30	4:25	pm
Tuesday, Wednesday or Thursday	7:15	10:15	pm

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

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 the first-year class are due by January 10.

Students for whom Occidental is their first-choice college may apply under one of two binding Early Decision programs. ED I applications are due November 15, with decisions mailed within a month and ED II applications are due January 2, with decisions also mailed within a month.

Transfer applications for fall semester should be submitted by March 15, and for the spring semester, transfer applications should be submitted by October 15. *International transfer applications are accepted for fall semester only, and should be submitted by March 15.*

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

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

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 twelve or more units; part-time status is defined by enrollment in eleven or fewer units.

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

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 which culminates in a timed writing; professors evaluate each students 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, consult 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 on- line 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 after-school 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 for any other language).
4. Earning an Advanced Placement test score of 4 or above.
5. For some languages not taught at Occidental, students may opt to take the ACTFL Oral Proficiency Interview (OPI) and the Writing Proficiency test (WPT) in the languages currently available. Please see the Keck Language and Culture Studio about demonstrating proficiency via ACTFL interviews and tests.

Foreign Language Exemption Policy

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

The Honors Program

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

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

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

See also Honors in an "Independent Pattern of Study".

Honors at Graduation

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

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

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

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

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

To double major, a student completes all requirements for the major in each of two separate departments. Students must complete 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
East Asian Studies
Biology
Chemistry
Chinese Studies
Computer Science (minor only)
Critical Theory and Social Justice
Education (minor only)
English and Comparative Literary Studies
French Literary Studies
Geology
German Studies (minor only)
Group Language (major only)
History
Japanese Studies
Linguistics (minor only)
Mathematics
Music
Philosophy
Physics
Politics
Psychology
Religious Studies
Russian (minor only)
Sociology

Spanish Literary Studies
Theater

Interdepartmental Majors and Minors:

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

Interdepartmental Programs

Classical Studies (minor only)
Latin American Studies (minor only)

Interinstitutional Programs

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

Independent Pattern of Study

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

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

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

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

Honors in an Independent Pattern of Study

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

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

Pre-Professional Courses

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

Graduate Study

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 Semester, 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 course work at or above the advanced undergraduate level, and Graduate Record Examination (GRE) general and subject test scores. Consultation with the

department chair is recommended before completing the application, particularly for students who have not completed an undergraduate major in the discipline.

Completed applications must include the following:

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

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

Financial Aid

Financial aid for graduate study is available from the College on the basis of financial need and academic promise. In order to be eligible for available funds, applicants must submit the Free Application for Federal Student Aid (FAFSA) online and a separate Financial Aid Application for Graduate Students to the Financial Aid Office by April 19, prior to the academic school year of intended matriculation. All other required supplemental documents (tax returns, W-2s and verification documents) must be submitted to the Financial Aid Office by April 19. Application forms and a list of required supplemental forms may be obtained from the Graduate Office 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-units requirement.
2. Satisfactory completion of a thesis. The relevant material shall be presented to the Graduate Office in approved form as specified in the general instructions issued to degree candidates. The Special Collections Librarian will issue an acknowledgment of receipt to the student. This receipt shall be submitted to the Graduate Office as proof that the thesis has been submitted.
3. Passing of a final examination demonstrating a thorough grasp of the candidate's field of emphasis. The supervising committee for this examination shall consist of three faculty members, with the student's advisor as the chair. The committee shall include at least one faculty member of a department other than the student's major department.
4. Other degree requirements specified by the major department in the College Catalog.
5. All degree requirements must be completed no later than five calendar years after the date of initial enrollment as a graduate student.

Thesis Candidate Status for M.A. Students

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

Final Approval of Candidacy for the M.A. 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.

The academic year at Occidental College consists of two 15-week semesters, each including one week of final examinations. A student may register each semester for a maximum of 18 units. Students electing to enroll for fewer than 16 units in any semester during their course of study at Occidental must be aware they may not be making normal academic progress and must accept the consequences of a possible delayed graduation date. Only by special petition to the Dean of Students and under the most unusual circumstances may students reduce their academic load to fewer than 12 units. Students may petition to be part time through the last day to drop classes. After that date students may only withdraw from a class and the enrollment status will not change.

Academic Policies

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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 four-unit course represents a minimum of 12 hours of involvement per week, and each two-unit course represents a minimum of 6 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 one or two units may be available for registration through the seventh week of the semester (mid-term) with faculty approval. There is a two-unit limit for courses added at this time. The Registrar will announce the exact dates for the deadline.

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 must file a "Drop-Add" form with the Registrar's Office; forms are available from that office and online at the Registrar's web page. They 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 classes without notation on their grade report during the first eight weeks of each 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 "Drop-Add" 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 eighth week of each semester, students may no longer withdraw from classes without notation on the grade report. A student unable to complete a class may, however, seek a withdrawal, which results in a grade of "W" (Withdrew) on the grade report. "W" is not calculated into the GPA. Students wishing to withdraw from

classes after the Drop deadline must file a “Course Withdrawal” form with the Registrar, available online and in the Registrar’s Office. This form must be signed by the instructor and adviser, and must include a brief description of the reason for withdrawal. Students may not withdraw from first-year CSP courses unless they are withdrawing from the College (see below). **Withdrawals must occur by the end of the final day of classes; after that deadline students will receive the grade earned by their work in the course.**

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

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

Independent Study

Independent Studies are courses designed for self-reliant and motivated students to pursue intellectual inquiry outside of regularly scheduled course offerings. These are to be supervised by faculty members, generally involving substantial, close student-faculty interactions. Each course shall be initiated on an individual basis between a student and a faculty member. Enrollment shall be through courses numbered 197, 297 (lower division), 397 (upper division), or 597 (graduate) in the respective department, and must be accompanied by a completed independent study contract.

Specifications

1. Advanced planning is essential. There should be some evidence that the student’s background is adequate for the proposed study.
2. The independent study contract must be completed, signed and submitted to the Office of the Registrar by the deadline to add deadline of the appropriate semester.

3. Sophomore, junior and senior students may enroll in one independent study per semester. Freshmen interested in enrolling in an independent study must complete a petition for special consideration and have it approved.
4. Students are required to have a cumulative GPA of 2.0 or better.
5. An independent study course cannot be used to satisfy Core requirements.
6. All independent study courses are two units except those classified under 7 below.
Requirements for a two-unit independent study:
 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, public agencies, private entities, and non-profit 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 Internship Coordinator at 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. **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

Grades

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

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

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

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

Academic Ethics

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

Grade Appeal Policy

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

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

If the major or minor is changed to one that requires a course that has already been taken on a Credit/No Credit basis, the student may be required to take an examination in that course for a grade.

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

Physical Activities Credit

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

Auditors

Any regularly registered full-time student may audit one four-unit course each semester, without fee, subject to permission of the instructor. All petitions to audit must be filed by the add deadline for the appropriate semester. Courses that require extensive student participation (such as studio art) may not be audited. Students not registered for credit may attend courses as auditors, subject to formal permission through forms available in the Office of the Registrar and upon payment of Auditors' fees. An auditor may not participate actively in course work or

take final examinations and therefore does not receive credit. A grade of Audit is entered on the permanent record if requested by the student and if requirements specified by the instructor are met.

Dean's List

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

Class Attendance

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

Scholarship Requirements

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

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

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

Academic Probation, Suspension, and Dismissal

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 "Transfer Credit Petition" is available in the Registrar's Office. A minimum grade of "C" or higher is required for transfer. The College will not accept transfer credit taken by examination from another institution. Courses taken in the fall and spring on non-approved Study Abroad programs will not be accepted.

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

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

Advanced Placement Credit and International Baccalaureate Course Credit

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

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

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

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

Summer Study at Other Institutions

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

Classification of Students

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

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

Proficiency in writing is a requirement for graduation. Students meet this requirement in two stages, the first of which is passing the first-stage Writing Proficiency evaluation in the

Cultural Studies Program. Completion of the Cultural Studies courses does not by itself satisfy the writing requirement. An additional measure of writing proficiency is required; most recently this measure has been participation in a shared intellectual experience with required reading. Frosh are expected to pass the writing exercise that culminates the experience. Those who do not pass the Cultural Studies Writing evaluations will be asked to pass with a C or better a course in the Department of English Writing (201) or another writing course designated by the Director of Writing Programs in conjunction with the Director of the Core Program. The second stage of the requirement will be met in the student's major department. Each department at the College has specified its own writing requirement in the major; students should consult their department chair.

FIRST STAGE WRITING REQUIREMENT FOR TRANSFER STUDENTS

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

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

FIRST STAGE WRITING PORTFOLIO OPTION FOR TRANSFER STUDENTS

Generally compiled over the sophomore and junior years, three papers are drawn from departmental work. Revisions are encouraged or may be required. One paper may be a retrospective analysis of the student's writing. A reflective analysis of the portfolio may be required in addition to the three papers. Portfolios are read by more than one faculty member. The requirements for submitting a portfolio are available in the Writing Programs Office. The Writing Programs Department and the Director of the Core Program make every effort to work with an individual student's portfolio submissions.

SECOND STAGE WRITING

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

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

Creative Writing: It is recommended that students interested in creative writing choose a major or minor that will provide them background in literature. Of special interest is the Writing Emphasis in the English and Comparative Literary Studies department. The College believes that it is essential to understand a tradition of literature and authorship in

order to become a writer oneself. There are also offerings in various creative arts at the College that would support such an emphasis. Students interested in journalistic writing

should consider the importance of intellectual background and training available in the different programs in the humanities, arts, sciences, and social sciences. Students also have the opportunity to take independent studies in creative writing, and in special cases, to elect Senior Year Honors Projects in writing. Specific courses that address creative writing include ECLS 380 (Creative Writing), English Writing 286 (Principles of Journalism II), English Writing 301 (Creative Non-Fiction), English Writing 401 (Writing Across the Curriculum), French 343 (Theory and Practice of Translation), Theater 201 (Alternative Voices in American Theater), and Theater 380 (Playwriting). Writers also are invited regularly to ECLS creative writing classes and to the Intercultural Community Center, events that are open to the campus at large.

Additionally, every other year a Remsen Bird Visiting Artist gives classes and/or workshops on campus. In the last few years the ECLS Department has sponsored several literary 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, 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.

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 assistant director of National awards for one-on-one 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.

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.

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 Craney (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 106, Chemistry 120, or Chemistry 130 (depending

on the sequence chosen) in the freshman year. All Occidental requirements must be met by spring semester of the junior year.

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

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

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

Physical Sequence

Aeronautics
Applied Geophysics
Applied Mathematics (3/2 only)
Applied Physics
Biomechanics
Civil, Electrical, or Mechanical Engineering
Communications and Control
Computer Engineering
Design Engineering
Electrical Engineering
Electronic Circuits
Engineering Mechanics
Fluids Engineering and Jet Propulsion
Industrial Engineering
Nuclear Engineering
Operations Research
Quantum Electronics
Solid State Electronics

Chemical Sequence

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

Physical or Chemical Sequence

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

Computer Science Sequence

Computer Science
Operations Research
Industrial Engineering

Exchange Program with the California Institute of Technology

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

A student in the exchange program must obtain prior approval from his or her advisor, the instructor of the course, and the Occidental and Caltech registrars. The program is usually not open to freshmen. Additional tuition payments are not required, but the student may have to pay special fees in connection with certain laboratory courses.

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

Exchange Program with the Art Center College of Design

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

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

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

Cooperative Arrangement: Columbia University School of Law

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

Cooperative Arrangement with the Keck Graduate Institute

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

Students in the program will complete the four-year Bachelor of Arts degree in biochemistry at Occidental including specified courses for one of three tracks – computational biology,

bioengineering, or biosystems – in preparation for study at KGI toward the Master's in Bioscience. Students with at least a 3.2 GPA in their required biochemistry classes will be guaranteed admission to the KGI master's program immediately following their graduation.

National Awards - Fellowships & Scholarships

The Office of National Awards advises students and alumni interested in pursuing national scholarships and fellowship opportunities. We inform, recruit, counsel and prepare Occidental College candidates in their pursuit of highly competitive and prestigious academic opportunities. First year students are encouraged to meet with the Assistant Director of National Awards for one-on-one advising sessions to explore opportunities available to them early in their academic career. Students and alumni applying for these awards should demonstrate:

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

The office works collaboratively with faculty advisors, faculty mentors and the Faculty National Awards Committee to introduce students and alumni to a range of national and international opportunities including: fellowships, scholarships, post-graduate study, internships, and research positions at highly esteemed institutions. We offer workshops on writing a personal statement and a research proposal. Information meetings are held on individual awards to inform students and alumni of the awards opportunities available to them. We work in partnership with other campus departments, the Center for Academic Excellence Writing Specialists, the Career Development Center, the Undergraduate Research Office, International Programs and the Office of Civic Engagement to assist the Occidental College candidates in submitting their most compelling and competitive application.

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

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>

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.

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.

Disability Services

The primary mission of Disability Services is to help students participate in college life to the fullest extent possible.

Through providing reasonable and appropriate accommodations, assisting students with self-advocacy, providing academic support and counseling, and ensuring adherence to state and federal disability laws, Disability Services is committed to enhancing students' academic development and independence. By working closely with faculty, staff, and administrators, our goal is to create a supportive community that promotes awareness, sensitivity and understanding of students with disabilities.

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), ECLS 189 or 289 (or their equivalent), and AMST 290, 390, and 490, and five other courses selected in consultation with an advisor from the American Studies faculty. Three 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 ECLS 189, 255, 289, 356. Education 213, 215. History 206, 277, 307, 312, 395. Politics 208, 209, 362. Psychology 385, 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, ECLS 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

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**

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**

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 - American Studies: Theory and Methodology

This course introduces students to the major theories employed by scholars in American Studies and to the methods and materials that have been used to create interdisciplinary analyses of the cultures of the United States. Through close reading of scholarly studies and a variety of primary texts (e.g., novels, films, essays, song lyrics, children's textbooks, clothing styles), we will analyze the creation, maintenance, and transmission of cultural meaning in the U.S.

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

295 - Topics in American Studies

Exploring American Utopian Communities. Since the 19th century, communities of people in America, both secular and religious, have attempted to bring their vision of a perfect society into practice. In this course, students will study both historic writing and American literature that will bring to life the struggles, triumphs, rise, and demise of several of these fascinating experiments in communal living.

CORE REQUIREMENT MET: **UNITED STATES**

Race and Gender in Asian American Films. This course will begin with a look at the creation of stereotypes of Asians as revealed in early Hollywood films. We will see graphic examples of racism and stereotyping as well as fascinating work by actors, actresses, and directors who were pioneering for their times. With this informed historical perspective, we will then look at a selection of feature length dramas made by and about Asian Americans. In addition to identifying key themes in the Asian American experience, we will examine how ideas about gender influence the spectrum of relationships; intimate, familial, and societal as portrayed in the selected films.

CORE REQUIREMENT MET: **UNITED STATES**

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

CORE REQUIREMENT MET: **UNITED STATES**

Black Literary History and the Archive

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

CORE REQUIREMENT MET: **UNITED STATES**

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

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

CORE REQUIREMENT MET: **UNITED STATES**

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

CORE REQUIREMENT MET: **INTERCULTURAL**

Sociopolitics of Race: Color-blind/Color-conscious. Course explores the social politics of race through the lenses 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 on academic achievement, esteem, and health; contemporary research on colorblind and color conscious

ideologies and primes; and social policy. Interdisciplinary readings include social psychological theory and research (Steele's Whistling Vivaldi, Sue's Microaggressions and Marginality, contemporary journal articles), Literary Analyses (Morrison's Playing in the Dark), Critical Theory (Delgado and Stefania's Critical Race Theory), and Sociology (Bonilla-Silva's Racism without Racists). Heavily discussion-based.

CORE REQUIREMENT MET: **UNITED STATES**

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**

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 - Location and Dislocation

This course offers ways of thinking about place, including Los Angeles, using texts from different academic perspectives. The course will examine four primary themes: 1) importance of place and environment, 2) issues of migration and dislocation, 3) bodies and commerce, and 4) placement and building communities. We will analyze theoretical writings, films and other visual materials, and historical and fictional narratives. Student engagement with L.A. communities will be an essential part of the course. Students are expected to be engaged with the course materials and are expected to think critically about how they place themselves in the multiple communities that they occupy.

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

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

CORE REQUIREMENT MET: **UNITED STATES**

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

Arthé Anthony

Professor, American Studies

B.A., UC Irvine; M.A., Boston University; Ph.D., UC Irvine

On Special Appointment

David Axeen

Professor Emeritus, American Studies (1969-2007)

B.A., University of Iowa; M.A., Ph.D., Yale University

Thaddeus Russell

Adjunct Assistant Professor, American Studies

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

Adrienne Tien

Adjunct Assistant Professor, American Studies

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

Advisory Committee

Lynn Dumenil

Robert Glass Cleland Professor of American History, History; Advisory Committee, American

Studies

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

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 and Comparative Literary Studies; Advisory Committee, American Studies

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

Jaclyn Rodríguez

Professor, Psychology; Advisory Committee, American Studies; Affiliated Faculty, Latino/a and Latin American Studies

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

Raul Villa

Professor, English and Comparative Literary Studies; 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 and Visual Arts (AHVA) is to educate students in the richness and complexity of the visual arts. Visual literacy is essential for informed participation and innovation within local and global cultures. Combining the disciplines of media production and critical studies, studio art, and art history, AHVA equips students to explore critically the interplay of culture, history, theory, analysis, and practice.

We offer a broad range of courses in the history of Asian and Western art, visual culture, architecture, photography, 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. Because the maturation of creative ability requires time as well as effort, students who may desire a major in

studio art should consult with departmental advisors and begin taking studio courses as early as possible in their first year, and should declare a major early in the sophomore year.

Students wishing to go abroad should plan to do so in the junior year.

Students may pursue coursework in the Art Center at Night Program at the Art Center College of Design in Pasadena.

Requirements

MAJOR: Eleven or twelve courses (44 or 48 units, depending on the emphasis) chosen in consultation with the major advisor.

Emphasis in Studio Art: Minimum of 48 units, chosen in consultation with the major advisor. Three beginning courses: S102, S103 and S105; 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 course, in Media Arts and Culture (Criticism or Production); 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.

Emphasis in Media Arts and Culture: Minimum of 48 units. This emphasis balances the making of moving images with engagement in historical, critical, and analytical studies of existing works. Students will learn the technical skills necessary to shoot and edit their work and the critical skills necessary to understand the role of media in contemporary visual culture. Students may choose to research, historically contextualize, and produce 1) a video, Web, or installation-based digital media project; 2) a feature-length screenplay; or 3) a critical senior thesis. All students, regardless of their project choice, are expected to push media scholarship, project form, and modes of audiovisual communication.

There are a number of required courses for the major, but beyond these, students can move fairly freely between courses that emphasize production and those more focused on critical and media studies. The required courses are Art M courses except where indicated otherwise: 140, 146, 243, Art H287, 390, 490 (either the critical research section or the media production section based on primary nature of comprehensive project). One from the following: 241, 245, 246, 248, 295. One from: 220, 240, 242, 290. One from: 320, 340, 348, 355. One Art S (studio) course. One additional Art H (history) course. One Additional Art M course, bringing the total to 12 AHVA courses (48 units). The screenwriting comprehensives option requires that students have taken Art M220 and 320 by the end of junior year. All production comprehensives students must have taken Art M140 and either 242 or 355 by the end of junior year (along with 220 if producing fiction). Critical comprehensives students must take either Art M245 or 348 before the end of junior year.

Eligible students may apply to study abroad in the Fall semester of Junior Year. Students may enroll for 2-unit internships through the Career Development Center. Occidental College also has a cross-registration agreement with Art Center College of Design, which offers various

technical courses in media software. Students are also encouraged to take one or more related courses offered in ECLS, Music, Theater, History, Spanish, or CTSJ.

(ArtF/ArtM classes reference the same courses as we transition the program's name change from Film & Media Studies to Media Arts and Culture)

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

Combined Emphasis: Students may declare a combined emphasis in art history and studio art: A minimum of 48 units, including four introductory courses two each in studio art (chosen from ARTS 101, 102, 103, 105, 106) and art history (chosen from ARTH 160, 170, 180); and six courses above the 100-level, three each in studio art and art history, including at least one 300-level course in each area; the Senior Seminar in studio art (ARTS490) or art history (ARTH490). Similar combined emphases between Art History and Media Arts and Culture or between Studio Art and Media Arts and 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. Studio courses must be selected from more than one professor.

Emphasis in Media Arts and Culture: Five Art M courses (20 units).

Emphasis in History of Art: Five art history courses (20 units) including at least one from Western art and one from Asian art; at least three must be 200-level courses or above.

WRITING REQUIREMENT: All students majoring in the department must successfully complete discipline-relevant writing within the context of the Junior Seminar for their specific area of emphasis (Studio Art - Art S390, Art History - Art H395, Media Arts and Culture - Art M390). For further information see page 40 and consult the department chair or your major advisor.

HONORS: A student with an overall GPA of at least 3.2 overall and 3.5 in the major who has demonstrated excellence in departmental courses must submit a proposal for an honors project for consideration before April 1 of the junior year. For further information, please see the Honors section of the catalog and consult the department chair.

Courses

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**

H260 - Arts of Mesopotamia and Egypt

This course will explore the works of two ancient civilizations (beginning c. 3,000 BCE) which were independent and at the same time connected through territorial proximity as well as cultural ideals and artistic intentions; the Ancient Near East and Ancient Egypt manifest complex societies with distinct administrations, religious practices and social interests, and yet in both we note (among other elements) monumental ceremonial architecture, images of divinity, and portraits of rulers as well as the documentation of both historical and mythological narratives.

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

H261 - Buddhist Art in South and East Asia

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

CORE REQUIREMENT MET: **CENTRAL, SOUTH, AND EAST ASIA • PRE-1800 , Fine Arts 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 - Early Islamic Art and Architecture

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

H280 - Michelangelo

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

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

H283 - Renaissance Architecture in Italy

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

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

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

H289 - Modern Architecture

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

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

CONNECTIONS

H290 - Oxy at Moca: Pacific Standard Time

This course takes as its departure point *Under the Big Black Sun: California Art 1974-1981*, a forthcoming exhibition at the Museum of Contemporary Art funded in part by the Getty Foundation's Pacific Standard Time initiative. The large-scale survey exhibition emphasizes the heterogeneity of art practice in California art in the 1970s through a diverse array of media including painting, sculpture, drawing, installation, photography, performance, video and film. Through a series of field trips to the museum and an analysis of critical texts about the period, students will explore themes addressed in the exhibition including the proliferation of art practice into genres, styles and mediums, the rise of the artist-centric alternative art space and concomitant post-studio artistic strategies, the decisive role of art schools and universities in sustaining the arts in California, the codification and institutionalization of Chicano and Feminist political practices, and the integration of photography into fine art. In addition, the

class will offer students an insider's view on how a major exhibition of contemporary art is mounted at a prominent museum. Students will learn about the comprehensive research process used to develop the checklist, the challenges in borrowing artworks from outside sources for the exhibition, as well as the logistical requirements for the installation and display of art objects.

2 units

H291 - Arts in Los Angeles

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

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

2 units

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

2 units

H362 - Art in Early China

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 - European Visual Culture, 1900-1945

This course will focus on European visual culture from 1900-1945. We will consider the nature and transformation of the avant-gardes during this period through lectures and discussions about Cubism, the Russian Avant-Garde, the Bauhaus, Dada, and Surrealism. Yet we will also try to make sense of practices that do not usually figure in histories of this period, paying particular attention to the ways in which a "return to order" emerged in artistic practices during the years after World War I. Media to be explored include painting, sculpture, photography, film, and architecture; we will also investigate the increasingly important role played by art exhibitions in shaping contemporary ideas about art, artistic identity and art's connection to politics. Readings will be drawn from art history, art theory, literature, history and philosophy. Coursework will require one formal oral presentation and a museum visit. *Prerequisite: Art H180 or permission of instructor.*

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

H389 - Modern and Contemporary Art

This course will explore the diverse forms of visual culture - painting, sculpture, photography, installation, performance, and video - produced after 1945. Through clusters of thematic and monographic lectures, we will investigate questions about artistic identity, the status and function of art in the post-World War II period, and the changing nature of avant-garde (and neo avant-garde) practices in the wake of the social, cultural, and economic changes of the 1960s and 1970s. Post-industrial society, new movements advocating civil rights, feminism, environmentalism will form the cultural backdrop of our work, as will more focused investigations of postmodernism, critical theory's increasingly central role in artistic culture, and a burgeoning global network of artistic and cultural exchange and contestation. In addition to presenting a selective history of visual culture after 1945, this course will explore how changing ideas about race, ethnicity, gender, sexuality, and cultural identity have impacted the art and criticism of the period under consideration. At least one field trip to a gallery or museum will be required. *Prerequisite: Art H180 or permission of instructor. Course required for Studio Art Emphasis.*

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

H390 - Seminar in Art History: Chinese Paintings at LACMA

This seminar in research methods in art history will focus on detailed study of Chinese paintings in the Los Angeles County Museum of Art. Each student will study a single painting, looking at it from numerous perspectives: stylistic, historical, social and artistic contexts, etc.

We will view the paintings in storage at the museum, and the Curator of Chinese Art will talk to us about issues in collecting and curating Chinese paintings. *Can be repeated twice for credit.*
Prerequisite: ArtH 160 or permission on instructor . Required for Art History Emphasis.

H391 - Seminar in Early Western Art

A seminar focusing on a topic in the history of Western art through the Renaissance. Emphasis on research methods and writing research papers. *Prerequisite: permission of instructor.*

CORE REQUIREMENT MET: **FINE ARTS**

H392 - Seminar in Nineteenth-Twentieth Century Art

Prerequisite: Art H180 or permission of instructor.

CORE REQUIREMENT MET: **FINE ARTS**

H395 - Topics in the History of Art

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

CORE REQUIREMENT MET: **ASIA ? FINE ARTS**

Visions, Judgment, Apocalypse. This class will consider Christian visionary experiences as described in texts from the Bible forward, as depicted and encouraged in manuscripts, paintings, and sculptures, and as commemorated and facilitated through architecture. Special attention to manuscripts in the J. Paul Getty Museum. *Prerequisite: ArtH 170, or ArtH 275, or Permission of the Instructor*

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

H397 - Independent Study in Art History

Prerequisite: permission of department.

2 or 4 units

H490 - Senior Seminar in Art History

Prerequisite: senior Art History majors only.

2 units

H499 - Honors Research in Art History

Prerequisite: permission of department.

Media Arts and Culture

H248 - Topics in International Cinema

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

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

H295 - 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**

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.

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**

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 Film/Media Studies majors.*

CORE REQUIREMENT MET: **FINE ARTS**

M220 - Narrative Practices

This course focuses on theory, form, and practice of audiovisual, time-based storytelling. Students will become versed in the format and syntax of screenwriting and will explore the potentials of storytelling, manipulation of time, space, and point of view, character development, and narrative theory through a series of writing exercises and the crafting of short screenplays. *Prerequisite: permission of instructor.*

CORE REQUIREMENT MET: **FINE ARTS**

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 and techniques in sound recording and editing. Weekly readings and screenings will be complemented by short audio-visual projects, critical writing, and a final paper/project.

Prerequisite: Art 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.

CORE REQUIREMENT MET: **INTERCULTURAL**

M242 - Projects in Documentary Video

The course will explore a variety of approaches to documentary video, including both narrative and experimental forms. Hands-on projects will be supplemented by discussions of theoretical readings, screenings, and technical issues. *Prerequisite: Art M140, Art M241 recommended.*

CORE REQUIREMENT MET: **FINE ARTS**

M243 - Introduction to Media Studies

This course will introduce students to the critical social theories of media and culture, focusing especially on the moments of new media development between the industrial revolution and digital convergence in the 21st century - from the development of moveable type to silent films to television and videogames and on to revolutions in politics and relationships opened up by social networking. The course emphasizes interactions between technology, social institutions and cultural form, using readings in Marxist theory, media history, and comparative media studies. The emphasis is on critical reading, discussion, writing, and using theories to investigate case studies in media and culture. *Should be completed by end of the sophomore year for AHVA Film/Media Studies Majors.*

CORE REQUIREMENT MET: **FINE ARTS**

M245 - New Media and the Liberal Arts

Born Digital, Growing Up Digital, Teaching Digital Natives, Understanding the Digital Generation ... these are just some of the titles in a veritable explosion of guidebooks on how thinking, learning, and doing have changed in a world transformed by digital, networked, and social media. In this course, we take a critical look at the theories and prophecies on the "Net

Gen"; we explore and assess new digital possibilities for communicating, teaching, and learning; and we think critically, contextually, and historically about the ways in which new media forms and practices shape identity, community, sociality, creativity, privacy, civic engagement, and everyday life. Class projects will enable students to experiment with and gain practical experience applying a range of media 2.0 technologies to their own academic work
CORE REQUIREMENT MET: **FINE ARTS**

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.

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**

M290 - Intermediate Productions

Cinematography

This course provides the opportunity to crew on an Art F490 Senior Comprehensives media project as the designated director of photography, receiving specialized cinematography training at the intermediate level from a professional cinematographer. Projects range in form from fiction and documentary to experimental and installation-based media. Through screenings, readings, hands-on workshops, and shoots, students will learn technical skills, research and develop an aesthetic plan, devise a production plan, and execute principal photography for their chosen senior comprehensives project. *Course may be taken up to two times for credit within the major. Prerequisites: M140.*

CORE REQUIREMENT MET: **FINE ARTS**

Producing

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

M320 - Advanced Narrative Practices

This course emphasizes the advanced design and writing of innovative narratives for various audiovisual time-based media. Students will become conversant in the tools and propensities of audiovisual narratives in fiction and documentary modes through screenwriting exercises, group video exercises, and the completion of a written script of significant length along with a preproduction plan involving visual, sound, and music design. *Prerequisites: M220*

M340 - Advanced Editing

This course provides technical training on a range of post-production software platforms, best practices in sound and picture editing, and skills in post-production finishing/project delivery workflow. Production comprehensives seniors, or their dedicated project editors, will use senior comprehensives footage to complete a series of structured projects and assignments. The course will also provide professionalization tools, training students in development and production of media portfolio materials. *Prerequisites: 140 and Senior status or affiliation with a Senior comps project.*

M348 - Topics in Digital Culture:

Remix/Mash-up: Theory and Practice of Culture Jamming

This advanced-level seminar examines the history, theory, and practice of remix and culture jamming: the reuse and repurposing of images, sounds, and video from popular and commercial culture in works of art and social activism. This is a theory/practice course:

students will gain a critical understanding of the social, political, and historical forces to which "culture jammers" have responded AND they will produce a series of remix projects using found media. *Prerequisite: ArtM146 or ArtM243, or Permission of the instructor*
CORE REQUIREMENT MET: **FINE ARTS**

Games, Play, and ARGs

Games are an integral part of our culture, and new technologies are expanding the field of games and game studies. This course focuses specifically on ARGs (Alternate Reality Games), which take the real world as their primary "platform," using mobile technologies to orchestrate and execute interactive experiences for users. Beginning with a historical and formal overview of game design and theories of play, we will analyze ARGs designed for entertainment, environmental, and educational initiatives, critically examining their potentialities and limitations as both an emergent storytelling form and tool for social activism. The course will culminate in an intensive praxis assignment in which students collaboratively design a small-scale ARG to be played within the space of Oxy's campus and surrounding neighborhood.

CORE REQUIREMENT MET: **FINE ARTS**

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.*

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

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 course in Film and Media Critical Studies designed to provide guidance and intellectual community around the completion of a screenwriting or critical studies comprehensive project. Students pursuing Honors are also encouraged to enroll in this course. *Prerequisite: open only to senior AHVA majors who have a Film & Media emphasis. Art M245 or 348 for critical studies projects; Art M320 for screenwriting projects*

Production. Advanced course in Film and Media Studies designed to provide guidance towards the development of a comprehensive project with production components. *Prerequisite: open only to senior AHVA majors who have a Film & Media emphasis. Art 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**

S104 - Life Study

Working with a variety of drawing materials, through direct observation of the human figure, students will explore and compare traditional and contemporary approaches to the study of the

human figure. Emphasis will be on the believability of form in space.

CORE REQUIREMENT MET: **FINE ARTS**

S105 - Basic Printmaking

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

CORE REQUIREMENT MET: **FINE ARTS**

S106 - Color and Composition

An introduction to the understanding of visual composition, design concepts, and color theory. Students complete a series of visual problems which focus on creative thinking in a variety of wet and dry media.

CORE REQUIREMENT MET: **FINE ARTS**

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**

S109 - 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:* *AHVA studio or MAC courses*

CORE REQUIREMENT MET: **FINE ARTS**

S110 - Ceramics

Introduction to wheel and building methods of ceramic production. To be taught in collaboration with Xiem Clay Center in Pasadena. Access to studio, materials fully supplied.

2 units

CORE REQUIREMENT MET: **FINE ARTS (2 units of 4 unit requirement)**

S203 - Intermediate Sculpture

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

CORE REQUIREMENT MET: **FINE ARTS**

S207 - 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: an Occidental Studio Art course, or MAC courses*

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**

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**

S327 - 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

S328 - 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**

2 units

S330 - Advanced Printmaking

Advanced study in printmaking, including developing a theoretical, historical and critical understanding of photo-based materials and media including images on pronto plates and monotypes. *Prerequisite: Art S105.*

CORE REQUIREMENT MET: **FINE ARTS**

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

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

2 units

S397 - Independent Study 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

Eric Frank

Professor, Art History and the Visual Arts

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

Linda Besemer

James Irvine Distinguished Professor, Art History and the Visual Arts

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

Allison De Fren

Assistant Professor, Art History and the Visual Arts

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

Broderick Fox

Associate Professor, Art History and the Visual Arts

B.A., Harvard University; M.F.A., Ph.D., USC

Mary-Beth Heffernan

Associate Professor, Art History and the Visual Arts

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

Amy Lyford

Professor, Art History and the Visual Arts

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

Linda Lyke

Professor, Art History and the Visual Arts

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

Louise Yuhas

Professor, Art History and the Visual Arts; Affiliated Faculty, East Asian Languages and Cultures

B.A., Brown University; M.A., Ph.D., University of Michigan

On Special Appointment

Grainne Godfree

Adjunct Instructor, Art History and the Visual Arts

B.A. Harvard, M.F.A. Columbia

Carole Kim

Adjunct Instructor, Art History and the Visual Arts

Ari Laskin

Adjunct Instructor, Art History and the Visual Arts

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

Leta Ming

Adjunct Assistant Professor, Art History and the Visual Arts
B.A. Yale, M.A. Hunter College, Ph.D U.S.C.

Jocelyn Pedersen

Adjunct Instructor, Art History and the Visual Arts
B.A. Cal Poly, San Luis Obispo, M.A. U.C. Santa Barbara

Melody Rod-Ari

Adjunct Assistant Professor, Art History and the Visual Arts
B.A. Boston University, M.A. Boston University, Ph.D U.C.L.A.

Ross Rudel

Adjunct Assistant Professor, Art History and the Visual Arts
B.A. Montana State University, M.A. U.C. Irvine

Linda Stark

Adjunct Instructor, Art History and the Visual Arts
B.A., UC Davis; M.F.A., UC Irvine

Kamil Turowiski

Adjunct Instructor, Art History and the Visual Arts
M.A. University of Lodz, M.A. American Film Institute

Arun Vir

Adjunct Instructor, Art History and the Visual Arts; Directing Workshop for Women Award Recipient; The American Film Institute, ADD, National Film and Television School, Beaconsfield, England, Hill Lane College, England

David Weldzius

Adjunct Instructor, Art History and the Visual Arts
B.F.A. University of Illinois, 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 Aladzhanian**
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 interdisciplinary portion of the major includes Biology 130, Molecular Biology 221, two biochemistry classes, Biology 322, and Chemistry 350, plus the comprehensive examination in biochemistry. Classroom activities are supplemented by extensive laboratory experience involving the design, execution, and interpretation of experimental results. Biochemistry graduates generally elect to pursue graduate training toward a Ph.D. in Biochemistry, a doctorate in the health professions, employment in the biotechnology field, or a career in education. Students planning on pursuing a Ph.D. in Biochemistry are advised to take several more courses including the advanced Cell and Molecular offerings in Biology, and advanced Chemistry courses in Chemistry, to broaden their education. Biochemistry students are strongly encouraged to pursue their particular interests through an independent study-research project (Biology 395 or Chemistry 395). The Biochemistry program is eager to accommodate the foreign study aspirations of its majors; however, due to the curriculum's sequential nature, careful advanced planning is required.

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

Requirements

MAJOR: Consists of: Biochemistry 490; Biology 115, 130, 221, 322 and one additional upper level Biology course (with lab) in the area of cell and molecular biology; Chemistry 120 or 130, 220, 221, 240, 300, and 350; Mathematics 110 and 120; Physics 110 and 120, or Physics 115 and 125. All courses must include a lab component unless otherwise specified. One of the two "Biochemistry" courses (Bio 322 and Chem 350) can be replaced as follows: Bio 322 can be replaced by an additional 300 level biology course, with lab, in the area of cell and molecular biology; Chem 350 can be replaced by taking 4 units total of 300 level chemistry course(s), CHEM 395 or BIO 395 cannot be used to replace CHEM 350.

WRITING REQUIREMENT: Students majoring in Biochemistry will satisfy the final component of Occidental College's writing requirement by completing a portfolio of five specified papers or the appropriate Writing and Rhetoric class. Students should familiarize themselves with the departmental requirement at the time of declaring the major. See the writing program and consult the Program Chair for additional information.

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

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

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 repeated 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

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

Shana Goffredi

Assistant Professor, Biology

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

Linda Lasater

Associate Professor of the Practice of 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

Joseph Schulz

Associate Professor, Biology; Advisory Committee, Biochemistry

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

Kerry Thompson

Associate Professor, Biology; Advisory Committee, Biochemistry

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

Andrew Udit

Assistant Professor, Chemistry

H.B.Sc., University of Toronto; Ph.D., Caltech

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 and help explain the complexity of living systems. After completing the major, many students elect to take graduate training toward the Ph.D. in biology or doctorates of medicine or dentistry. Others enter into careers such as biomedical research, teaching, law, or government service.

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

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 laboratory courses) are required. We accept Kinesiology 301 for this 300 level requirement.

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

Five supporting classes are required for the major: Two semesters of chemistry (Chemistry 120 or 130, and 220); Calculus I and one other course with a strong quantitative component (this requirement can be filled by Calculus II, Math 150; Math 186, Bio 260 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 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, 344, 356, 368, 369, or Geology 245. These courses may also satisfy biology major requirements. In addition to the coursework, students are encouraged to participate in as many of the following activities as their schedules allow: 1) independent or collaborative research with faculty (Bio 395), 2) scuba diving as part of a club or research team, 3) participation in programs (academic year and/or summer) at marine science institutions, 4) participation in faculty led field trips, and/or 5) attendance at seminars on marine topics at Oxy and other nearby campuses. Students graduating with a marine emphasis will have strong lab/field research experience, know the common local marine organisms (plankton to mammals), and be able to discuss the pertinent physical and biological processes affecting the southern California marine area. Students interested in joining this emphasis should monitor our web site at www.oxy.edu/oxy/marinebio and contact one of the marine faculty to discuss their course of study.

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 level. Independent Studies and Advanced Placement credit may not count toward the minor.

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

HONORS: 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.

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 February 25, 2012.
- The revised honors thesis will be due to the committee by March 19, 2012.
- The thesis will be reviewed by committee, and final revisions must be submitted April 1, 2012.
- Honors candidates will also give a presentation on their research during the week of April 15, 2012. These presentations will last approximately 20 minutes, with 5-10 min for questions.

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**

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 - Advanced Cell Biology

A course designed to provide a thorough understanding of the molecular biology of eukaryotic cells. The course will discuss topics in modern cell biology 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 that provides experience with modern cell biology techniques. *Prerequisite: Biology 130 and Chemistry 120 or 130.*
CORE REQUIREMENT MET: **LAB/SCI**

240-540 - Vertebrate Physiology

Physical and metabolic activities of cells and tissues; properties of the cellular environment; regulatory and homeostatic functions of organ systems. *Includes one three-hour laboratory per week plus two hours arranged. Prerequisites: Biology 130 plus any other 100-level Biology*

course except Bio 103), or permission of instructor (Bio 130 may be taken concurrently).

CORE REQUIREMENT MET: **LAB-SCI**

250 - Plant Form and Function

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

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: 1) Bio130 and, 2) Bio 115, or Bio110, or Bio105 or Bio106 and, 3) Bio221 or Bio224. Co-requisite: Biology 320L.*

CORE REQUIREMENT MET: **LAB-SCI**

320L - Developmental Biology Laboratory

An introduction to classical and molecular methodologies used to study animal development. The laboratory focuses on early embryonic development of major invertebrate and vertebrate model organisms: sea urchins, *C. elegans*, zebrafish and chick. *Co-requisite: Biology 320. Graded on a Credit/No Credit basis only.*

1 unit

CORE REQUIREMENT MET: **LAB-SCI**

322 - Biochemistry

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

CORE REQUIREMENT MET: **LAB-SCI**

322L - Biochemistry Laboratory

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

CORE REQUIREMENT MET: **LAB-SCI**

323-523 - Histology

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

CORE REQUIREMENT MET: **LAB-SCI**

323L - Histology Laboratory

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

1 unit

CORE REQUIREMENT MET: **LAB-SCI**

325-525 - Microbial Diversity

An introduction to the world of microbes, including viruses, archaea, and bacteria, and their role in shaping and sustaining life on Earth. Emphases will be placed on structure, metabolism and bioenergetics, physiological and biochemical adaptations to unusual environments, phylogenetic analysis, biotechnology, microbial ecology and biological interactions, including plant and animal symbioses. Laboratory exercises will include an exploration of microscopy, cultivation, biochemical techniques, and molecular tools for studying microorganisms. Includes one three-hour laboratory per week. *Prerequisites: Biology 130 or permission of the instructor, Biology 221 or 224 strongly recommended.*

CORE REQUIREMENT MET: **LAB-SCI**

325L - Microbial Diversity Laboratory

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

1 unit

CORE REQUIREMENT MET: **LAB-SCI**

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: Biology 130 and Biology 240*

333L - Neurobiology Laboratory

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

1 unit

CORE REQUIREMENT MET: **LAB-SCI**

340-540 - Advanced Animal Physiology

Dynamic physiological properties will be examined in single cells, tissues, and whole organisms. Emphasis will be placed on the physiology of excitable cells and their integration in the whole animal. Laboratories will utilize advanced recording techniques including microelectrodes, isometric tension measurements, semi-intact preparations and modern electronics. *Prerequisite: Biology 240.*

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. *Prerequisite: Chem 220 or permission of instructor. Course Corequisite: BIO 349L*

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**

368 - Biostatistics

The application of statistical methods to the solution of biological problems. Focus will be on applied statistics (as opposed to mathematical statistics) to study variation in nature. This course will survey descriptive statistics, probability and probability distributions, and methods of hypothesis testing (e.g., analysis of variance, regression, correlation, goodness of fit as well as selected nonparametric procedures). Course includes laboratory workshops sessions.

Prerequisite: Bio 130 and Bio 105, 106, 110, or 115 or permission of instructor.

CORE REQUIREMENT MET: **MATH/SCI**

369-569 - Biological Oceanography

Biological oceanography will focus on the biology of the open ocean with emphasis placed on relating parameters of the physical-chemical ocean to the distribution and abundance of marine organisms. We will focus on understanding the physical and biological processes of the southern California marine area using field and laboratory techniques. Using examples from our local ecosystem, students will explore the intricacies of macro scale oceanographic processes. Includes one three-hour laboratory per week. (Labs may take longer than the scheduled laboratory period to accommodate field trips.) *Prerequisite: Biology 260 or permission of instructor.*

CORE REQUIREMENT MET: **LAB-SCI**

369L - Oceanography Laboratory

Laboratory techniques in oceanography. *Co-requisite: Biology 369. Graded on a Credit/No Credit basis only.*

1 unit

CORE REQUIREMENT MET: **LAB-SCI**

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 279 are recommended.*

CORE REQUIREMENT MET: **LAB-SCI**

378L - Animal Behavior Laboratory

Laboratory techniques in animal behavior. *Co-requisite: Biology 378. Graded on a Credit/No Credit basis only.*

1 unit

CORE REQUIREMENT MET: **LAB-SCI**

380 - Plant Physiological Ecology

An investigation of physiological processes in plants, including photosynthesis, nutrient uptake, and water relations, and how they are affected by environmental conditions and interactions with other organisms, including insects, vertebrates, and fungi. The emphasis will be on how to

quantify and predict plant physiological responses to the particular ecological pressures of Southern California. Classroom discussions and presentations will focus on papers from the current scientific literature. Includes one three-hour laboratory per week. *Prerequisite: Biology 250 or permission of instructor.*
CORE REQUIREMENT MET: **LAB-SCI**

380L - Plant Physiological Ecology Laboratory

Instruction in contemporary physiological and environmental diagnostic instrumentation and analytical methods will be followed by directed and independent investigations in the laboratory and field. Day-long and overnight field trips will be scheduled. *Co-requisite: Biology 380. Graded on a Credit/No Credit basis only.*

1 unit

CORE REQUIREMENT MET: **LAB-SCI**

390 - Special Topics in Biology

This seminar course will teach students skills needed to read and critically analyze original journal articles. Some lectures will be given, but the bulk of the course will consist of student-led discussions and analysis of scientific papers. Students will improve their communication skills by discussing papers and leading discussions, by writing a research paper and editing each others' papers, and by preparing PowerPoint presentations as an aid for leading discussions. *May be taken more than once for credit, as the topics will differ each semester, but can only be used to fulfill one of the requirements for the Biology major. Cannot be used to fill the Biology requirement of the Biochemistry major.*

CORE REQUIREMENT MET: **MATH/SCI**

395 - Research 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

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

Elizabeth Braker

Associate 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

Assistant Professor, Biology

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

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

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

Kerry Thompson

Associate Professor, Biology; Advisory Committee, Biochemistry

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

On Special Appointment**Jeremy Claisse**

Adjunct Assistant Professor, Biology

B.S. U.C. Santa Barbara, M.S. University of Hawaii, Ph.D. University of Hawaii

Mary Clark

Adjunct Assistant Professor, Biology

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

Karen Molinder

Adjunct Assistant Professor, Biology

B.A. Occidental, Ph.D. U.C.L.A.

Gary Schindelman

Adjunct Assistant Professor, Biology

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

Fang Wang

Adjunct Assistant Professor

B.S. Fudan University; Ph.D. Fudan University (co-education program with University of Colorado at Boulder)

Jonathan Williams

Adjunct Instructor, Biology

B.S., UNC Wilmington, M.S., CSU Northridge

Laurel Zahn

Adjunct Instructor, Biology

B.S. U.C. Santa Cruz, M.S. Cal State University Long Beach

Amanda Zellmer

Adjunct Assistant Professor, Biology

B.S. University of Wisconsin, Ph.D University of Michigan

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

220 - Organic Chemistry I

An introduction to the theory and practice of organic chemistry. *Includes one three-hour laboratory per week. Prerequisite: Chemistry 120 or 130 or permission of instructor.*

CORE REQUIREMENT MET: **LAB-SCI**

221 - Organic Chemistry II

A continuation of Organic Chemistry I. *Includes one three-hour laboratory per week. Prerequisite: Chemistry 220.*

CORE REQUIREMENT MET: **LAB-SCI**

240 - Integrated Concepts in General Chemistry

Building on concepts developed in prerequisite classes, fundamental concepts in thermodynamics are developed from first principles with subsequent application in chemical

equilibrium and kinetics. Applications to biological systems and technology are emphasized. The substantive laboratory component focuses on developing analytical skills.

CORE REQUIREMENT MET: **LAB-SCI**

280 - Instrumental and Separation Techniques in Organic Chemistry

The course will explore the application of ^1H , ^{13}C , and two-dimensional NMR spectroscopy to the organic laboratory as well as the important separation protocols such as column chromatography, gas chromatography, and chiral HPLC. *Includes one three hour laboratory per week. Prerequisite: Chemistry 221.*

2 units

295 - Directed Research 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**

305 - Physical Chemistry II

An introduction to quantum mechanics, atomic and molecular structure, spectroscopy, statistical thermodynamics, kinetic molecular theory, and chemical applications of group theory. *Prerequisites: Chemistry 130 or 150, Calculus 2, and Physics 120 or 125; or permission of instructor. Mathematics 212 and 214 are strongly recommended.*

305L - Spectroscopy and Structure Laboratory

Atomic and molecular spectroscopy and modern techniques in physical chemistry. *One three-hour laboratory per week. Co-requisite: Chemistry 305.*

1 unit

CORE REQUIREMENT MET: **LAB-SCI**

330 - Biocatalysis and Biotechnology

Emerging concepts in chemistry applied to biological systems are examined with an emphasis

on industrial applications.

2 units

332 - Instrumental Analysis

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

332L - Instrumental Chemistry Laboratory

Instrumental Techniques. *One three-hour laboratory per week. Prerequisites: Chemistry 300 and 332 (concurrently).*

1 unit

CORE REQUIREMENT MET: **LAB-SCI**

340 - Inorganic Chemistry

Application of modern theories of physics and chemistry to the synthesis, bonding, and reactivity patterns of inorganic compounds. Special emphasis on the role of metal ions in biological systems. *Prerequisites: Chemistry 130 or 150, and 240; Chemistry 305 is recommended.*

340L - Inorganic Chemistry Laboratory

Inorganic synthesis and structure confirmation. *One three-hour laboratory per week. Prerequisites: Chemistry 340 (concurrently).*

1 unit

CORE REQUIREMENT MET: **LAB-SCI**

350 - Biochemistry

Biochemistry of macromolecules with an emphasis on protein structure and function. *Prerequisite: Chemistry 300 or permission of instructor.*

350L - Biochemistry Laboratory

Biochemistry. *One three-hour laboratory per week. Prerequisites: Chemistry 300 and 350 (concurrently).*

1 unit

CORE REQUIREMENT MET: **LAB-SCI**

355 - Introduction to Bioinformatics

The main focus of this course is utilizing biological and chemical databases for research. The course will investigate: (1) tools that are used to extract and analyze data on small molecule drugs and biological sequences from these databases (2) algorithms and scoring schemes

used in sequence alignment and homology searches, (3) the significance of this information in modern chemical and molecular biology, medicine, pharmaceutical development, protein engineering and drug design, genetics and molecular evolution. *Prerequisites: Chemistry 221 and Biology 130.*
2 units

360 - Physical Organic Chemistry

An introduction to the study of physical organic chemistry, with special emphasis on bioorganic chemistry, bio-macromolecular structure, and biological sequence analysis. *Prerequisite: Chemistry 300 or permission of instructor.*
2 units

370 - Organometallic Chemistry

A continuation of Chemistry 340, focusing on the interface between organic and inorganic chemistry. *Prerequisite: Chemistry 300, 340, or permission of instructor.*
2 units

380 - Organic Synthesis

An introduction to the study of organic synthesis. *Prerequisite: Chemistry 300 or permission of instructor.*
2 units

395 - Directed Research 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

Donald Deardorff

Carl F. Braun Professor, Chemistry; Advisory Committee, Kinesiology
B.S., Cal Poly San Luis Obispo; Ph.D., University of Arizona

Chris Craney

Professor, Chemistry; Advisory Committee, Biochemistry
B.S., University of Puget Sound; M.S., D.A., Washington State University

Phoebe Dea

Associate Dean of the College; Fletcher Jones Professor, Chemistry
B.S., UCLA; Ph.D., Caltech

Michael Hill

Professor, Chemistry
B.A., Macalester College; Ph.D., University of Minnesota

Linda Lasater

Associate Professor of the Practice of 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

Assistant 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

Dennis Mitchell

Adjunct Assistant Professor, Chemistry
B.S. U.C.L.A., Ph.D U.C.S.B.

Derek Ross

Adjunct Instructor in Chemistry

B.A. Occidental College

Melanie Yen

Adjunct Assistant Professor, Chemistry

B.S., University of North Carolina at Chapel Hill; 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:

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 Ggreek
- 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

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 and the Visual Arts

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

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

Michael Near

Professor, English and Comparative Literary Studies

B.A., M.A., Ph.D., UC Berkeley

Damian Stocking

Associate Professor, English and Comparative Literary Studies

B.A., UC Berkeley; M.A., Ph.D., UCLA

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.

The Cognitive Science Program includes courses in biology, linguistics, mathematics, philosophy, and psychology, as well as introductory and advanced courses in Cognitive Science. The Cognitive Science major has three parts: first, a basic course requirement which introduces the student to the field and its contributing subfields, and second, an emphasis requirement where students begin to focus on the aspect of cognitive science which interests them most. Finally, students complete a senior comprehensive project within their cognitive science emphasis.

Requirements

MAJOR: All cognitive science majors take the following eight fundamental courses: Cognitive Science 101: Introduction to Cognitive Science; Cognitive Science 242: Computational Approaches to Cognition; Philosophy 225: Formal Logic; Psychology 306: Cognitive Psychology; Cognitive Science 310: Research Methods in Cognitive Science; Cognitive Science 320: Cognitive Neuroscience; Cognitive Science 330: Linguistics for Cognitive Science, Linguistics 301: Introduction to Linguistic Structure or Linguistics 350: Psycholinguistics; and Cognitive Science 490: Senior Seminar.

By the spring semester of the junior year, the cognitive science major declares an emphasis in one of the tracks listed below, and then completes three courses in the Computation, Philosophy or Psychology emphasis or four courses in the Bioscience emphasis.

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

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

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

Psychology Emphasis: Three of the following courses: Psychology 200: Methods in Psychological Science; Psychology 201: Statistics in Psychological Science; Cognitive Science 230: Mind, Brain, and Behavior; Cognitive Science 301: Applied Cognitive Science and Education; Psychology 301: Learning; Psychology 302: Perception; Psychology 303: Psychophysiology; Psychology 322: Physiological Psychology.

WRITING REQUIREMENT: Students majoring in Cognitive Science will satisfy the final component of Occidental College's college-wide writing requirement by arranging (with the instructor) for a 300-level course counting towards the major (from Cognitive Science or a related field) to be designated as the student's writing course. A grade of B- or better must be attained in this course. The writing requirement must be satisfactorily completed by May of the student's junior year. Students who fail the requirement or who fail to meet the deadline will be required to take both a composition course in the senior year and demonstrate acceptable writing skills in the senior comprehensive in order to graduate. Students should familiarize themselves with the departmental requirement at the time of declaring the major. See the Writing Program and consult the department chair for additional information.

COMPREHENSIVE REQUIREMENT: In the senior year the student carries out a project or writes a thesis on a topic in Cognitive Science related to the chosen emphasis. The project or thesis is coordinated with the work of the Cognitive Science Senior Seminar. All majors take the Senior Seminar in the fall semester of the senior year.

MINOR: A minor in Cognitive Science consists of Cog Sci 101, 242, 310, one of Cognitive Science 330: Linguistics for Cognitive Science, Linguistics 301: Introduction to Linguistic Structure or Linguistics 350: Psycholinguistics; and two other courses in cognitive science or from the list of courses included in the four emphases.

HONORS: Honors in Cognitive Science may be awarded to graduating seniors who demonstrate excellence in their course work and distinction in their senior comprehensive project. To be eligible, students must have a 3.5 grade point average in the major and a 3.25 overall grade point average. In addition, the comprehensive project or thesis must be judged as a "pass with distinction." See the Honors Program and consult the program chair for further details.

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

The course will examine questions from cognitive science at the levels of the mind, the brain, and behavior. By bringing together these different perspectives, the course will explore how the nervous system can give rise to the diversity of human cognition and behavior, both normal and abnormal. We also will apply these perspectives to inform relevant issues in today's world such as medications for cognitive enhancement, neuroimaging for lie detection, and the use of cell phones while driving.

CORE REQUIREMENT MET: **MATH/SCI**

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**

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

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

Prerequisite: Cognitive Science 101

CORE REQUIREMENT MET: **INTERCULTURAL ? MATH/SCI**

320 - Cognitive Neuroscience

This course is an introduction to the biology and physiology of the nervous system from the perspective of cognition. The material that the course covers will start with membrane biophysics and the production of electrical signals by nerve cells. Then studies of synapses, learning, memory, and plasticity of neural connections will be covered. Finally, the course will conclude examining models of simple nervous systems (non-human and computer-generated).

Prerequisite: Cognitive Science 101, Biology 130, or Psychology 322, or permission of the instructor. Familiarity with high school or college physics is beneficial. Co-requisite: Cognitive Science 320L

CORE REQUIREMENT MET: **LAB-SCI**

330 - Linguistics for Cognitive Science

Language and cognition are intimately related. For this reason Linguistics has had an extremely strong influence on Cognitive Science. This course studies language and linguistics in the context of Cognitive Science. We will address such questions as how are language and thought related? How is language represented in the brain? How do we process language? To what extent is the human capacity for language innate? Is there a language of thought? What are the best ways to model language acquisition and language processing? We will cover some topics in traditional linguistics, and we will look at current research on connectionist and traditional artificial intelligence approaches to modeling language. Reading will include work by Chomsky, Pinker, McClelland, Rumelhart, Fodor and Elman. *Prerequisite: Cognitive Science 101 or 242.*

CORE REQUIREMENT MET: **MATH/SCI**

343 - 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

The seminar will cover special topics in cognitive science. Senior cognitive science majors will integrate their senior thesis/project into the work of the seminar. *Prerequisite: Cognitive Science 101, senior standing in Cognitive Science; or permission of instructor*

Faculty

Regular Faculty

Andrew Shtulman

Associate Professor, Psychology; Advisory Committee, Cognitive Science
B.A., Princeton University; Ph.D., Harvard University

Carmel Levitan

Assistant Professor, Cognitive Science
B.A., Stanford University; Ph.D., UC Berkeley

Diana Linden

Professor, Cognitive Science
A.B., M.A., Ph.D., UCLA

Dylan Sabo

Adjunct Assistant Professor
Ph.D. University of North Carolina

Advisory Committee

Carolyn Brighthouse

Associate Professor, Philosophy; Advisory Committee, Cognitive Science
B.A., University of Liverpool; M.A., Ph.D., USC

Alan Knoerr

Associate Professor, Mathematics; Advisory Committee, Cognitive Science
B.A., Oberlin College; Sc.M., Ph.D., Brown University

Bruno Louchouart

Director of the Keck Language and Culture Studio, Adjunct Associate Professor, Music and Cognitive Science
B.S., M.Sc., Université Pierre et Marie Curie; M.A., Ph.D., UCLA

Michael Shelton

Associate Professor, Spanish and French Studies; Advisory Committee, 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

Saul Traiger

Professor of Philosophy; Professor of Cognitive Science
B.A., State University of New York, Binghamton M.A., Ph.D., University of Pittsburgh

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)
- 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)

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

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: **PARTIAL 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

Adjunct Assistant Professor, Mathematics

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 (CPUSD)

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.

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.

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

1 - CALIFORNIA ENVIRONMENTAL SEMESTER.

16 units: counts as four courses (CSP, Biology 106, Economics 101, and Geology 105). Satisfies fall CSP requirement and Core Lab and Non-lab Science requirements.

Join a group of first-year students and three faculty learning about natural science, economics, and the environment of California. The spectacular California landscape will be our laboratory as we investigate the geology, biology and economics of our environment through data collection, laboratory and computer analysis, critical thinking and writing, and classroom learning. Multi-day field trips during the school week introduce you to your fellow CES classmates while hiking and camping in State and National Parks throughout California. All of your coursework in Fall semester will be taken with your CES peers.

The California Environmental Semester is a great way to begin your college career. In addition to satisfying three Core requirements, its classes may count toward seven different programs of study: Biology, Economics, Environmental Science, Geology, Politics, Diplomacy and World Affairs (DWA), and Urban and Environmental Policy (UEP). Beyond these programs, CES students excel in a wide variety of majors and college activities from the theater stage to the playing fields to student government.

10 - SUNSHINE AND NOIR: LOS ANGELES CULTURAL STUDIES.

This course will consider how Los Angeles has been represented in a cross section of 20th century literature, film, music and popular culture. We will examine contradictory visions of the metropolis as a land of promise and peril where issues of space, race, and class intersect to create an urban culture in which conflict and cooperation exist in productive tension. Primary texts in the various media will be supplemented and contextualized by secondary readings in social history and cultural theory. Cultural events in greater Los Angeles may be incorporated if appropriate opportunities come up.

11 - THE HERO VS DEATH AND GOD.

This course will examine the peculiar aspirations and struggles of the ancient hero--not (to quote the 90's film classic, *Swingers*) the modern "PG-13 hero, the one everyone really hopes is going to make it happen," but rather the "R-Rated" ancient hero, "the one you're not so sure you like yet." We shall begin the course with the four thousand year old story of Gilgamesh, the troubled and troubling hero-king of the Ancient Near East; we shall then attempt to interpret anew the meaning of three of the most famous Greek and Roman epic heroes (Achilles, Odysseus, and Aeneas); and finally, we shall conclude the class with an examination of the heroes of the Mahabharata, the great religious epic of ancient India. Too energetic, too angry and far too proud to shrink back from a challenge, these difficult figures made a habit of exposing themselves not only to the mortal dangers of advancing enemy hordes, but, more meaningfully, to all those maddening contradictions our human existence seems to entail for us: the "higher" powers that even against our wills determine us, the sad mortality that against all our longing ends us. Scorning the safety of the familiar and the everyday, the heroes of ancient epic pushed themselves relentlessly to act and to think to the very limit of things. Availing ourselves of any number of modern philosophic theories (deconstruction,

phenomenology, existentialism and the like), we shall endeavor in this class to think that exasperating limit in intimate company with them.

This class will occasionally meet with Professor Freas's CSP16.

12 - DESERT OR GARDEN.

Does our world appear to us like an abundant garden--or is it a stony, unforgiving desert? This seminar will explore the opposed images of desert and garden, of barrenness and fruitfulness that pervade Western history. Beginning with a close reading of *Genesis* and the story of human expulsion from the Garden of Eden, we will first examine these images in a number of literary and artistic appearances (including T. S. Eliot's famous diagnosis of the "modern" condition as an unredeemed "waste land"). In the second phase of the course we will consider their specific effects, for better and for worse, on the development of an iconic U.S. institution: the city of Los Angeles.

13 - AN IMAGINED HOLLYWOOD: THE REAL AND THE REPRESENTED IN HOLLYWOOD'S TEXTUAL HISTORY

This seminar will explore the myth, idea, culture, and history of Hollywood through careful readings of both historical and literary texts. The objective of this course is to consider which kinds of texts offer us the most "authentic" representation of Hollywood. What is real Hollywood? And what is just imagined? In a place like Hollywood, where entire lives, landscapes, and narratives are manufactured for film, can we attempt to untangle the essential Hollywood -- the real Hollywood -- from its textual representations? As we move through these topics, we will also be exploring the various skills necessary for writing critical and analytical essays, including crafting a thesis statement, the difference between summary and analysis, and integrating textual evidence.

14 - 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 1910 to 1968, this interdisciplinary course will examine a tumultuous half-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 is the avant-garde? From Woolf to Kerouac, Kandinsky to Warhol, and Stravinsky to Sgt. Pepper, this course will examine what it means to create modern works for a modern world.

15 - ENVIRONMENT AND POWER IN CALIFORNIA HISTORY.

This interdisciplinary seminar examines the intellectual, social and political history of the California environment with a particular focus on the ways in which different cultural and ethnic groups have perceived, used, managed, and conserved it over the past 250 years. The course will introduce students to essential concepts, concerns and methods in environmental history, at large, while engaging topics specific to California history including the Spanish frontier, the Gold Rush, forestry, the hydraulic empire, wilderness parks, industrialization, urbanization, and environmental justice. Los Angeles as a field of study will occupy a significant place in our exploration.

16 - VIOLENT FEMMES: CLYTEMNESTRA AND MEDEA IN GREEK MYTHOLOGY.

This course explores the literary depiction of two exceptional women in myth: Clytemnestra and Medea. Clytemnestra is an adulteress who murders her husband, King Agamemnon,

upon his victorious return from the Trojan War. Medea, after being spurned by her husband who remarries a young princess, kills the bride, her father the king, and her own two children in order to punish her husband. The course title points to the subversive qualities possessed by these two figures: neither woman should use violence to acquire power, but they do and so confound historical expectations for their gender. In this course we will consider what can be learned about women (and men) from these presentations of Clytemnestra and Medea and think deeply about what has made them so fascinating and horrifying for over two thousand years.

This class will occasionally meet with Professor Stocking's CSP11.

17 - 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, Mexico has adopted important changes in its criminal trial procedures, and Brazil has challenged its long-standing complacency about the integration of its African-heritage population by implementing an interesting blend of affirmative action policies. Largely relying on novels, short stories, essays and films, "Human Rights in Latin America in Literature and Film" will explore human rights-related problems and progress in Latin America over the last 60 years.

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

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

19 - 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 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).

2 - REVOLUTIONS: AFRICA AND BEYOND.

Tunisia, Egypt and Libya in 2011, South Africa 1993, Algeria 1962. These are some of the

revolutions that captured international attention and dramatically changed the social and political landscape of Africa. The revolutionary thinking of Marx, Lenin, Gandhi, Mao, Ho Chi Minh, Fanon and Biko and others, formed the basis of mass mobilization against oppressive regimes. Furthermore, African political thought and praxis inspired civil rights movements and anti-colonial struggles throughout the world. Beyond exploring these revolutions, the class will introduce students to Africa and African diaspora cultures in Los Angeles through activities and excursions that will encompass the visual and dramatic arts, music, culinary experiences, lectures and tours.

“Revolutions” comprises one half of the entire fall semester course load (8 units), and students taking it should plan their remaining courses carefully. It is particularly recommended for students interested in History and/or Diplomacy and World Affairs, or for those going on in the social sciences and humanities generally.

20 - IN SEARCH OF AFRICANISMS IN THE MUSICS OF THE WESTERN HEMISPHERE.

This course surveys African musical elements as they exist in North, South and Central America as well as in the Caribbean Islands. Through readings, lectures, videos and sound recordings, we will trace the historical origins of some traditional aspects found in Africa and relate them to the development of many musical genres found in the Western Hemisphere.

21 - 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.

22 - WRITERS AND READERS.

Why do we write, if not to communicate with a reader? Readers can be anyone: yourself, someone you know, someone you hope to meet, or a whole group of people whose expectations you must imagine, and whose responses you may never see. In this course, we'll explore expectations of writers and readers in academic contexts, persuasive personal writing, professional writing, journalism, and creative writing. We'll experiment with a variety of essay styles and writing development tools to translate writer-centered work into reader-centered work, with an emphasis on reader feedback, revision, and reflection. The class workshops will help you find your voice as a writer; improve your understanding of professors' and other readers' expectations for writing; boost your confidence in your own abilities as a reader, writer, and scholar; and help you design your own path to mastery of effective writing. This course is for all students who want to master a broad range of writing styles and situations, and it is of particular benefit to students who prepared for college outside the US.

23 - LA TRANSITIONS: RACE, SPACE, AND PLACE IN THE CITY OF ANGELS.

Complex and contradictory, Los Angeles defies simple understandings. Through the lens of neighborhood transitions this course will examine the economic, political, and social forces that shape this city. Relying upon insights from a variety of disciplinary perspectives including

critical theory, ethnic studies, geography, history, political science, sociology and urban planning we will examine how LA's neighborhoods have been created, contested, and recreated over the course of the 20th and 21st centuries. Our texts will include maps, photography, literature, film, music, and others. This course will be supplemented by community-based learning exercises that may include field trips and off-campus assignments.

24 - 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.

25 - PRODUCTION, CONSUMPTION AND WASTE.

During this seminar, we will study capitalism not only as an economic system, but also as an ethos (or way of being). We will begin by examining a number of accounts of the emergence and functioning of the mechanisms of capitalist production and consumption. This will lead us to an exploration of the ways in which this transforms individuals, societies, and cultures. In particular, we will focus on the way in which waste and idleness are experienced as problems and then addressed. Students will be asked to consider how different configurations of these mechanisms and practices can together create conditions of existence for us. In the latter part of the seminar, students will be asked to identify the limits created by these conditions and to explore through research possible alternative modes of living and working.

26 - 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.

27 - GREEK TRAGEDIES AND MODERN AUDIENCES.

Since the sixth century b.c.e., playwrights and audiences have returned over and over to the stories and characters, the dramatic structures and devices, and the complex layering of ideas

first presented in the Theater of Dionysos. We will investigate the myths and the dramaturgy of Aeschylus' Agamemnon, Sophocles' Elektra, and Euripides' Orestes in contemporary translation as well as a number of reinventions, appropriations, and adaptations of these plays for audiences of today. What in our own cultural and political moment leads playwrights such as Charles Mee, Sarah Ruhl, Ruth Margraff, Steven Berkoff, Luis Alfaro, and Caridad Svich back to the ancient Greeks and their tragic themes? And what in those themes continues so powerfully to draw audiences more than 2500 years later? Students in this seminar will attend at least one performance of a modern adaptation of Greek tragedy.

28 - RESIST AND EXIST: MODERN LITERATURES OF RESISTANCE IN THE U.S. AND MIDDLE EAST

When the Martinican psychiatrist Frantz Fanon suggested in *The Wretched of the Earth* (1961) that "decolonization is truly the creation of new men," what did he mean? Who was the "new man"? the "new woman"? What happened and happens in the process of global decolonization? We will examine the representation of the emerging "new man" in novels and short stories by Native American, African American, Chicano/a, and Asian American writers as well as in works from Palestine, Egypt, and Iran. We will begin in the mid-twentieth century and work through the present day to understand how literatures of resistance have offered challenges and critiques to Fanon's concept of the "new man" while expanding upon and complicating his idea.

3 - TRANSAMERICA: IDENTITY, MOBILITY, AND AMERICAN EXCEPTIONALISM.

This course will examine "American Exceptionalism" through twentieth-century portrayals of travel, migration, and wanderlust. After historian Frederick Jackson Turner declared the U.S. frontier "closed" in 1893, cultural representations of mobility became a unique marker of racial, class, and sexual identity. We will examine a range of texts, from 1930s blues songs' affective expressions about African American "Great Migration" to constructions of 1950s white hipster masculinity in Beat writings to the emergent genre of the transgender road movie. Because Hollywood film was historically the U.S.'s first major international export, this class will focus in particular on cinematic representations, both foreign and domestic, of how traveling identities support or interrogate American nationalisms. Materials will include fiction and memoir by Jack Kerouac and Marilynne Robinson; critical theory addressing topics from the "vanishing" of Native Americans to the travels of transnational Barbie; music from Memphis Minnie to Led Zeppelin; and movies such as *Badlands*, *Thelma and Louise*, *My Own Private Idaho*, *Brokeback Mountain*, and *Transamerica*.

4 - REPRESENTING LA: IMAGINED SPACES AND LIVING PLACES.

As a major U.S. city that grew in importance during a time of increasing globalization, Los Angeles occupies a unique position within the cultural imagination. This course will explore how the unique geographical and cultural space of Los Angeles has contributed to ways in which the city has been imagined and represented in literature and film. In our explorations, we will consider how L.A.'s roots, migrating populations, shifting community boundaries, and multiple forms of power shape imaginings and lived realities of the city. How do various representations reflect – and diverge from – living communities within Los Angeles? How are the city and its communities shaped by national and global forces? How has Los Angeles as a destination city for migrants shaped the ways it is imagined? How do we reconcile the dueling representations of L.A. as both utopia and dystopia? Over the course of the semester, we will

examine a broad range of film and literature that will guide our discussion of these and other questions, interrogating what it means to live in the city of Los Angeles.

5 - 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.

6 - QUEER 2.0: LGBT RIGHTS IN THE INTERNET ERA.

This course is about the past, present and future of the fight for equal citizenship for lesbian, gay, bisexual and transgender Americans, commonly known as the "gay rights movement." A central concept is that gender, race, sex and sexual orientation (among other aspects of one's identity) are social constructions. We analyze the historical time period from the Internet's birth (1950s) to present day. We examine the historical, cultural, religious, legal and societal significance of marriage as a lens to view the myriad ways that civil rights and fundamental freedoms are mediated by identity. Texts include academic articles, court cases, legal briefs, popular media, fiction, blogs, videos, tweets and images. We use Web 2.0 tools (Blogger, Twitter, Tumblr and Facebook) to facilitate students' development as both consumers and producers of intellectual, academic material. The ability of students to produce and critique online content is a learning outcome of this class. No previous knowledge of any particular internet tool is required. Technological support is provided.

7 - MUSIC AND MIGRATION.

In recent years scholars of human migration have begun to see music as a rich source of information about migrant communities and cultures. Because migrant communities do not always have access to other forms of communicative media, music can sometimes offer a unique glimpse into the worldviews and immigration histories of those who have voluntarily and involuntarily left their lands of origin. Why do people migrate and how can music help us to understand the varied circumstances that have historically impelled migration? How does music inform migrant's attitudes about their communities of origin and about their host societies, and articulate the new social locations and economic possibilities that emerge post-migration? How are contemporary patterns of global migration different from early migrations and how can music help us to understand those differences? In this course we will approach music as a lens through which to understand the complex socio-economic circumstances, motivations, and life trajectories of diverse migrant communities.

8 - SCIENCE AND YOU.

Who should you believe: the sculpted Adonis who attributes his heavenly body solely to Product A, or your middle-aged doctor as he looks over horn-rimmed glasses and preaches to you his mantra of fruits and vegetables? This course will explore how science is portrayed to the public, with the aim of deconstructing issues to objectively evaluate the merits of the

arguments. The first part of the course will explore in great depth the perpetual, self-corrective process of the scientific method to demonstrate the necessity of research and contradictory viewpoints. The focus will then shift towards topics that include, among others, health/fitness, biotech, and the environment.

Be prepared:

- . This course includes a rigorous writing component, requires intensive group work both within the classroom (e.g., presentations) and beyond (e.g., community engagement), and emphasizes development of oral presentation skills.
- . Students enrolling in this course must have a solid background in high school chemistry and biology.

9 - THE ARTIST'S LIFE.

Many students know the typical novel focuses on a single character's life journey—what literary scholars call the “bildungsroman.” In this class we will examine an understudied subgenre—the *künstlerroman* or “life of the artist.” We will consider key features of this narrative form and how it alters across literary, film, visual art and musical genres. By framing fugitive slave narratives as “escape artists”; by exploring visual artists like Jean-Michel Basquiat and Kara Walker; by watching *Black Swan* starring Natalie Portman and Spike Lee's *Bamboozled*; and by listening to hip-hop like Kanye West's solo albums, we will understand the complexity of taking up the artist's journey in the modern world and how this path becomes a metaphor for past and present social struggles.

Cultural Studies Program Spring "Global Issues" Research Seminars

CSP 50 and 51 are designated CSP “Lab” courses, team-taught experimental seminars designed to engage their students critically and actively in synthesizing knowledge and ideas about an important topic. In these classes you'll work closely with faculty from more than one academic field, developing new, cross-disciplinary perspectives; you'll engage in intensive reading, writing, and discussion; you'll learn to think and work collaboratively, as a member of a diverse intellectual community.

50 - FROM THE TEN COMMANDMENTS TO THE DEATH OF GOD

This interdisciplinary study of European culture will examine and analyze material from literature, philosophy, science, medicine, religion, the arts, and political theory. We will consider, in their historical context, such figures as the authors of the Hebrew Bible, Homer, Sappho, Hippocrates, Sophocles, Thucydides, Socrates, Plato, Aristotle, Cicero, the authors of The New Testament, St. Augustine, figures in medieval Islamic science and medicine, Machiavelli, Luther, Calvin, Copernicus, Kepler, Queen Elizabeth, Galileo, Descartes, Locke, Newton, Defoe, Voltaire, Rousseau, Mozart, Wollstonecraft, Napoleon, Charlotte Corday (bathtub murderess of the French Revolutionary leader Marat), Mary Shelley (author of the original Frankenstein), Balzac, Marx, Darwin, Florence Nightingale, Nietzsche (and his claim that “God is dead”) Freud, Woolf, Sartre, de Beauvoir, and Gandhi.

This is an 8-unit colloquium and seminar course. Students enrolled in this colloquium will not only get credit for the first year spring seminar requirement, but also will meet the Core Program's Cultural Studies Distribution requirement for Regional Studies/Europe.

51 - 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.

52 - THE RUSSIAN EXPERIENCE.

The Russian Experience focuses on the enigma and riddle known as "Rus", "Russia", "The Russian Empire", "The Soviet Union" and "The Russian Federation". This strange land has been a combination of great extremes: West and East, blinding poverty and dazzling wealth, great talent and shocking brutality. The course focuses on the period of Russia's explosion onto the world stage both politically and artistically, beginning with the reign of Alexander I, the Napoleonic Wars and the Decembrist Revolt, and following the development of Russian society and the Russian/Soviet State through the 19th and 20th Centuries, up to the current post-Soviet Russian Federation. There will be equal emphasis on internal politics, the arts, and international relations.

53 - CAPITAL PUNISHMENT AND THE KILLING STATE

Why does the United States continue to use the death penalty when nearly every other industrialized Western nation in the world has abolished its use? What explains the persistence of America's contentious commitment to capital punishment? When the state kills, who wins? These questions will guide our exploration of the death penalty's past, present and future. Using various historical, legal and social perspectives, we will examine the shifting rationales and nature of contemporary death penalty debates; cross-national public opinion; racial disparities and the historical legacy of lynching in America; the social and personal impacts of executions; and contemporary problems with the death penalty's current application (e.g., wrongful convictions, sentencing disparities).

54 - MAGICAL REALISM AND THE FANTASTIC IN LATIN AMERICA.

How do Latin American writers approach the question of the supernatural? What makes a work "magical realist"? Why are Argentinean writers Jorge Luis Borges, Julio Cortázar, and the Uruguayan writer Cristina Peri Rossi considered practitioners of the fantastic short story, whereas Alejo Carpentier (Cuba), Gabriel García Márquez (Colombia), and Isabel Allende (Chile) are called magical realist? Is there a regional (Caribbean and MesoAmerican) aspect to magical realism? Is there an urban aspect to the fantastic? How are irony and humor used by the fantastic and magical realist writer? This course will be attentive to how the use of Western and non-Western myth, popular folklore and Latin American popular Catholicism,

European surrealism and genealogical family novels shape magical realism, as well as to how the narration of a single, disturbing or fearful event tends to characterize the fantastic, but we will also discover to what extent "magical realism" is a very difficult category to pin down.

55 - THROUGH THE LOOKING GLASS: PERSPECTIVES AND REFLECTIONS ON CHILDHOOD.

Using a variety of methods, including historical, literary, and psychological, this co-taught course will investigate the multiplicity of ways in which childhood has been and is conceived from the 18th century to the present. The course will explore questions such as "what is the role of innocence in defining childhood" and "what is the role of imagination, truth, and fantasy in childhood development"? Students will conduct research regarding how digital technology shapes the early literacy of children by writing their own digital children's story and assessing how actual children in the Childhood Development Center respond to digital texts.

56 - DOCUMENTARY DISCOURSE.

"Documentary Discourse" provides students with writing instruction situated in documentary film. For better or worse, documentary has become one of the main ways we access "truth" today. We will write about a variety of non-fiction films, treating them as examples of visual argument. Along the way we will analyze particular sub-genres within documentary history, scrutinizing the truth-telling techniques of the directors. Students will come away from this class understanding what makes for effective arguments, both in their own writing and in documentary film. Effective composition will result from an awareness of the importance of audience, voice, context, and argument.

57 - RENAISSANCE INDIVIDUALS.

Experience the European Renaissance of the 14th through 17th centuries-- an age of classical revival, religious reform, and global exploration. A book of almost 100 concise biographies—Renaissance People: Lives that Shaped the Modern World—introduces students to the daily lives of a diversity of men and women and the controversies their lives provoked. 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. Together students will share the evidence upon which scholars re-interpret the past to meet concerns of our present world.

58 - REIMAGINING THE "ART OF THE WEST" AT THE AUTRY: CURATION AS CULTURAL PRACTICE.

In the summer of 2013, the Autry will open a new set of galleries that joins works of art from the collections of the Autry and Southwest Museums. The newly renovated galleries will offer a dramatically different account of the "Art of the West" than has been offered since the museum opened in 1988. The new gallery structure will integrate works by Native American, Euro-American, Hispanic and other artists within spaces previously given over to paintings,

sculptures, and objects of material cultured by European American artists. Students in this seminar will be asked to focus on and learn about both the history of the Museum's engagement with, and promotion of, an "Art of the West." At the same time they will consider the transformation of the historical and curatorial goals of the museum by focusing on the re-invention and re-narration of the Museum's art collection underway in 2013. Our seminar group will also have the opportunity to collaborate with an Autry Museum Curator throughout the semester.

59 - ENERGY, SUSTAINABILITY, AND THE PLANET.

This broad-ranging course will explore the science impacting the use of energy in our society as well as the sustainability of this practice on the planet. Case studies from both the developing and developed world will be the focus. This discussion-focused, writing-intensive course employs a scientific framework in considering four themes (1) fossil fuel energy sources and their use, (2) renewable sources, (3) consequences of energy consumption in our global society and (4) implications for sustainable development on the planet. In addition to a final paper, each student will also develop a 15-minute oral presentation on a scientific question related to one of the four key themes noted above. Students enrolling in this course should have completed at least one course at the high school level in biology, chemistry, and physics.

60 - THE ARTIST'S LIFE.

Many students know the typical novel focuses on a single character's life journey—what literary scholars call the "bildungsroman." In this class we will examine an understudied subgenre—the *künstlerroman* or "life of the artist." We will consider key features of this narrative form and how it alters across literary, film, visual art and musical genres. By framing fugitive slave narratives as "escape artists"; by exploring visual artists like Jean-Michel Basquiat and Kara Walker; by watching *Black Swan* starring Natalie Portman and Spike Lee's *Bamboozled*; and by listening to hip-hop like Kanye West's solo albums, we will understand the complexity of taking up the artist's journey in the modern world and how this path becomes a metaphor for past and present social struggles.

61 - SUNSHINE AND NOIR: LOS ANGELES CULTURAL STUDIES

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.

62 - REIMAGINING FAMILY.

We will explore the alternative family structures depicted in contemporary British and U S novels. Among the novels we will read are: Angela Carter, *The Magic Toyshop*; Don DeLillo, *Mao II*; Louise Erdrich, *Tracks*; Nick Hornby, *How To Be Good*; Jamaica Kincaid, *Annie John*; Maxine Hong Kingston, *The Woman Warrior*, and Anne Tyler, *Saint Maybe*; and Alice Walker, *The Color Purple*.

63 - THE BERLIN WALL AND ITS FALL IN 1989. POLITICAL AND CULTURAL TRANSFORMATIONS OF A METROPOLIS.

Berlin has been a focal point of German, European, and indeed world politics for more than a century. The course will focus 1) on the post WWII years, when Berlin became a divided city, a fault line in the Cold War, and the wall was a symbol of the irreconcilable differences between East and West, known throughout the world, 2) its unpredicted fall thanks to a powerful grass roots civil rights movement whose motives and expectations will be analyzed, and 3) the aftermath of the re-unification with its consequences, problems, and achievements throughout Germany. The goal is to compare rhetoric and reality of the Cold War, the achievements and shortcomings of the GDR civil rights movement, the expectations of East and West (after unification), the politics of memory, the role of various urban communities, and the changing character of the city. A major component of the course will be the collaboration with the Wendemuseum in Culver City which houses tens of thousands of documents and other items around the wall, its fall, the Wende or "turning point," and everything relating to the GDR world. We will also work closely together with the Villa Aurora – a German cultural institution in Pacific Palisades - which invites young writers, film makers, and artists many of whom come from Berlin.

64 - 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.

65 - 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.

66 - IGNITING SOCIAL CHANGE.

Because law is deeply entwined in our political, economic, and social worlds, the pursuit of social change invariably intersects with law. This course seeks to engage students who wish to understand how law can be harnessed for social change. We will consider the ways in which the adversarial dynamics of our legal system influence policy choices between means and ends, the role of lawyers as social change agents, and the nature of legal conflict in defining racial, ethnic, gender and economic hierarchies. We will use interdisciplinary readings, films, experiential learning, and case studies. Students will work closely with faculty and peers to plan and facilitate class sessions. Students will also be required to attend events outside of the course meeting times.

67 - 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.

68 - PERFORMING PERFORMANCE.

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.

69 - 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.

70 - 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.

71 - WRITERS AND READERS.

Why do we write, if not to communicate with a reader? Readers can be anyone: yourself, someone you know, someone you hope to meet, or a whole group of people whose expectations you must imagine, and whose responses you may never see. In this course, we'll

explore expectations of writers and readers in academic contexts (standardized tests, classwork, disciplinary scholarship), personal writing (personal statements, cover letters, statements of purpose), professional writing (memos, proposals, reports), journalism (stories, reviews, commentary), and creative writing (blogs, fiction, non-fiction, genre fiction, poetry). We'll experiment with a variety of essay styles and writing development tools to translate writer-centered work into reader-centered work, with an emphasis on reader feedback, revision, and reflection. Whether you were an excellent writer in high school, a writer who hated the formulas of high school essays who wants to reclaim your connection to your writing, or a writer whose exposure to conventions of academic writing was limited in high school, this workshop-focused course can help you find your voice as a writer; improve your understanding of professors' and other readers' expectations for writing; boost your confidence in your own abilities as a reader, writer, and scholar; and help you design your own path to mastery of effective writing. This course is for all students who want to master a broad range of writing styles and situations, and it is of particular benefit to students who prepared for college outside the US.

72 - JUSTICE PERFORMED: THE FEEDBACK LOOP BETWEEN LAW AND PERFORMANCE

This course addresses the fluid boundary between law and performance. We will think through how performances of law influence legal practice and vice versa. We will also interrogate how theater provides an alternative site for the performance of justice – one that may satisfy needs that go unmet in state and federal courts. To do this we will not only attend an actual trial at a Los Angeles courthouse, but we will also study past trials and their dramatizations, such as the Scopes trial and *Inherit the Wind*, the McCarthy hearings and *The Crucible*, the trials of Oscar Wilde and *Gross Indecency*, and the 2010 federal legal battle against California's Proposition 8 and Dustin Lance Black's play *8* -- to name a few. We will put these plays and trial transcripts into conversation with contemporary theater, performance and legal criticism, while also thinking about how our own needs and impressions of justice have been, or can be, staged in and through performance.

Other Cultral Studies Program 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 in consultation with the Center for Community Based Learning and faculty teaching courses focusing on Los Angeles. 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

Faculty

Regular Faculty

John Swift

Associate Dean for Curriculum and Student Issues; English and Comparative Literary Studies; Core Program; Advisory Committee, Urban and Environmental Policy
B.A., Middlebury College M.A., Ph.D., University of Virginia

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, based on the student's own particular approach to the major as defined in the student's major declaration. Of the ten courses, at least five must be offered by the CTSJ Department, including at least one 4-unit course at the 100 level, one at the 200 level, two at the 300 level, and the Senior Seminar (CTSJ 490). At least four of the units must be in experiential learning.

ACCEPTABLE COURSES FROM OTHER DEPARTMENTS: The department regularly accepts for CTSJ credit courses from other departments. Decisions (about which courses to accept) are made on an individual basis in consultation with the student's advisor, and/or the department chair.

MAJOR WITH TOPICAL EMPHASIS: A student may choose to major in Critical Theory - Social Justice with an emphasis in one of three areas: Critical Race Studies, Postcolonial Theory, and Feminist and Queer Studies. Choosing one of those emphases is not required, but upon declaring the CTSJ major, each student is required to submit a major declaration that outlines what the student defines as the student's goals for completing the major.

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

MINOR: The minor in Critical Theory - Social Justice requires five courses (20 units), including at least one course offered by the CTSJ Department at the 100 level, one at the 200 level, and one at the 300 level.

WRITING REQUIREMENT: Students majoring in Critical Theory - Social Justice satisfy the final component of Occidental College's college-wide writing requirement by submitting a portfolio by the eighth week of spring semester of the junior year. A portfolio consists of two essays, one a research paper (written for a 200-level CTSJ class) and one an analytical essay (written for a 300-level CTSJ class). At least one of the essays should relate to the comprehensive project that the student plans to complete during his or her senior year. A student whose portfolio is not accepted by the department will be required to take ENWR 401: Writing Across the Curriculum in the fall semester of the student's senior year. See the Writing program and the department chair for additional information.

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

SENIOR COMPREHENSIVE REQUIREMENT: In their senior year, students majoring in CTSJ are required to complete a comprehensive project concerning a topic of the student's own particular interest. Students produce drafts of their projects during CTSJ 490: Senior Seminar in the fall semester of their senior year. (A student graduating in December is encouraged to take 490 in his or her third-to-last semester, rather than in the last semester.) Each student is directed to consult with at least one CTSJ professor in addition to the professor teaching the

senior seminar. The final version of the comprehensive project is due the Friday before spring (or midterm) break of the student's final semester. A typical project culminates in a 20- to 25-page paper. The department is open to critical projects of comparable length that employ other media from students formally trained in those media. A comprehensive project earns the grade "Pass with Distinction" if the department faculty determine that it is of the quality publishable in the CTSJ Journal or another journal in the fields embraced by Critical Theory-Social Justice.

HONORS: A student with the minimum overall GPA set by the College for honors and a 3.70 GPA in the courses that count toward the student's major in CTSJ, may apply to enter the department's honors program. To apply for honors a student must choose a department faculty member who agrees to supervise the student's research, and the student must submit a 2- to 3-page prospectus, defining the student's research topic and outlining a plan for completion. To graduate with departmental honors, a student must enroll in CTSJ 499: Honors Thesis during the senior year. The student must also maintain the GPAs required for departmental honors and complete the Senior Comprehensive requirement (see above). An honors thesis earns the grade "pass with distinction" if the department faculty determine that it is of the quality publishable in the CTSJ Journal or another journal in the fields embraced by Critical Theory-Social Justice.

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. All CTSJ faculty will engage with students in this course.

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 US, 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 ECLS 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**

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: Voice, Memory, and Community Transformation

This course will employ community-based research strategies to engage students with questions of "voice;" dynamics of race, gender and class; and multiple perspectives that shape understandings of community transformation. Students in the course will work with community partners to develop and implement a research project. *Satisfies the experiential learning requirement*

CORE REQUIREMENT MET: **UNITED STATES**

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**

280 - Critical and Post-Colonial Theory in the Afro-Caribbean

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

CORE REQUIREMENT MET: **INTERCULTURAL**

285 - Foucault

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

Prerequisite: a 100-level CTSJ class

286 - Whiteness

This course seeks to engage the emergent body of scholarship designated to deconstruct whiteness. It will examine the construction of whiteness in the historic, legal, and economic contexts which have allowed it to function as an enabling condition for privilege and race-based prejudice. Particular attention will be paid to the role of religion and psychology in the construction of whiteness. Texts will include *Race Traitor, Critical White Studies, The Invention of the White Race, The Abolition of Whiteness, White Trash, and Even the Rat was White.* *Prerequisite: a 100-level CTSJ class. Emphasis topic: Critical Race Theory.*

CORE REQUIREMENT MET: **UNITED STATES**

295 - Topics in Critical Theory-Social Justice

This seminar will engage important topics and issues in Critical Theory ? Social Justice. All CTSJ faculty will participate in order to facilitate an interdisciplinary engagement with complexities and nuances of these topics. Students from other CTSJ courses will be invited to participate in the construction of discourse around the topics. Topics might include Whiteness, Theory-Practice (Critical Theory - Social Justice), and Representation-Embodiment.

Prerequisite: a 100-level CTSJ course or permission of instructor.

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**

Property: Public and Private. From Defoe's "kept" woman, to Austen's marriage market; Melville's slave vessel, to Gaskell's factory floor, and finally to Woolf's manor house, "Property: Public and Private," examines the way in which novels depict owned things and scenes of work. Through the depictions that constitute this thematic thread however, these novels also provoke interrogation of the concept "property." Can people be bought and sold? Are families units of labor? Whose economic and emotional conditions interest our novelists and how do these authorial choices guide our readings?

CORE REQUIREMENT MET: **EUROPE**

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 conjuncture, 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 conjuncture, 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**

333 - The Queer Novel

This course addresses literary questions of queerness, canonization, and nation in the context of the United States' twentieth century discourses about homosexuality. To reframe Eve Sedgwick's famous question about queer literature, the course asks, has the twentieth-century U. S. produced a gay Socrates, Shakespeare, or Proust? While acknowledging that poetry, drama, film, memoir, "zines," television, and the Internet have increasingly provided more salient outlets for queer content, this course traces the nationalist ideology of "the Great American Novel" through queer negotiations with the genre. *Prerequisite: Sophomore standing or higher. Emphasis topic: Feminist and Queer studies*

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

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 of Los Angeles

This seminar is designed to uncover genealogies of sexuality in Los Angeles and Southern California by examining diverse archives and cultural sites. We will study histories of gays and lesbians in the film industry; connections and conflicts around local bar scenes; leftist homophile organizing and the mainstreaming of homosexual identities; the economic and social worlds of queer sex workers; and sociologies of queer demographics and architectures. Students will be encouraged to conduct primary research in archives and engage in community organizing around the city while honing skills in their chosen critical methodologies. *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**

355 - Boundaries and Borderlands

This course employs postcolonial theory to consider transformations of religions and cultures that occur when physical, experiential, geographic, and intellectual borders are crossed and blurred. How are cultures and "differences" named? From what locations? We consider cultural hybridities, re-mapped borders of culture and difference, postcoloniality, transnational migrations, and other postmodern conditions as sources for reconceiving identities, relationships between religions and cultures, and social transformations. *Prerequisite: a 200-level CTSJ class. Emphasis topic: Postcolonial theory.*

CORE REQUIREMENT MET: **INTERCULTURAL 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." *Prerequisite: a 200-level CTSJ class. 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.

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.*

395 - Cosmopolitanism & Identity: Kwami Anthony Appiah

This 2-unit seminar offers students the opportunity to engage the works of the 2011 graduation commencement speaker Kwame Anthony Appiah. The course will focus on Appiah's writing on the concepts of cosmopolitanism and identity, paying particular attention to how these developments challenge the mission of Occidental College. Several distinguished faculty from across Occidental's majors will join the CTSJ faculty in an interdisciplinary exploration of the ways in which collective identities such as race, gender, social class, and ethnicity constrain or enable freedom, individuality and a global awareness. Additionally, the course will consider the evolution of cosmopolitanism as it relates to multiculturalism, and interrogate the power of multiculturalism to ground an adequate ethic "in a world of strangers."

2 Units

CORE REQUIREMENT MET: **PARTIAL INTERCULTURAL**

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

On Special Appointment

Samuel Solomon

Adjunct Assistant Professor, Critical Theory & Social Justice

A.B. Brown University, Ph.D. U.S.C.

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:

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, two college semesters each of two languages.
4. One 300 level DWA course listed in the course catalog under "junior seminar" to meet the junior writing seminar requirement (note: not 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 three of these courses must be in DWA. By petition, department credit can be given for up to one course in international relations from a different Occidental academic department, the United Nations Program, or from study abroad.

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 course that is listed under "junior seminar." These junior writing 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 Fresh and Sophomores, Juniors and Seniors by instructor permission only

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.

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 & IR

This 2-credit seminar 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, the environment, human rights, and violent conflict. And it engages the tensions associated with theorizing gender and IR, given the fluidity and intersectionality of identity. In the spring, a 2-credit seminar will be offered that focuses more in-depth on the theme of gender and security.

2 units

232 - Gender & Security

This 2-credit seminar explores how taking gender seriously unsettles the traditional dominance in International Relations of state-centered and military-oriented approaches to security. The course will engage questions such as: What are the consequences of women's invisibility in security theory and practice? Who is being secured by security practices? What is the relationship between gender construction, militarism, and war? How is conflict gendered? What is the relevance of gender to conflict resolution, peace-building, and post-conflict justice?

2 units

233 - Development and Human Rights in South East Asia

The course will explore the tensions that have arisen in South East Asian countries between the promotion of economic development and the realization of human rights. Through case studies of Thailand, Malaysia, Singapore, and Indonesia, we will engage in critical thinking and debate, examining such topics as the legacy of colonialism in the region; state-civil society relations; the politics of religion and ethnicity; the construction of gender roles and identities; and the implications the tsunami disaster has had on both development and human rights in the region.

CORE REQUIREMENT MET: **CENTRAL, SOUTH, AND EAST ASIA**

234 - South African Politics

This course examines the political dynamics of apartheid and post-apartheid South Africa. Particular emphasis is placed on the development of black political opposition since the 1970s, including both militant action against the state, as well as inter-ethnic political action and violence.

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

235 - Nationalism and Ethnicity

This course will explore nationalism and ethnicity from both a theoretical and empirical perspective. Nationalist and ethnic discourses have always been central to political movements, rebellions and revolutions. The passions and commitment of individual members in these movements often leads to political ideologies and war tactics that are violent and which encompasses entire communities. The course will use examples from Southern Africa, South Asia and Eastern Europe.

237 - Cuba, 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.

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**

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 308

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**

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**

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**

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, Conflict and Cooperation in World Politics

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 - 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 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**

295 - Topics in Diplomacy and World Affairs

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

This course is an undergraduate survey of the topic of human security, exploring this emerging concept and the evolving corresponding norm of the "responsibility to protect," which demands that states protect their populations and re-frames humanitarian intervention as a responsibility of the international community to protect peoples when their governments fail to do so.

Throughout the course, we will explore a number of interrelated issues such as conflict and poverty, protecting populations in conflict and post-conflict situations, crimes against humanity, and rights-based development.

CORE REQUIREMENT MET: **INTERCULTURAL**

Introduction to International Law. This course will introduce students to the legal rules and principles that apply to states and non-state actors in areas such as the use of force, human rights, environmental protection, and the prosecution of war criminals. Students will explore the mutual impact of international law and politics, and assess the efficacy of international rules as policy instruments, and as guidelines for legitimate international behavior. Course materials will include decisions of international tribunals and real-life problems that illustrate how international law works in practice.

CORE REQUIREMENT MET: **INTERCULTURAL** .

Global Public Health. The course will examine major global public health problems and the range of responses from international organizations, transnational networks, and domestic and community-based institutions. Despite improvements in the health status of low- and middle-income countries over the last half-century, the challenges to advance global public health remain daunting. What are the sorts of strategies these actors have used in addressing such health issues as HIV/AIDS, malaria, unsafe food and water, tobacco use, and others? What is the role of human rights in addressing the underlying determinants of ill-health? The course will present basic concepts for understanding global public health, including morbidity, mortality, demography, epidemiology, and the political, social and economic determinants of health. We will utilize a case study method to examine successful and less successful efforts to improve global health and to debate enduring political, economic, social and cultural controversies in the arenas of global health. Students can expect to gain knowledge of the major issues and

actors in global public health and an introduction to the analytic and quantitative skills needed to monitor and evaluate evidence used in formulating policies and programs. Same as UEP 295

CORE REQUIREMENT MET: **INTERCULTURAL**

The Political Economy of Global Conflict. This course aims to introduce a number of fundamental concepts in the field of international political economy and then demonstrate a relationship between those concepts and global conflict. The first section of the course is devoted to introducing several core concepts of IPE within the context of the more generalized debates about the relationship and interaction between the international and domestic and the relationship and interaction between the state and society. After establishing this theoretical foundation, we begin to explore the way a political economy-centered approach helps us explain and understand interstate and intrastate conflict around the world. A number of case studies provide common ground for exploration on topics such as the relationship between global conflict and the economic rise of China and India, trade disputes, the relationship between poverty and conflict, and the relationship between natural resources and conflict (particularly intrastate violence). In each of these cases, our political economy approach is used not only to explain but also to explore possible solutions and challenges. In this context, the relative importance of international institutions and the challenges associated with collective action are also discussed.

CORE REQUIREMENT MET: **INTERCULTURAL**

Obama Foreign Policy A course in current US foreign policy 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**

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

305 - 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

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 - United Nations Internship/Practicum

Participants in the program serve as interns in the United Nations Secretariat, the United States Mission to the United Nations, or a non-governmental organization connected with the United Nations. *Prerequisite: permission of department. Prerequisite: DWA 201*

404 - Directed Study: Research Methods in the U.N.

The objective of this course is to enable students to acquire the skills needed for developing and carrying out social science/policy oriented research projects for academic and/or professional purposes, with a particular focus on research at and on the United Nations. This will be achieved through readings on methodological issues, lectures by practitioners, and by providing students with the opportunity to conduct directed research on an international relations topic that may (but will not necessarily) connect to their U.N. internship. *Prerequisite: DWA 201*

410 - Task Force in Diplomacy and World Affairs

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. *Prerequisites: DWA 201*

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; M.A. London School of Economics, Ph.D. Brown University

Anthony Chase

Associate 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

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

Christina Gray

Adjunct Assistant Professor, Diplomacy & World Affairs

B.A. University of Massachusetts, Ph.D U.S.C.

David Karl

Adjunct Assistant Professor, Diplomacy & World Affairs

B.A. George Washington University, M.A. Johns Hopkins University, Ph.D U.S.C.

Carina Miller

Adjunct Assistant Professor, Diplomacy and World Affairs

B.A., Universidad de Buenos Aires; M.A., Ph.D., Georgetown University

Sherry Simpson

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, ECLS290 or ECLS370); and 3 additional China-related courses (taught in English or Chinese). The Senior Comprehensive Requirement will be fulfilled through either a seminar course (CHIN272, CHIN273, or CHIN274) or a 2-unit Independent Study in the fall semester of the senior year, in which the student will produce a 20-page paper written in English on Chinese language or literature, including texts written in Chinese; in the spring semester, the student will make any required revisions and prepare an oral presentation to be given in Chinese.

MINOR: Five courses (20 units) numbered Chinese 202 and above. Linguistics 301 may fulfill one of these courses. Three of the five courses must be completed as Occidental courses (one of the three **MUST** be taken at the Eagle Rock campus. The other two may be taken at an Occidental-in-China campus).

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

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

Japanese Studies

Major Coordinator: Assistant Professor Ezaki

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

MINOR: Five courses (20 units) numbered Japanese 202 and above. Linguistics 301 may fulfill one of these course requirements. Three of the five courses must be completed as Occidental courses (one of the three MUST be taken at the Eagle Rock campus. The other two may be taken at an Occidental-in-Japan campus).

MINOR: Five courses (20 units) numbered Japanese 202 and above. Linguistics 301 may fulfill one of these course requirements. Three of the five courses must be completed as Occidental courses (one of the three MUST be taken at the Eagle Rock campus. The other two may be taken at an Occidental-in-Japan campus).

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

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

East Asian Studies

Major Coordinator: Professor Chen

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

the student will produce a 20–page paper written in English on China, Japan, or an East Asian comparative/transnational topic; in the spring semester, the student will make any required revisions and prepare an oral presentation to be given in English.

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

Group Language Major

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

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**

252 - Advanced Conversation

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

272 - The Rise of the Martial Arts Novel

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

273 - Contemporary Chinese Writers in Exile

This seminar examines contemporary Chinese fiction since the 1990s, with a special focus on the growing number of works written in exile and in the author's native or second language. We will explore the works of Nobel laureate Gao Xingjian writing in Chinese as a French citizen, Dai Sijie writing in French in France, Ha Jin and Yiyun Li writing in English in the U.S. What are the national, transnational, cultural, gendered, and aesthetic contexts and issues surrounding the writing and reading of fiction written "out-of-country" and "out-of-language"? How do the writers, in a variety of languages, genres, and political stances, return to memories of their homeland, in particular to national traumas such as the Cultural Revolution, and re-write official versions of the nation and re-member their selves? All readings and discussions will be in English. *No prerequisites. Given in alternate years.*

CORE REQUIREMENT MET: **INTERCULTURAL**

274 - Ghost and Love Stories

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

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

295 - Representations of the Environment in Chinese Lit

Representations of the Environment in Chinese Literature and Culture This seminar course will explore the ways in which natural and man-made environments have been perceived, conceived, and represented in Chinese literature and culture from earliest times to the present. We will survey China's environmental history, examine pre-modern perceptions of nature as seen in historical, philosophical, and literary texts, then focus on twentieth-century representations of the natural and human landscapes in the novels, stories, and essays of transnational writers such as Nobel Laureate Gao Xingjian writing in Chinese in France, Dai Sijie writing in French in France, Eileen Chang writing in Chinese and in English in wartime Shanghai, and Ha Jin, Qiu Xiaolong, and Yiyun Li writing in English in the U.S. We will also research contemporary mass and social media representations of the environment, especially from the perspective of the dynamics among emerging local, national, and transnational movements and alliances. No Prerequisites. Offered every three years. All readings and discussions will be in English. However, students who are able to read and converse in Chinese or can translate Chinese texts into English may do so as part of their contribution to class discussion and to their individual independent research project and presentation.

CORE REQUIREMENT MET: Intercultural

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**

320 - Current Events & Media

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

environmental issues. *Prerequisite: CHIN301 or permission of instructor.*

CORE REQUIREMENT MET: ASIA and REGIONAL FOCUS

330 - Fiction and Film

Reading and discussion of short fiction by twentieth-century May Fourth era writers and contemporary writers from mainland China, Taiwan, Hong Kong, and the Chinese diaspora. Students will conduct close reading and literary analysis of original works written in traditional or simplified characters, and practice oral and written discussion of the historical, political, and cultural content of the readings. Students will also view and discuss films based on modern and contemporary literary texts. Stories and films will focus on the themes of family, friendship, love, and the state. *Prerequisite: CHIN 301 or permission of instructor. Given in alternate years.*

CORE REQUIREMENT MET: CENTRAL, SOUTH, AND EAST ASIA and REGIONAL FOCUS

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 in alternate years.*

CORE REQUIREMENT MET: ASIA • PRE-1800

Courses that Count Towards a Major or Minor in Chinese Studies, Japanese Studies, and East Asian Studies

* Courses with Pre-modern content

+ Seminar courses

American Studies 270. Asian-American Literature

American Studies 272. Asian Immigrants in American Society

American Studies 280. The American Experience in East Asia

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

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

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

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

* + Art History and the Visual Arts H362. Art In Early China

* + Art History and the Visual Arts H364. Art In Later China

Art History and the Visual Arts H368. Japanese Painting

*+Art History and the Visual Arts H390 Seminar in Art History: Chinese Paintings at LACMA

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 295. Representations of the Environment in Chinese Literature and Culture

Chinese 301. Expository Essays and Short Narratives I

Chinese 310. Expository Essays and Short Narratives II

Chinese 320. Current Events and Media

Chinese 330. Fiction and Film

* Chinese 350. Classical Chinese Thought and Sayings

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

Diplomacy and World Affairs 251. International Relations of East Asia

* History 141. East Asian Survey Since 1600

* History 242. Imperial China

History 243. Modern and Contemporary China

* History 246. Premodern Korea

* History 247. Premodern Japan

History 248. Modern Japan

* History 249. Korean History and Culture

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 310. Reading and Discussion of Essays

Japanese 340. Language in News Media and Advertising

* Japanese 350. Tales of the Supernatural

Politics 226. Contemporary Chinese Politics

Politics 227. East Asian Politics: China, Japan, Korea, and Taiwan

* Politics 259. Political Thought In The Ancient World: Greece, India, and China

* Religious Studies 160. Introduction to Asian Religions

* Religious Studies 260. Buddhist Thought From India to Japan

* + Religious Studies 365. Seminar: Buddhist Ethics

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

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: **CENTRAL, SOUTH, AND EAST 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 - Women's Travel Diaries and Pre-Modern Society

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

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

301 - Advanced Japanese I

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

CORE REQUIREMENT MET: **ASIA**

302 - Advanced Japanese II

Continuation of Japanese 301. While completing the essentials of the structure of Japanese, students will prepare for a higher level of learning, with intensive training in reading and writing in particular. Students are expected to master 500 kanji and their multiple readings in total by the end of this course. *Prerequisite: Japanese 301 or equivalent.*

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

310 - Reading and Discussion of Essays

In this course, the student will be exposed to original source materials, in particular short essays on a variety of topics published in popular magazines and literary/academic journals. Via the study of these materials, the student will learn to write compositions making use of narratives and descriptions of a factual nature, while perfecting his/her knowledge and skill in appropriately utilizing the three writing systems; hiragana, katakana, and the 500 basic kanji (including multiple readings of each character). New kanji characters and their variant readings will be introduced as required. Through discussions and presentations, the student will further improve his/her skills in handling a variety of communication tasks, choosing the speech style that is appropriate to the situation and the speaker's relationship with his/her interlocutor. *Prerequisite: Japanese 302 or permission of instructor. Given in alternate years.*

CORE REQUIREMENT MET: **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**

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 ? PRE-1800 and REGIONAL FOCUS**

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: **ASIA**

397 - Independent Study in Japanese

Prerequisite: permission of instructor.

2 or 4 units

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

Joan Lang

Adjunct Assistant Professor, East Asian Languages and Cultures

B.A., National Cheng Chi University; M.A. Michigan State University; Ph.D., University of Southern California

Andrew Miller

Adjunct Instructor, East Asian Languages and Cultures

B.A., Princeton University; M.A., UCLA

Yuki Taylor

Adjunct Assistant Professor, East Asian Languages and Cultures

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

Xiangyun Wang

Adjunct Assistant Professor, East Asian Languages and Cultures

M.A., Central Institute for Nationalities; Ph.D., Harvard University

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

Fangchun Li

Adjunct Assistant Professor, History; Affiliated Faculty, East Asian Languages and Cultures

B.A., Beida University; M.A., Beijing University; M.A., Ph.D., UCLA

Paul 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

Louise Yuhas

Professor, Art History and the Visual Arts; Affiliated Faculty, East Asian Languages and Cultures

B.A., Brown University; M.A., Ph.D., University of Michigan

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 and 102 and Calculus I (or equivalent).

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

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.

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 early in the fall semester of their senior year. Students who will not be on campus during one of the semesters of their senior year should contact the department chair.

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

- A student may skip Economics 101 and Economics 102 only if the student receives transfer credit for both Principles of Microeconomics and Principles of Macroeconomics. Students who have taken only one may skip Economics 101 and take Economics 102.
- An off-campus economics course can qualify as an Economics 300-level elective only if the course specifies previous coursework in economics principles as a prerequisite.
- Economics majors must complete the following courses at Occidental and may not

satisfy them with transfer credits: Economics 250, 251, 272, at least two 300-level electives, and their Senior Comprehensives course.

- Students may take one accounting course for College credit, either at Occidental or through transfer credits. Students may not receive College credit for any other business-related course.
- 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).

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.

Not open to seniors *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.

304 - The Chinese Economy

This course will analyze the Chinese economy since 1949. It will review the economy's development, the historical legacies of the command economy, and the economic reforms that brought about the transition to a market economy. The course also will analyze the current problems and future challenges that face the Chinese economy. It will end with a discussion of the relationship between the Chinese economy and the rest of the world. *Prerequisite: ECON 102*

CORE REQUIREMENT MET: **CENTRAL/SOUTH/EAST ASIA and REGIONAL FOCUS**

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. *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.*

320 - Economic Development

Theoretical and empirical analysis of the process of economic development in Less Developed Countries. After examining several theories of growth and development we will discuss inequality and poverty, the effects of population growth and rural-urban migration, saving and financial markets, international trade, foreign aid and foreign borrowing, agriculture, and the

role of the Government. Case studies will be drawn from the development experiences of Asian, Latin American, and African economies. *Prerequisite: Economics 101 or 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.*

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.*

332 - Economic Issues in Contemporary Asia

This course is a study of current economic issues in China, South Korea, Japan and India. These countries include two of the largest economies in the world (China and Japan), one of the fastest growing developed countries in the world (South Korea), and a rapidly growing country with enormous potential (India). The first part of the course will focus on the recent

growth and development of China and South Korea, including the similarities between the rise of the US and the rise of China. The second part of the course will focus on Japan and India. A continuing topic will be to try to understand the usefulness and the limitations of Western economic thinking in understanding major non-Western economies and societies. Prerequisite: Economics 101 Counts as a "300-level class" for the purpose of completing an economics major only if the student has not taken Economics 304. *Prerequisite: ECON 101 or 102*
CORE REQUIREMENT MET: **CENTRAL/SOUTH/EAST ASIA and REGIONAL FOCUS**

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.*

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. *Prerequisites: Economics 272 (or permission of the instructor), and either Economics 250 or 251.*

Section 1 - Economic Development

This seminar attempts to answer the following question, why are some countries so rich and others so poor. We will use economic principles to investigate how culture, religion, education, geography, climate, natural resources and the role of government and types of institutions determine wealth and economic growth. The course will focus on conceptual issues and their quantification, data analysis, and will not be oriented around mathematical derivations.

Prerequisites: Economics 272 (or permission of the instructor) and Economics 250. May not be taken by any student who has taken or is planning on taking Economics 320.

Section 2 - Free Market Economics: The Austrian Perspective

The 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 (or permission of the instructor) and Economics 250. May not be taken by any student who has taken or is planning on taking Economics 309.*

Section 3 - 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. 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 (or permission of the instructor) and Economics 250. May not be taken by any student who has taken or is planning on taking Economics 302.

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. 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 (or permission of the instructor) and Economics 250. May not be taken by any student who has taken or is planning on taking Economics 302.

Section 5 - 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?

The 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. *Prerequisites: Economics 272 (or permission of the instructor) and Economics 251. May not be taken by any student who has taken or is planning on taking Economics 351.*

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

Woody Studenmund

Laurence de Ryckle Professor of Economics

A.B., Hamilton College; M.A., Ph.D., Cornell University

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 Gonzalez

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, Economics
B.A., Pomona College; A.M., Ph.D., Harvard University

Kirsten Wandschneider

Associate Professor, Economics
M.Sc., Ph.D., University of Illinois

Jim Whitney

Professor, Economics
B.A., UC Santa Cruz; M.S., Ph.D., University of Wisconsin

On Special Appointment

Jennifer Brown

Visiting Associate Professor, Economics
B.A. Weber State University, M.A. U.C. Santa Barbara, Ph.D U.C. Santa Barbara

Daron Djerdjian

Adjunct Assistant Professor, Economics
B.A., UCLA; Ph.D., Syracuse University

Fuchun Jin

Adjunct Assistant Professor, Economics
B.S. University of Science and Technology of China, M.A. Nankai University of China, M.A. Ohio State University, Ph.D Ohio State University

Meric Keskinel

Adjunct Assistant Professor, Economics
B.A., University of Istanbul; M.A., Northeastern University; Ph.D., Claremont Graduate University

Masanori Kuroki

Adjunct Assistant Professor, Economics
B.S., California State University, Bakersfield; M.S., California State Polytechnic University,

Pomona; Ph.D., University of California, Riverside

Daryl Ono

Adjunct Instructor of Accounting, Economics

B.A., UCLA; Ph.D., Pacific Western University

Education

Requirements

MINOR: The minor consists of two required courses—EDUC 201, Socio-Cultural Foundations of Education and EDUC 207, Conflicts in Education—and a choice of three additional EDUC courses, chosen in consultation with an Education Department advisor, for a total of 20 units.

Courses

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 the students develop an 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 - Socio-Cultural Foundations of Education

In this course, we will study the historical, philosophical, political, sociological, and psychological foundations of American education. Using an urban sociology lens, we will examine factors that influence power, control and the quality of schooling for underserved school communities. Urban school contexts will be illuminated and brought to life through various required fieldwork experiences. With such experiences, students will analyze the possibilities of teacher leadership through social justice and activism. *Requires thirty-six hours participation in tutoring and teaching in public school classroom. Not open to first year students.*

CORE REQUIREMENT MET: **UNITED STATES 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. *Requires thirty-six hours participation in tutoring and teaching in public school classroom. Not open to first year students.*

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. *This course meets the United States Constitution credential requirement.*

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 socio, political, and economic condition of Chicano students and the impact these conditions have on their educational success in the United States.

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

215 - Educating African America

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

Prerequisites: Education 201

CORE REQUIREMENT MET: **UNITED STATES 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 a critical theory lens. 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**

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.

313 - 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. *Prerequisite: EDUC 207 or permission of instructor*

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

314 - Literacy and Language for Culturally Diverse Secondary Schools

Principles and techniques for creating teacher-student-text interactions, vocabulary

development, comprehension, and study skills in all school subjects for all students (including English language learners) at the middle school, junior high, and senior high levels. Topics include diagnostic procedures, activating background schemata, English language development, different instructional models and constructivist-based instructional materials, skills development, standards-based and high-stakes assessment, reading for English language learners/speakers, and procedures for improving students' reading habits and interests. *Prerequisites: Education 201, 205 & 300 (concurrent or permission of instructor).*

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

316 - Healthy and Safe Schools and Communities

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

318 - Learning Disabilities and Schools

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

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**

341 - Math/Science Specific Pedagogies

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

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

412 - Literacy and Language for Culturally Diverse Elementary Schools

An introduction to the theories, issues, and practices of teaching language and literacy in elementary grades. The course provides students with a critical approach to methods, instruction, and curricular choices in the area of language arts, specifically targeted for diverse,

and multilingual children. Throughout the semester, students will analyze various instructional methods, theories, and activities that reflect the current understanding of language and literacy learning in diverse school settings. Students will teach several language arts methods in fieldwork placements (40 hours per semester). *Prerequisites: Education 201, 205 & 300 (concurrent).*

Faculty

Regular Faculty

Ronald Solórzano

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

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

Adelina Alegria

Assistant Professor, Education

B.A., Cal State Dominguez Hills; Ph.D., UC Santa Barbara

La Mont Terry

Assistant Professor, Education

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

Désirée Zamorano

Director of the Community Literacy Center

B.A., UC Irvine; M.A., Cal State Dominguez Hills

English & Comparative Literary Studies

The department's objective is the close critical study of literature in English in an international and interdisciplinary context. Students in English and Comparative Literary Studies (ECLS) courses read works from British, American, and world literary traditions, including those of classical Greece and Rome. We ask our students to become knowledgeable both about well-known writers and about voices traditionally excluded from literary canons. In addition to providing an experience of intense reading and discussion of individual literary works, departmental courses strive to present those works in a rich historical context of human social, political, and psychological behavior. Students are strongly encouraged to become familiar with the various theories of literature and representation that have informed literary analysis since Aristotle.

All ECLS courses involve extensive work in close reading, critical thinking, and analytical writing. Most courses in the department are conducted as lecture/discussions or as seminars, with a strong emphasis on interaction and the collaborative construction of knowledge. In the required survey courses (ECLS 286-289) students learn the breadth and diversity of literary history; in required majors' seminars in the sophomore, junior, and senior years they develop increasingly sophisticated skills in literary analysis, discussion, writing, research, and

presentation.

Requirements

MAJOR: A minimum of eleven courses (44 units). These must include three historical survey courses (ECLS 286 or 287, ECLS 288, and ECLS 289) and two seminars for majors (ECLS 390 and ECLS 490). Students may substitute one of the first-year courses 186-189 for its counterpart in the 200-level historical survey series. The remaining six elective courses should be chosen in consultation with the adviser; they must include one course from each of the following four categories, and no more than two taken at the 200-level:

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

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

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

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

Students considering going on to graduate work in literature are strongly encouraged to take additional ECLS courses beyond the minimum of eleven which will broaden and deepen their knowledge of literary history. They should also take ECLS 370, Literary Criticism. Most graduate programs also require proficiency in at least one foreign language.

ACCEPTABLE COURSES FROM OTHER DEPARTMENTS: Some literature courses in American Studies and several upper-division literature courses in Chinese, CTSJ, French, German, Greek, Japanese, Latin, Russian, and Spanish may be used to fulfill requirement. Contact the department chair for additional information.

CREATIVE WRITING EMPHASIS: Students majoring in English and Comparative Literary Studies may elect to take an additional number of courses in order to complete a Creative Writing Emphasis, a special track which provides a strong background in both literature and creative writing skills. Students choosing this emphasis must take a total of 12 courses, including ECLS 286 or 287; ECLS 288; ECLS 289; ECLS 390; ECLS 490; three more ECLS electives, one course from each of the historical periods noted above as Ancient Literature, Medieval and Renaissance Literature, 18th and 19th Century Literature. Only one of these may be from ECLS 200-249); and four additional writing courses. These four may include ECLS 380 (may be repeated for credit), ECLS 397 and/or 499; a variety of English Writing classes: 285, 286, 301, 401; Theater 380; French 343. Other opportunities for students interested in writing are listed in the catalog and are available from the emphasis director, Professor Martha Ronk. Students interested in pursuing the emphasis in writing should work out a careful program in consultation with Professor Ronk.

MINOR: Five courses (20 units); two courses from 286-289 (a first-year course from 186-189 may substitute for one of these); and three other courses, two of which must be taken at the 300-level.

ADVANCED PLACEMENT POLICY: ECLS majors who before entering Occidental have completed the AP test in English with a score of 4 or 5 may petition the department chair to be allowed to graduate with 10 courses (including all required courses and historical categories) rather than the 11 specified above.

WRITING REQUIREMENT: Students majoring in English and Comparative Literary Studies

will satisfy the final component of Occidental College's college-wide writing requirement by successfully completing ECLS 390 in the junior year and receiving a notation of "Satisfactory" for its writing component. See the department chair for information concerning specific writing skills assessed for satisfaction of the requirement. Those students who, for legitimate reasons (study abroad, late entry into the major, etc.), cannot take ECLS 390 in the junior year will be required to submit a portfolio of written work consisting of three papers written in ECLS courses to the department chair for evaluation by a faculty committee by the end of the junior year. Students not achieving a "satisfactory" notation by either of these means will be required to undertake additional coursework in academic writing during the final two semesters of study. ECLS majors should acquire the full description of the departmental writing requirement at the time of declaring the major. See the Writing Program for additional information.

COMPREHENSIVE REQUIREMENT: All majors must take ECLS 490 (Senior Seminar) in the fall of the senior year, where they will design, develop, and complete a significant project involving literary research and analysis. The project will result in a substantial paper and a 20-minute formal oral presentation at the ECLS Senior Symposium held during the spring semester. See the department chair for more details.

HONORS: Honors may be awarded to graduating seniors who demonstrate excellence in course work and in an honors thesis. To be eligible, students must have a 3.5 grade point average in courses taken toward the major and an overall 3.25 grade point average. Qualified students who want to pursue honors should consult with the department chair during the spring semester of the junior year and should submit a proposal for an honors thesis by the end of the first week of Fall semester. Students whose proposals are accepted will register for ECLS 499 (Honors), usually for two units in both the fall and spring semesters, and they will write a thesis to be completed and orally defended before a faculty committee during the spring semester. Honors candidates are required to take ECLS 370; if possible they should take it in the junior year. For further details, see the department chair or your ECLS advisor and pick up a copy of the ECLS honors regulations in the department office.

Courses

ECLS Courses Open to All Majors

ECLS 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 ECLS major.

106 - Representing the Metropolis

In the US, 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 CTSJ 106

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

189 - American Experiences

A historical survey of the major literary genres from the colonial to the contemporary period, emphasizing the persistent thematics of the American experience from a cross-cultural perspective. This class is particularly suited for students interested in the ways in which well-known American authors are in conversation with African Americans, Native Americans, Asian Americans, Latinos/as, and white women, who, until recently, had been left out of the literary canon. *Open only to first year students. ECLS 189 counts as the equivalent of ECLS 289 toward the ECLS major. Students may not receive credit for both 189 and 289.*

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

205 - Wake of the Ancient

The object of this course (as the three- or four-fold pun of its title implies) is not only to celebrate Ancient Literature on the occasion of its supposed passing, but also to highlight the ways in which Ancient Literature has informed the creation of ? and might yet continue to re-inform our understanding of many subsequent forms of literary expression. The course will begin, therefore, with the close textual analysis of one or more ancient literary works, and proceed with a comparative study of a text (or texts) drawn from later literary traditions. *Prerequisite: any first year fall CSP writing seminar, English Writing 201, or permission of instructor.*

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

220 - An Introduction to Shakespeare

An introductory study of Shakespeare's plays both as text and as performance. We will investigate five plays in detail in an attempt to establish our own relationship with the Shakespearean text. We will then view at least three films of each play and inquire into the ways in which these films seek to mediate our reception of the text, the influence this mediation has upon our view of the text, and the specific means by which each cinematic interpretation of Shakespeare is constructed. *Prerequisite: any first year fall CSP writing seminar, Writing and Rhetoric 201, or permission of instructor.*

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

241 - Race, Law, and Literature

A study of the construction and representation of race in selected American literary works and law cases around the turn of the twentieth century. Fiction by authors such as Mark Twain, Charles Chesnutt, William Dean Howells, and Frances Harper will be read in the context of the legal history that led up to and built upon the famous 1896 "separate but equal" Supreme Court decision in *Plessy v. Ferguson*. *Prerequisite: any first year fall CSP writing seminar, Writing and Rhetoric 201, or permission of instructor.*

CORE REQUIREMENT MET: **UNITED STATES**

253 - African American Literature

In this introductory class we will examine African American literature and culture by reading across genres that include multiple genres such as the slave narrative, fiction, the essay, theater and poetry. Some attention will also be paid to primary research skills and to oral presentations that are sophisticated in terms of content and multimedia. *Prerequisite: any first year fall CSP writing seminar, English Writing 201, or permission of instructor.*

CORE REQUIREMENT MET: **UNITED STATES**

255 - Twentieth Century American Fiction

Dick and Deleuze: this course will consider the novels and short stories of Philip K. Dick, perhaps the most famous and original science fiction writer of the 20th century. To decode Dick's strange fiction, we will employ the philosophy of Gilles Deleuze especially as he wrote in association with the psychologist Felix Guattari. While students will only be required to view the texts through close-reading, history, and genre considerations, our further objective will be to apply the notion of "Schizo-analytics" developed by Deleuze and Guattari to resist the materialism of late capitalism and the mental confinements supplied by Freudian portrayals of sanity. *Prerequisite: Completion of Fall CSP Seminar or Equivalent*

CORE REQUIREMENT MET: **UNITED STATES**

267 - The Death of Hip- Hop: Liner Notes to an Aesthetic Theory

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

CORE REQUIREMENT MET: **UNITED STATES**

272 - Major Figures: Du Bois and Hyperbolic Thinking

This course is an in-depth engagement with the thought and activism of W.E.B. Du Bois. Despite the currency of some of his texts and concepts, only recently have scholars have called for a more focused engagement with Du Bois' vast and diverse set of writings. Some have reduced Du Bois' legacy to a few salient points that they say cover his entire career; others have periodized his thought too rigidly to consider its flexibility. But neither of these approaches helps us understand how and why Du Bois spent over 70 years (and over 175,000

pages) using philosophy, fiction, correspondence, editorials, novels, poetry, lectures, and historiographies to reformulate his understanding of African Americans in US society and the world. This course involves close readings of Du Bois corpus, framing him as a key thinker of modernity, democracy, and the role of the intellectual through his ongoing analysis of the African American.

CORE REQUIREMENT MET: **UNITED STATES**

278 - Literature and Philosophy: Humor

This class will attempt to find a theory of the laughable. We will read short stories and brief novels from Twain to Nabokov and philosophers from Aristotle to Nietzsche.

279 - Literature and Politics

Body/Politics. Linking literature and politics, the course offers an interdisciplinary analysis of gender, power and the body. The theoretical center of the course will be Foucault's work on biopower. We will also look at issues of class and the body (including Chopin's *The Awakening*, Larsen's *Passing*, and Atwood's *Bodily Harm*); egalitarian law and the female body (Wendy Williams, Mary Poovey); science and gender (Emily Martin, Thomas Laqueur); and pornography (Catherine McKinnon, Laura Kipnis). Race and multiculturalism can also be viewed through this lens, and we will read Morrison's *Beloved*. Judith Butler's work offers yet another approach, questioning whether bodily differences determine sex or gender. Recent Latin American history of military rule and repression has emphasized the role of the body and memory in political change. *Prerequisite: any first year fall CSP writing seminar, Writing and Rhetoric 201, or permission of instructor.*

280 - Creative Writing

In this multi-genre creative writing workshop, we will explore the paradox of identity. Author Sandra Cisneros' has said you should "write about what makes you different." What does this mean and where does it lead you? How do we evoke culture, class, ethnicity in our work? How can we (and might we want to) situate our work in a specific time and place, to locate our characters in a world so particular only we can describe it? Besides writing and sharing their own work, students will be asked to read and discuss a variety of writers who explore identity and difference, including Gish Jen, Nam Le, Paul Beatty and Jeannette Winterson.. *Prerequisite: junior or senior standing or instructor's permission*

281 - Urban Nature Writing

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

286 - European Literary Traditions

This course will examine literary themes and styles from a number of Pre-Modern cultures:

Archaic and Classical Greece, Republican and Imperial Rome, the medieval societies of England, France, Germany, and Italy. Special emphasis will be laid upon the ways in which the concerns of ancient and medieval literature continue to shape our own immediate English and American literary productions. Genres to be covered include: epic, lyric, tragedy, comedy, long narrative, and epistle. *Prerequisite: any first year fall CSP writing seminar, Writing and Rhetoric 201, or permission of instructor. Students may not receive credit for both 186 and 286.*

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

287 - Early British Literary Traditions

One of the three introductory courses for the major designed to provide a broad historical background and covering texts from Beowulf through Paradise Lost. The course includes the various genres of epic, drama, and poetry, and demands both close reading and an understanding of how the texts are produced by particular cultural and historical periods.

Prerequisite: any first year fall CSP writing seminar, Writing and Rhetoric 201, or permission of instructor. Students may not receive credit for both 187 and 287.

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

288 - Modern British Literary Traditions

The course will focus on British literary traditions since 1660, with references to other national literatures. It will emphasize the close reading of both poetry and prose. *Prerequisite: any first year fall CSP writing seminar, Writing and Rhetoric 201, or permission of instructor. Students may not receive credit for both 188 and 288.*

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

289 - American Experiences

This class surveys American Literature from the Puritans to the Moderns. We will study periods, genres, authors, and cultural trends in a historical framework. Significant emphasis will be placed on responsible reading and analytic writing. Students will be introduced to the nomenclature of literary analysis through close readings of individual texts. *Prerequisite: any first year fall CSP writing seminar, Writing and Rhetoric 201, or permission of instructor. Students may not receive credit for both 189 and 289.*

CORE REQUIREMENT MET: **UNITED STATES**

290 - Introduction to Literary Analysis

This course will introduce potential ECLS majors and other interested students to the basic principles and techniques of literary study. Each section will look closely at various literary forms and will investigate the analytical resources with which these forms are most commonly approached. The course will also look at the relationship between literary texts and literary theory. Students should expect ample practice in analytical writing. It is intended principally for ECLS majors and satisfies no core requirement. *Prerequisite: any first year fall CSP writing seminar, Writing and Rhetoric 201, or permission of instructor.*

297 - Independent Study in ECLS

Prerequisite: permission of department.

2 or 4 units

345 - American Literature Before 1990

DICKINSON. This class will read a very limited number of Dickinson's lyrics with extraordinary attention to the details of syntax, semantics, and sound. Her poetry will be analyzed against the default presumptions of "common sense" and the dominant predispositions of metaphysics. Her poetic practice will appear then not as a mimetic form but as a material intervention into linguistic habituations. To help understand the ideas she uses, we will read brief snippets of philosophy along with the works

Upper Level ECLS Courses

ECLS courses numbered 300-385 are designed primarily for ECLS majors and students from other majors with some experience in reading and writing about literature at an advanced level. Successful completion of one 100-level or 200-level ECLS course, or junior or senior standing, is required for these courses. In some cases individual instructors may require additional prerequisites, as listed below.

297 - Independent Study in ECLS

Prerequisite: permission of department.
2 or 4 units

300 - Survey of Ancient Greek Literature

CORE REQUIREMENT MET: **PRE-1800**

303 - Genres in Classical Literature

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

CORE REQUIREMENT MET: **PRE-1800 and REGIONAL FOCUS**

309 - The Bible as Literature and Philosophy

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

CORE REQUIREMENT MET: **PRE-1800**

310 - Medieval Literature: Poetry and Platonism in the Middle Ages

The philosophy of Plato has had many interpreters but perhaps none so important as the Neo-Platonic philosophers of late antiquity and the Middle Ages. Medieval interpretations of Plato

influenced nearly every manifestation of western art and culture from the time of St. Augustine to the late 15th century and the foundation of the Platonic Academy in Florence where the actual writings of Plato were finally made available to the west. In ECLS 310 we will look at the philosophy of Plato as it was understood in the Middle Ages, and we will trace its influence on medieval literature including the poetry of Chretien de Troyes, Dante, and Chaucer in an effort to discover some of the earliest expressions of many of the principal themes in western literary culture.. *Prerequisite: Any 100 or 200-level ECLS course or junior or senior standing. Can be repeated one time*

CORE REQUIREMENT MET: EUROPE ? PRE-1800 and REGIONAL FOCUS

318 - Chaucer

An analysis of Chaucer's major poetry and the insight it provides into the social, religious, philosophical, and psychological instability of the fourteenth century. We will place Chaucer's texts in the context of both literary and intellectual history, and we will confront directly their relevance to an understanding of the most persistent idioms of Western culture. *Prerequisite: Any 100- or 200-level ECLS course, or junior or senior standing. Prior completion of ECLS 287 is highly recommended.*

CORE REQUIREMENT MET: EUROPE • PRE-1800

320 - Shakespeare

Shakespeare's plays explore the deep anxiety attached to the experience of being in the world, the instability of a personal identity rooted in nothing more substantial than its own performance. This performance, in turn, is persistently upstaged by the paradox of desire: the pleasure of longing unreconciled with the yearning for fulfillment. We will read ten plays that span Shakespeare's career and investigate how he returns again and again to the themes of identity and desire, performance and being. In the process we will explore the questions Shakespeare raises about what it means to be in the world. *Prerequisite: Any 100- or 200-level ECLS course, or junior or senior standing*

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

322 - Renaissance Literature

An investigation of Renaissance literary texts as vehicles for conflicting, at times self-contradictory, expressions of private desire, moral authority, and political power. We will focus especially on texts of melancholy, using Hamlet in text and film as a primary focus, and including As You Like It, Shakespeare's sonnets, Webster's The Duchess of Malfi, poems by John Donne, and Milton's paired poems, "L'Allegro" and "Il Penseroso." *Prerequisite: Any 100- or 200-level ECLS course, or junior or senior standing.*

CORE REQUIREMENT MET: EUROPE • PRE-1800

330 - Restoration and Eighteenth Century British Literature

A survey of poetry, prose and drama from 1660-1730. Authors to be studied include Aphra Behn, Lady Mary Wortley Montagu, Daniel Defoe and Jonathan Swift. *Prerequisite: Any 100- or 200-level ECLS course, or junior or senior standing.*

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

332 - Eighteenth Century Literature: 1730-1800

The Gothic – this class will attempt to trace the origins and oddities of gothic/horror fiction from its roots in the Bible and Shakespeare to its “official” onset in Walpole’s *The Castle of Otranto*. From there, we will explore its convolutions ending with Mary Shelley’s *Frankenstein*. Our discussion will be bracketed by the aesthetics of the sublime and the contending concepts of chaos and reproduction.

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

341 - Race and Literature

Bondage Up North: Rethinking Slavery. When Americans think about "bondage," the images of southern slavery generally come to mind: plantations and cotton, coffles and the Civil War. This class will consider narratives of enslavement that depart from the conventional model in order to explore the ways in which "bondage" was a part of the broader United States. What do we make of the fact that Sojourner Truth was enslaved in New York? We will read narratives and criticism that examine Northern bondage and will consider the historical erasure that has relegated this exploitation and violence to the South in the popular imagination. This class also focuses on student engagement with criticism; one of its objectives is to significantly improve student's writing competencies and confidence. *Prerequisite: Any 100- or 200-level ECLS course, or junior or senior standing.*

CORE REQUIREMENT MET: **UNITED STATES**

345 - American Literature Before 1990

DICKINSON. This class will read a very limited number of Dickinson's lyrics with extraordinary attention to the details of syntax, semantics, and sound. Her poetry will be analyzed against the default presumptions of "common sense" and the dominant predispositions of metaphysics. Her poetic practice will appear then not as a mimetic form but as a material intervention into linguistic habituations. To help understand the ideas she uses, we will read brief snippets of philosophy along with the works

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. Does aesthetics foster a more harmonious or disharmonious national culture? Does 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, amongst others, and cover several genres, including oratory, autobiography, political pamphlets and short fiction.

347 - 19th Century Novel and Bollywood Cinema

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

Prerequisite: Any 100 or 200-level ECLS course, or junior or senior standing.

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

351 - Twentieth Century British Fiction

Readings in late nineteenth and early twentieth century Anglo/Irish fiction, with particular attention to the crises of masculine and imperial power that early modern writers encountered and reflected in their fiction. Authors will include Conrad, Kipling, Joyce, Lawrence, Woolf, and Forster. *Prerequisite: any 100 or 200-level ECLS course, or junior or senior standing.*

CORE REQUIREMENT MET: **EUROPE**

352 - Contested Territories: Ethnic/Racial Literatures of the U.S. "SouthWest"

This course will study texts which treat the "Southwest" as a determining and originary site of cultural interaction and expressive production. An attention to social geography (the felt "sense of place" effected by social history) will guide our examination of literary and popular cultural texts produced by Euro-Americans, Chicanos/Mexicanos, and Native Americans. Beginning with the hegemonic discourse of the "Southwestern Genre" (Charles F. Lummis) at the turn of the century, we will consider subsequent mediations of this historically complex and culturally rich geography.

CORE REQUIREMENT MET: **UNITED STATES**

353 - The Global 1930s: Literature, Philosophy & Politics

Reading the Global 1930s: Depression-era Literature, Philosophy and Politics Frequently, US politicians, including President Obama, have said the Great Depression of the 1930s is the only economic crisis that surpasses the world's current economic travails. This frequent comparison does not exhaust the significance of the Great Depression for the US or around the world. What makes the 1930s so intriguing is that, all over the world, the economic collapse spawned new or renewed older political and artistic movements. Most importantly, in the Global 1930s thinkers and artists all over the world not only rethought their political identities; they also pondered the very meaning of the political for the past, present, and the future and felt that art and philosophy were central to their investigations. This is important for humanities scholarship because even if we are currently exiting the "Second Great Depression" in terms of economic productivity, the question remains: what cultural rebuilding remains to be done and how does art contribute to such processes? 1930s writers took up this question in several different forms, through the trope of the document and its archival drive, the unconscious and the search for the Marvelous, the raised fist of labor movements or anti-racist activism. Simply put, what can the First Great Depression of the 1930s teach us about cultural reconstruction in the Second Great Depression of the early 2000s? This course will look at several literary (and related art) movements in and cutting across America, the Caribbean, and Europe. Texts will include (but are not limited to) literature from Richard Wright, Langston Hughes, and Muriel

Rukeyser; from Surrealist writers in Europe and the Caribbean like Andre Breton, Aime and Suzanne Cesaire; and political readings from figures like Antonia Gramsci. Although this is a literary course, it will also be informative to students in History, Art, Philosophy and Politics.

354 - Chicano Literature

A survey of major works and authors in the Chicano literary tradition, covering the genres of poetry, novel, short story and drama. Some attention will also be paid to the relationship of literature to forms of popular culture, such as video, film, graphic art, and music. *Prerequisite: Any 100- or 200-level ECLS course, or junior or senior standing.*

CORE REQUIREMENT MET: **UNITED STATES**

355 - The Global 1930s:Literature, Philosophy & Politics

Reading the Global 1930s: Depression-era Literature, Philosophy and Politics Frequently, US politicians, including President Obama, have said the Great Depression of the 1930s is the only economic crisis that surpasses the world's current economic travails. This frequent comparison does not exhaust the significance of the Great Depression for the US or around the world. What makes the 1930s so intriguing is that, all over the world, the economic collapse spawned new or renewed older political and artistic movements. Most importantly, in the Global 1930s thinkers and artists all over the world not only rethought their political identities; they also pondered the very meaning of the political for the past, present, and the future and felt that art and philosophy were central to their investigations. This is important for humanities scholarship because even if we are currently exiting the "Second Great Depression" in terms of economic productivity, the question remains: what cultural rebuilding remains to be done and how does art contribute to such processes? 1930s writers took up this question in several different forms, through the trope of the document and its archival drive, the unconscious and the search for the Marvelous, the raised fist of labor movements or anti-racist activism. Simply put, what can the First Great Depression of the 1930s teach us about cultural reconstruction in the Second Great Depression of the early 2000s? This course will look at several literary (and related art) movements in and cutting across America, the Caribbean, and Europe. Texts will include (but are not limited to) literature from Richard Wright, Langston Hughes, and Muriel Rukeyser; from Surrealist writers in Europe and the Caribbean like Andre Breton, Aime and Suzanne Cesaire; and political readings from figures like Antonia Gramsci. Although this is a literary course, it will also be informative to students in History, Art, Philosophy and Politics.

356 - Black Reconstruction:Rethinking Black Radicalism in African American Literature

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

CORE REQUIREMENT MET: **UNITED STATES**

358 - Modern Poetry

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

359 - Probing the Limits of Representation: The Holocaust

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. *Prerequisites for ECLS 359: any 200-level ECLS course, or permission of instructor.***Same as GERM 320**
CORE REQUIREMENT MET: **INTERCULTURA**

365 - Contemporary Literature

The Anglophone Novel. This course will focus on the global novel in English. By 1914 the British Empire had colonized almost 85% of the world, bringing diverse cultural traditions under the encyclopedic gaze of Western modernity. If part of the project of the colonial apparatus was to collect knowledge of the world in ways that bodies, cultures, and landscapes could be understood and ordered by the West, contemporary societies are now negotiating their own means of self-representation in the often violent space of postcolonial rupture. Throughout the term, we will work with texts and visual images produced out of, and in response to, the history of the colonial encounter. Drawing on a broad range of literary, filmic, and theoretical materials we will develop strategies for understanding the production and consumption of postcolonial

representation, in both local and global contexts. As consumers of these cultural products within the space of the Western academy, we will be attentive to the function of the stereotype as we consider representations of gender and sexuality, violence and terrorism, class structures, and migration. Texts considered will include Arundhati Roy's *The God of Small Things*, Tsitsi Dangarembga's *Nervous Conditions*, Shani Mootoo's *Cereus Blooms at Night*, and Tayeb Salih's *Season of Migration to the North*. *Prerequisite: Any 100- or 200-level ECLS course, or junior or senior standing.*

CORE REQUIREMENT MET: **UNITED STATES**

Directions in Contemporary American Fiction. An examination of innovative literary techniques and thematic preoccupations in significant works of American fiction written since the end of WWII. Among the writers we will consider are Ralph Ellison, Sandra Cisneros, Don DeLillo, Kurt Vonnegut, Tim O'Brien, and Louise Erdrich. *Prerequisite: Any 100- or 200-level ECLS course, or junior or senior standing.*

CORE REQUIREMENT MET: **UNITED STATES**

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

CORE REQUIREMENT MET: **UNITED STATES**

367 - Illuminated Manuscripts: From Comic Books to Graphic Literature

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

Prerequisite: Any 100 or 200-level ECLS course or junior or senior standing.

CORE REQUIREMENTS MET: **UNITED STATES**

368 - Post Colonial Literature and Theory

This course will provide an introduction to some of the critical issues (modernity, hybridity, nationalism, globalization, etc.) that link disparate national literatures under the sign of "postcoloniality." While the major focus of the class will be on the theoretical texts produced in response to colonial occupation and the process of decolonization, we will also consider the ways in which postcolonial literature performs, and at times challenges, the paradigms of postcolonial theory. Through this engagement we will develop an understanding of the complex dialogue which emerges between literature and theory in the postcolonial context. In addition, throughout the course, we will look at how the many stylistic techniques (e.g., the use of patois, magical realism, temporal experimentation) which are particular to this body of literature not only develop a new mode of expression, but also interrogate the conventions of the Western canon. In this manner, our analysis of literature will be supplemented by a consideration of postcolonial theory in order to contextualize the literature within an

understanding of the particular historical, political, and social discourses from which it emerges. Conversely, our study of theory will be anchored in a discussion of the ways in which it is materially practiced in its accompanying literary context. This survey will include authors such as Aimé Césaire, Arundhati Roy, as well as Gayatri Spivak, Homi Bhabha, and Edward Said. *Prerequisite: Any 100- or 200-level ECLS course, or junior or senior standing.*
CORE REQUIREMENT MET: **INTERCULTURAL**

369 - Archaeologies of Black Memory

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

370 - Literary Criticism

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

372 - Major Figures in Literature

Faulkner and Morrison. Discussion of the major novels of William Faulkner and Toni Morrison. *Prerequisite: Any 100- or 200-level ECLS course, or junior or senior standing.*
CORE REQUIREMENT MET: **UNITED STATES and US DIVERSITY**

373 - A Genre in Literature

Lavender Cowboys: The Erotics of the American Western. An exploration of the fantasy world of cowboys (and Indians and others) inscribed on the American West, from Texas to California to Wyoming, in the late 19th and early 20th centuries. Through close readings of themes of violence and sexuality, we will consider the ways in which the Western reflected or responded to an evolving sociopolitical culture of "manliness." Primary writers will include Mark Twain, Owen Wister, Theodore Roosevelt, Mary Austin, Zane Grey, and Willa Cather, but we will also spend some time considering the lingering presence of the West in 21st century culture. *Prerequisite: any 100 or 200-level ECLS course, or junior or senior standing.*
CORE REQUIREMENT MET: **UNITED STATES**

374 - Women Writers

In 2010-2011: Women novelists of the 19th and 20th centuries: Anglo-American writers Charlotte Bronte, George Eliot, Kate Chopin, Virginia Woolf; and African American writers Harriet Jacobs, Nella Larsen, Zora Neale Hurston, Alice Walker, Toni Morrison, and Jamaica Kincaid.

375 - Lit and Hist: Blackness: Literary, Theoretical and Historical Explorations

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

CORE REQUIREMENT MET: **UNITED STATES**

377 - Literature and the Other Arts

Orson Welles and Literature: Often rated the greatest film maker of the 20th century, this course will attempt to understand Welles use of literature. We will begin with his Shakespeare films, pass through Kafka, and detective fiction to end with a close examination of his filmic realization of his own novel, *Mr. Arkadin*. The course will supply a rudimentary introduction to film history, technology, and theory. *Prerequisite: Any 100- or 200-level ECLS course, or junior or senior standing.*

CORE REQUIREMENT MET: **UNITED STATES**

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

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

378 - Literature and Philosophy

Schools of Being in the House of Style. In this course, we shall attempt to come to terms with that most elusive feature of literary and all other arts: style. By surveying selected moments in the history of philosophy, literature, music and the plastic arts, we shall put to the test the idea that style, though non-propositional, may in fact have a kind of referent, a referent to which (to use the language of Heidegger) is not ontic, but ontological. Style, in other words, might be taken to refer not to any particular thing in the world, but to how things are, and come to be, in general. The course will thus attempt first to discern some of the major stylistic shifts in Western, aesthetic history, and then to theorize them.

380 - Writing Identity

In this multi-genre creative writing workshop, we will explore the paradox of identity. Author Sandra Cisneros' has said you should "write about what makes you different." What does this mean and where does it lead you? How do we evoke culture, class, ethnicity in our work? How can we (and might we want to) situate our work in a specific time and place, to locate our characters in a world so particular only we can describe it? Besides writing and sharing their own work, students will be asked to read and discuss a variety of writers who explore identity and difference, including Gish Jen, Nam Le, Paul Beatty and Jeannette Winterson. *Prerequisite: junior or senior standing*

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 and senior standing.

CORE REQUIREMENT MET: **FINE ARTS**

390 - Junior Seminar in ECLS

The Junior Seminar is a small, discussion-oriented seminar required of all majors, emphasizing advanced critical approaches to a literary topic. Enrollment is limited and restricted to ECLS majors.

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

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

Textual Mappings: The Literary Politics of Space and Place. This course will consider the significant spatial turn in recent literary and cultural studies. We will review key works of geographic materialist theory and criticism, and apply their insights to our reading of contemporary world fiction, poetry, and graphic narrative. The primary works of literature (and perhaps some films) will be selected for their representation of socio-political dynamics in regions of heightened spatial contestation (such as Israel/Palestine, apartheid-era South Africa, or metropolitan inner cities), or for their mediation of such spatially inflected experiences as exile, migration, urbanization, and deterritorialization.

490 - Senior Seminar: ECLS Comprehensive Project

In this course seniors will design and carry out advanced research projects in areas of their own interests. Seminar meetings will be devoted to discussion of a core group of theoretical and/or historical texts (varying from year to year) and to practical issues of sophisticated literary critical work. The course will result in a substantial critical paper, a version of which will be presented at the spring ECLS senior symposium in satisfaction of Occidental's comprehensive requirement. *Open only to senior ECLS majors*

499 - Honors in ECLS

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

Raul Villa

Professor, English and Comparative Literary Studies; 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

Daniel Fineman

Professor, English and Comparative Literary Studies
B.A., Franklin and Marshall College; M.A., Ph.D., Princeton University

James Ford III

Assistant Professor, English and Comparative Literary Studies

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

Warren Montag

Brown Family Professor in Literature, English and Comparative Literary Studies

B.A., UC Berkeley; M.A., Ph.D., Claremont Graduate School

Leila Neti

Associate Professor, English and Comparative Literary Studies

B.A., UCLA; M.A., Ph.D., UC Irvine

Eric Newhall

Professor, English and Comparative Literary Studies; Advisory Committee, American Studies

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

Martha Ronk

Irma and Jay Price Professor of English Literature; English and Comparative Literary Studies

Renaissance Studies, poet and fiction writer, modern literature

B.A., Wellesley College; Ph.D., Yale University

Damian Stocking

Associate Professor, English and Comparative Literary Studies

B.A., UC Berkeley; M.A., Ph.D., UCLA

John Swift

Associate Dean for Curriculum and Student Issues; English and Comparative Literary Studies;

Core Program; Advisory Committee, Urban and Environmental Policy

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

Jean Wyatt

Professor, English and Comparative Literary Studies

A.B., Pomona College; Ph.D., Harvard University

Michael Near

Professor, English and Comparative Literary Studies

B.A., M.A., Ph.D., UC Berkeley

On Special Appointment

Raphael Simon

Adjunct Instructor, English & Comparative Literary Studies

B.A. Yale, M.A. U.C. Irvine

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 equivalent), 215, 225, 235, 305, 325, , 345, 490, and at least three of the following: Geology 245, 255, 342, 355, 365, or 4 credits of 390. Mathematics through Math 120 (or equivalent) or Math 110 and a Department-approved statistics course is also required. Students interested in Geology are encouraged to take Geology 150, which fulfills the intercultural core requirement.

All graduate schools and professional careers in geology require at least a basic understanding of chemistry and physics. Students considering graduate school or professional careers in geology should also take the following courses: Chemistry 120; Physics 110 and 120 or 115 and 125.

Environmental Science Concentration in Geology 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.

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.

And

Introduction to Field Methods (Geo 225)

Global Tectonics and Geophysics (Geo 235)

Earth Materials (Geo 305)

Structural Geology/Adv Mapping (Geo 325)

Geomorphology (Geo 342) or Sedimentary Geology (currently listed as Geo 390)

Senior Seminar (Geo 490)

Mathematics through Math 120 (or equivalent)

or Math 110 and a Department-approved statistics course

Recommended: Chemistry 120, Physics 110 or 115, 120 or 125 for students planning to attend graduate school or pursue a professional career in Geology or Environmental Science.

All graduate schools and professional careers in environmental geology require at least a basic understanding of chemistry and physics. Students considering graduate school or professional careers should also take the following courses: Chemistry 120; Physics 110 and 120 or 115 and 125.

As with all Geology majors, the comprehensive examination requirement is met by a passing grade on the senior thesis research project, as described below.

MINOR: Geology 105, 215, 235, and any other two courses in Geology to be selected with department approval.

WRITING REQUIREMENT: Students majoring in Geology will satisfy the final component of Occidental College's college-wide writing requirement by submitting a portfolio of at least two papers from any of the intermediate- or advanced-level writing-intensive Geology courses normally required for the major (or appropriate course work). Students should familiarize themselves with the departmental requirement at the time of declaring the major. See the Writing Requirement and consult the department chair for additional information.

COMPREHENSIVE REQUIREMENT: The senior comprehensive project is based on research conducted under the supervision of Department faculty or in an off-campus summer research program or field camp. This project can be started as early as the Junior year and typically involves field or laboratory work during the summer between Junior and Senior years. Seniors are expected to present their research orally and submit a written thesis by Spring Break. During the Fall semester of senior year, all Geology majors attend a senior seminar (Geology 490 or equivalent). A major goal of these meetings is to help students make timely progress on their comprehensive projects.

HONORS: Students with a GPA of at least 3.25 are eligible to graduate with honors in geology. For these students, a larger senior thesis is planned, and students start their research earlier than the fall of their senior year. For this extra work, the honors student receives additional course credit beyond credit for comprehensives. Refer also to the general College policies regarding the Honors Program.

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**

150 - Geographic Information Science I

This course focuses on teaching students how to access, integrate, and quantitatively evaluate many types of information using different methods of spatial analysis. Students use GIS software to understand, explore and analyze information from a variety of sources with an emphasis on understanding the geography of environmental health issues. 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. It is recommended that students also enroll in UEP 210 Environmental Health and Policy.

CORE REQUIREMENT MET: **LAB SCIENCE**

215 - Evolution of the Earth

The history of the Earth and the life upon it, from the origin of the planet 4.5 billion years ago to the present. After covering the basic principles of interpreting Earth history, the course will survey such topics as the origin and evolution of life, interpretation of ancient environments, mass extinctions, hot-blooded dinosaurs, the Ice Ages, and the future of humans on the planet.. *Includes one 3-hour laboratory per week and field trips. Prerequisite: Geology 105*

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 permission of instructor.*

CORE REQUIREMENT MET: **LAB-SCI**

235 - Global Geophysics and Tectonics

An introduction to plate tectonics and the geology of plate boundaries. Topics include techniques for describing plate motions, earthquakes and seismology, reversals of the earth's magnetic field, the nature of the seafloor, and the geology of mountain belts. *Includes one 3-hour laboratory per week. Prerequisite: Geology 105 or permission of the instructor.*

CORE REQUIREMENT MET: **LAB-SCI**

245 - Earth's Climate: Past and Future

An introduction to Earth's climate system and the geological record of its change. Topics covered include: Earth's radiative balance and the role of greenhouse gases; poleward transport of heat by the atmosphere and ocean; climate change on the plate tectonic timescale; the Cenozoic cooling; astronomical control of Pleistocene glacial cycles; rapid millennial-scale climate change; and the future of Earth's climate. *Includes one 3-hour laboratory per week. Prerequisite: Geology 105 or permission of instructor.*

CORE REQUIREMENT MET: **LAB-SCI**

255 - Spatial Analysis with GIS

An introduction to concepts of Geographic Information Science and spatial analysis using GIS designed for natural science majors. Emphasis on spatial analysis both vector and raster data, including aerial photos, satellite imagery, and introductory terrain analysis. Course also includes introduction to GIS data acquisition and Global Positioning Systems receivers, individual and group projects, and presentation of results. It is expected that students are experienced using the MS Windows operating system, and Microsoft Excel software. One three-hour laboratory per week. *Prerequisite: Geology 105, 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*

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 and 225*

CORE REQUIREMENT MET: **LAB-SCI**

324 - Advanced field mapping

Building on material learned in Geology 225, this course involves mapping of more complex areas and interpreting the results. Fieldwork of this course and full participation in the 3-5 days of fieldwork is required. Can be repeated one time.

Prerequisite: Geology 225 and Geology 305 (concurrent enrollment accepted)

CORE REQUIREMENT MET: **PARTIAL MATH/SCI**

325 - Structural Geology and Advanced Mapping

Study of the deformation of rocks and the structures produced. Rock mechanics are introduced and the nature and origin of folds, faults, and other structures are discussed. Mapping and interpretation of areas displaying complex geological relations illustrate structural principles.

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

CORE REQUIREMENT MET: **LAB-SCI**

342 - Geomorphology

Landforms and their interpretation in terms of tectonic and climatic processes will be presented. The focus will be on landforms, such as mountain belts, faults, and landslides, caused by active tectonic processes. Methods of dating and quantifying geologic events will be introduced. Scientific writing skills will be emphasized. *Includes one three-hour laboratory per week and field trip. Prerequisite: Geology 225.*

CORE REQUIREMENT MET: **LAB-SCI**

345 - Petrology

The origin, occurrence, composition, and classification of rocks are discussed based on their geologic settings and experimental studies. Laboratory work includes the study of rocks in hand specimen and thin section. Includes one three-hour laboratory per week and field trip. Prerequisite: Geology 305.

CORE REQUIREMENT MET: **LAB-SCI**

355 - Paleomagnetism

Introduction to the magnetism of rocks, with special emphasis on laboratory techniques and applications. Strongly recommended for students considering research projects with Professors Bogue. *Includes one 3-hour laboratory per week. Prerequisite: Geology 105.*

CORE REQUIREMENT MET: **LAB-SCI**

390 - Special Topics in Geology

Two- or four-credit advanced courses on specialized topics in geology. May be taken more than once with department approval as topics vary.

2 or 4 units

397 - Independent Study 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

Professor, Geology

A.B., Brown University; Ph.D., UC Santa Cruz

Brandon Browne

Associate Professor, Geology

B.S. Oregon State University, M.S. University of Alaska, Fairbanks, Ph.D. University of Alaska, Fairbanks

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

Adjunct Assistant Professor, Geology

B.S., Ph.D., Cornell University; M.S., University of Pennsylvania

Joel Wedberg

Adjunct Instructor, Geology

SC.B. San Diego State University

German, Russian, & Classical 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. In addition to literature courses, various culture courses (some taught in the language of study, others in English) make aspects of this cultural tradition available to all students.

The Department also strongly encourages all students to investigate Occidental's opportunities for study abroad. In recent years, students from a wide variety of departments, including the sciences, have taken advantage of these programs, greatly enhancing their education and future opportunities. These programs exemplify Occidental's ideal of a liberal education that increases sensitivity to and appreciation of other cultures.

Requirements

German

MINOR: Five courses (20 units) numbered German 202 and above. Three of the five courses must be completed as Occidental courses.

GROUP LANGUAGE MAJOR: Students may combine German with another language (Chinese, French, Japanese, Russian, Spanish) or with Linguistics into a Group Language major by taking at least five courses (20 units) numbered 202 and above in German (two of which can be taken, upon faculty approval, in related areas such as history, art history, politics, language learning/linguistics), and five courses (20 units) in the other language. Students planning a Group Language major are encouraged to participate in Occidental's programs abroad as part of their plan of study. Interested students should consult with faculty in both languages before entering the group program.

WRITING REQUIREMENT AND COMPREHENSIVE REQUIREMENT: The specifics of the writing requirement and the comprehensive requirement will be determined by the advisors of the student's two languages at the time the student declares the Group Language major. See the Writing Program for more information about the College's writing requirement.

Russian

MINOR: Five courses (20 units) numbered Russian 202 and above. Three of the five courses must be completed as Occidental courses.

GROUP LANGUAGE MAJOR: Students may combine Russian with another language (Chinese, French, German, Japanese, Spanish) or with Linguistics into a Group Language major by taking at least five courses (20 units) numbered 202 and above in Russian (two of which can be in related areas such as history, art history, politics, language learning/linguistics), and five courses (20 units) in the other language. Students planning a Group Language major are encouraged to participate in Occidental's programs abroad as part of their plan of study. Interested students should consult with faculty in both languages before entering the group program.

Classical Studies

Please see the Classical Studies area of the catalog for information on minoring in Classical Studies. [Classics minor](#)

Courses

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**

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 and REGIONAL FOCUS**

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 Sezuhan", "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: **PRE-1800 .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 - Roman Literary Genres

This course introduces students to literary genres from Republican and Imperial Rome, including epic, literary epistle, the philosophical treatise, and tragedy. Authors to be read include Vergil, Ovid, Lucan, Cicero, and Seneca. Students will learn how to read these translated primary texts within their historical context and in the context of the broader Classical tradition, and in doing so, they will better understand the culture and people which produced these works and how they are still relevant today. 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**

274 - War and Peace

Using Leo Tolstoy's novel *War and Peace*, this class will explore the issues of cultural identity, nationalism, religion, societal norms, and human progress. The class will also examine the novel's place in the traditions of Russian literature and the historical novel.

CORE REQUIREMENT MET: **EUROPE**

278 - 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 - The Supernatural in Slavic Culture

An examination of Slavic myths and their manifestation in folk culture, literature and film. The course will also apply critical theories such as feminist theory, deconstruction and psychoanalytical theory to these myths and their ability to persist to the present. Subjects to be covered include vampires, werewolves, nature spirits, shamanistic beliefs and rituals, and pagan calendar rituals. Readings will include medieval legends, stories by Nikolai Gogol, Mikhail Lermontov, Aleksei Tolstoy, and Mikhail Bulgakov. No knowledge of Russian required.

CORE REQUIREMENT MET: **EUROPE**

284 - Madness and Murder

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

CORE REQUIREMENT MET: **EUROPE**

397 - Independent Study in Russian

Prerequisite: permission of instructor.

2 or 4 units

Faculty

Regular Faculty

Jürgen Pelzer

Professor, German, Russian, and Classical Studies; Advisory Committee, Group Language
M.A., University of Constance; Ph.D., University of Wisconsin

Walter Richmond

Adjunct Assistant Professor, German, Russian, and Classical Studies
B.A., Arizona State University; M.A., Ph.D., USC

On Special Appointment

Pauline Ebert

Adjunct Assistant Professor, German, Russian, and Classical Studies
M.A., Johann Wolfgang Goethe University, Frankfurt; Ph.D. Wayne State University

Debra Freas

Adjunct Assistant Professor, German, Russian, and Classical Studies
B.A., University of Texas; Ph.D., UC Irvine

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); [German, Russian, and Classical Studies](#) (for German and Russian courses); [Spanish and French Studies](#) (for Spanish, French, and Linguistics courses).

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

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

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

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

Linguistics: 5 courses: Ling 301; a second course in linguistics; one semester of a foreign language from one of the following categories: 1) Greek or Latin, 2) Spanish or French, 3) German or Russian, 4) Arabic, Chinese, or Japanese (the course must be in addition to and in a different category from the language used to fulfill the Core language requirement); and two additional courses with a language focus (such as one more foreign language course, another course in linguistics, Cognitive Science 330, Philosophy 370, or Education 205).

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

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

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

Motoko Ezaki

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B.A., M.A., Seinan Gakuin University; M.A., Ph.D., UCLA

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B.A., UC Riverside; M.A., Indiana University; Ph.D., UCLA

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B.A., Wellesley College; M.A., Ph.D., Columbia University

Jürgen Pelzer

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M.A., University of Constance; Ph.D., University of Wisconsin

Arthur Saint-Aubin

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B.A., Swarthmore College; M.A., Ph.D., Johns Hopkins University

Michael Shelton

Associate Professor, Spanish and French Studies; Advisory Committee, 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**

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**

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 - 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**

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**

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**

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 and GLOBAL CONNECTIONS**

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 - Italian Renaissance

This course offers a chance to come to know a variety of individuals who lived in the Italian peninsula in the 1300s, 1400s, and 1500s. We shall "visit" the republics of Venice and Florence, the papal court of Rome, and the ducal courts of Urbino and Mantua, and shall enjoy distinctive creations in literature, education, philosophy, and the arts. Diplomat Machiavelli witnessed independent Italian city-states fall to French and Habsburg conquests, and he 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: **EUROPE • PRE-1800 and REGIONAL FOCUS**

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**

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**

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 Nahua ("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**

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: **INTERCULTURAL**

283 - Peasant, Tribe and Nation in the Middle East

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

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

385 - Identity Formation in the Modern Middle East and Africa

This course explores histories of the Middle East and North Africa over the last century and a half through an examination of identity formation. In the simplest terms, this means we will study the ways that people in the region came to understand themselves and their place in the world. Specifically, we will consider the intersections of religion, nationalism, colonialism, and minority status in the emergent nation-states of the region. Prerequisite: successful completion of one History course.

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

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*

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. *Prerequisite: permission of instructor.*

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 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**

206 - History of American Women

This course will examine the variety of female experiences in 19th and 20th century America by looking at the class, racial and ethnic dimensions that shaped women's lives. A second major concern will be to study women in the context of the historical developments of their time; reform movements, westward migration, industrialization and urbanization, will be examined in light of their impact on women's experiences and values. The course will also consider a number of themes, including popular images of women, women and sexuality, women and the family, women and work, women as consumers, and women as reformers.

CORE REQUIREMENT MET: **UNITED STATES**

277 - Cross-Cultural Perspectives on Women and Community Health

This course explores the history of women as promoters of community health in the diverse cultures of the nineteenth- and twentieth-century United States. Although women have not traditionally held power in mainstream biomedical occupations and institutions, women have nevertheless been critical to health and healing in local communities as caregivers, activists, and even scapegoats for disease. Furthermore, women's role in community health has been heavily shaped by gendered constructions of the body, disease, and wellbeing. Thus, while the focus of the course is on the social history of women's health and healing, the theoretical framework of the course also aims to explore how ideologies of gender, race, class, and sexuality shape the women's relationship to community health as both caregivers and health-seekers. The course is organized by a set of common themes that cut across time, space, and racial/ethnic boundaries in U.S. History. Themes include: spirituality and healing; work and health; sexuality and reproduction; activism for health justice.

CORE REQUIREMENT MET: **UNITED STATES 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

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

Sharla Fett

Associate Professor, History; Advisory Committee, American Studies

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

Lynn Dumenil

Robert Glass Cleland Professor of American History, History; Advisory Committee, American Studies

B.A., USC; M.A., Ph.D., UC Berkeley

Michael Gasper

Assistant 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

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; Advisory Committee, Latino/a and Latin American Studies

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

Marla Stone

Professor, History

B.A., Pomona College; M.A., Ph.D., Princeton University

On Special Appointment**Jeremiah Axelrod**

Adjunct Assistant Professor, History

B.A., Williams College; Ph.D., UC Irvine

Casey Blake

Ray A. Billington Visiting Professor of United States History

B.A. Wesleyan University; M.A., Ph.D. University of Rochester

Daniel Horowitz

Visiting Professor, History

B.A., Yale; Ph.D., Harvard

Fangchun Li

Adjunct Assistant Professor, History; Affiliated Faculty, East Asian Languages and Cultures

B.A., Beida University; M.A., Beijing University; M.A., Ph.D., UCLA

Paul 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

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, 305, 307, 310, and 490 and one additional course from Kinesiology 306, 309, 311 or 312. Kinesiology majors must also take Chemistry 120 or 130, 220, and 221; Mathematics 110 or 114, 120; Physics 110 or 115; Biology 110 or 115 and 130; and Psychology 102.

Pre-professional students are strongly encouraged to consult with the Health Professions Office and with their academic advisor early in their career. Students planning to apply to medical schools should take two semesters of Physics and four semesters of Chemistry.

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

MINOR: Five courses (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, 305, 306, 307, 309, 310, 311, or 312. A student may replace Kinesiology 104 with any upper division Kinesiology course as long as he or she has completed the necessary prerequisites.

WRITING REQUIREMENT: Students majoring in Kinesiology will satisfy the final component of Occidental College's college-wide writing requirement by successfully completing the written research requirements with a letter grade of "B" or better for two of the following 300-level courses: Kinesiology 302, 305, 306, 309, 310, 311, 312 and 395. Students should familiarize themselves with the departmental requirement at the time of declaring the major. See the Writing Program and the department chair for additional information.

COMPREHENSIVE EXPERIENCE: The comprehensive experience is fulfilled by successfully completing Kinesiology 490 and passing a written two-part exam early in Spring of their senior year.

HONORS: Honors in Kinesiology may be awarded at graduation to qualified students. Students eligible for College honors are those who have 1) earned an overall College grade point average of 3.25 or better, 2) earned a grade point average in departmental courses of 3.5 or better, and 3) completed a research project of honors quality in either Kinesiology 499 or a summer research program. See the Honors Program for additional details.

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

300 - Human Anatomy I

This first semester covers musculoskeletal anatomy and provides an in depth study of bone composition and development; joint morphology; muscle structure, function, mechanics, and movement analysis. *Includes one three-hour laboratory per week. Not Open to Frosh*

CORE REQUIREMENT MET: **LAB-SCI**

301 - Human Anatomy II

A structural survey of the human body covering the nervous, endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, reproductive, and integumentary systems. Lecture will also include the special senses of vision, hearing and olfaction. *Includes one three-hour laboratory per week. Not open to Frosh*

CORE REQUIREMENT MET: **LAB-SCI**

302 - Biomechanics

The application of muscle mechanics and Newtonian mechanics to the documentation and analysis of human movement. Lecture will also focus on the application of static and dynamic problem solving to human performance. Laboratory work will be integrated with the lecture material and will emphasize the use of electromyography and video analysis to document and study human performance. *Prerequisite: Kinesiology 300. Includes one three-hour laboratory per week.*

CORE REQUIREMENT MET: **LAB-SCI**

305 - Exercise Physiology

The study of human functions and their physiological adaptation to, and specification for, the

stress of exercise. Cardiovascular, and respiratory responses to exercise; use of calorimetry to study metabolism during exercise; effects of environmental stress on exercise performance; body composition; ergogenic aids and nutritional factors in exercise performance.

Prerequisites: Chemistry 120 and Kinesiology 307.

CORE REQUIREMENT MET: **MATH/SCI**

306 - Biochemistry of Exercise and Energy

Energy sources for human movement; substrate and energy metabolism during exercise; liver, skeletal, and cardiac muscle adaptations to acute and chronic exercise training. *Prerequisites: Chemistry 120 and Kinesiology 307.*

CORE REQUIREMENT MET: **MATH/SCI**

307 - Human Physiology

Introduction of principles of human physiology, with special emphasis on a systems approach. Presentation of an integrative approach to basic physiology of major organs and organ systems, covering aspects of cell function, including membrane transport, excitability, metabolism and functions of organs from the nervous, muscular, respiratory, cardiovascular, gastrointestinal, renal, endocrine and reproductive systems. *Includes one three-hour laboratory per week. Prerequisite: Kinesiology 301 or Biology 115*

CORE REQUIREMENT MET: **LAB-SCI**

309 - Developmental Motor Behavior

Ontogenetic approach to human movement behavior and physical growth from conception to adulthood with emphasis on maturational and environmental factors. *Prerequisite: Psychology 102 or permission of instructor.*

CORE REQUIREMENT MET: **MATH/SCI**

310 - Motor Learning and Control

Introduction to the processes of control and coordination in the performance of motor skills. Neurophysiological, mechanical, and cognitive bases of motor skill acquisition. *Includes one three-hour laboratory per week. Prerequisite: Psychology 102.*

CORE REQUIREMENT MET: **LAB-SCI**

311 - 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 102.*

312 - Diet, Disease, and Exercise

This advanced level course focuses on the etiology of the major degenerative diseases in our society and the role genetics, diet, and exercise play in their development and treatment. Diseases covered include heart disease, cancer, non-insulin dependent diabetes, osteoporosis, and hypertension. Focus of course will look into treatment and prevention of

disease through diet, exercise, and lifestyle modifications. The current scientific research covering the metabolic, cellular and system changes involved in disease progression and treatment will be of particular focus. *Prerequisites: Chemistry 120 and Kinesiology 307.*

395 - Directed Research 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

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

Stuart Rugg

Professor, Kinesiology

B.S., UC Davis; Ph.D., UCLA

Lynn Mehl

Professor, Kinesiology and Psychology

B.S., M.S., Ph.D., USC

On Special Appointment

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

Marcella Raney

Adjunct Assistant Professor, Kinesiology

B.A., Occidental College; Ph.D., USC

Eric Sternlicht

Adjunct Assistant Professor, Kinesiology

B.S., M.S., Ph.D., UCLA

Advisory Committee

Elizabeth Braker

Associate 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

Donald Deardorff

Carl F. Braun Professor, Chemistry; Advisory Committee, Kinesiology

B.S., Cal Poly San Luis Obispo; Ph.D., University of Arizona

Nancy Dess

Professor, Psychology; Advisory Committee, Kinesiology

B.A., UCLA Ph.D., University of Minnesota

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 and comparative literature, music, politics, critical theory-social justice, 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:

- the Latino/a and LLas 101: Introduction to Latino/a and Latin American Studies an interdisciplinary introduction to the geography, societies, cultural landscapes, and political and economic struggles of Latin American and U.S. Latino peoples.
- two courses from the following three Latin American History and Politics courses: History 150; History 151; Pol 210;
- Two Latino Studies courses from the following offerings: ECLS 352 (Chicano Literature), ECLS 365 (U.S. Latino Literature); Education 213 (Chicano Education); Econ 324 (Economics of Immigration); History 359 (Mexico-U.S. Borderlands); Music 385 (Performance and Politics of the U.S. Mexico border); Psych 385 (Chicanas and Chicanos); SOC 420 (Immigration); Spanish 383 (Chicano Literature).
- Three additional courses (not counting the two mandatory courses from History 150, History 151, Pol 210), from the list of electives listed under the COURSES drop-down menu, including at least one 300 level course. Starred 300-level courses fulfill the Junior Writing Requirement. In the interests of interdisciplinarity, no more than two electives may be taken from the same department.
- satisfaction of the Major's language requirement (Spanish 202 or Span 211). Span 202 or 211 fulfills the language requirement but is not counted towards the 40 units of credit necessary for the major.
- the equivalent of a 300 level Spanish class above Span 202/211 or a third Latino Studies course.(two Latino Studies courses are mandatory).
- The Latino/a and Latin American Studies Senior Seminar. Declared majors propose the topic of their senior thesis by the end of Spring Junior year.

Minor

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

Courses

Courses that Count Towards a Major or Minor in Latino/a and Latin American Studies

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

AMST 295: SOCIO-POLITICS OF RACE

CTSJ: 247 Machos: Forms of Latin American Manliness.

* ECLS 354: Chicano Literature.

* ECLS 365 U.S. Latino Literature.

ECON 324 Economics of Immigration.

EDUCATION 213. Chicano Education.

DWA 237. Communism in a Post-Communist World.

DWA 240. Comparative Revolutions.

HIST 150. Colonial Latin America.

HIST 151. Modern Latin America.

HIST 258 Mexican Politics in the Twentieth Century .

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

HIST 354 Race in Latin America.

HIST 355 Indians of Mexico.

HIST 358 Latin America - U.S. Relations;

HIST 359 Mexico-U.S. Borderlands .

MUSIC 102. Music of Latin America.

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

POLS 210 Latin American Politics.

POLS 295 Latino/a Politics

POLS 295 Minority Politics in Latin America

PSYCH 385 Chicanas and Chicanos.

* 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 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.

Latino/a and Latin American Studies Courses

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**

Faculty

Regular Faculty

Lisa Sousa

Professor, History; Advisory Committee, 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; Advisory Committee, Latino/a and Latin American Studies
B.A., Reed College; M.A., Ph.D., University of Pittsburgh

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 and Comparative Literary Studies; 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

Associate 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 Gonzalez

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

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

Richard Mora

Associate Professor, Sociology; Affiliated Faculty, Latino/a & Latin American Studies
A.B., Harvard College; M.A., University of Michigan; Ph.D., Harvard University

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, Psychology; Advisory Committee, American Studies; Affiliated Faculty, 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; Advisory Committee, 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

Jeffrey Tobin

Associate Professor, Critical Theory and Social Justice, Emeritus

B.A., Earlham College; M.A., University of Hawaii, Manoa; Ph.D., Rice University

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.

Advanced courses: Students must have 24 units of Mathematics or Computer Science 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)

Calculus AP Exam Score	Which Math course to take
BC 3 (AB sub-score of 1, 2 or 3)	108, 114, or 120: attend Math Advising Session
BC 1 or 2	Take Calculus Placement Exam
AB 4 or 5	128 (possibly 120 after consultation with Math Dept)
AB 3	114 or 120: attend Math Advising Session
AB 1 or 2	Take Calculus Placement Exam
IB Exam Score	Which Math course to take
IB 6 or 7	150, 210, 212, or 214.
IB 5	114 or 120 or 128: attend Math Advising Session
IB 4	114
IB 3 or less	Take Calculus Placement Exam

In addition to the calculus courses, Mathematics 105, 146, 150, 160, 210, 212, 214, and Computer Science 211 may be taken by first-year students meeting the prerequisites.

Students with transfer credits should confer with the Department for advice on placement in an appropriate mathematics course.

STATISTICS PLACEMENT: Students receiving a 4 or 5 on the AP Statistics Exam are exempt from Math 146; Math 150 is recommended for these students wanting to take further statistics courses.

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 linear algebra through a study of linear algebraic systems and systems of first-order linear differential equations. Vector and matrix algebra, Gaussian elimination and the LU decomposition. Determinants. Real vector spaces, subspaces, and the Fundamental Theorem

of Linear Algebra. Orthogonality, the QR decomposition, and least squares. First-order linear systems, eigenvalues, and the matrix exponential function. Computing with MATLAB is integrated into the course and projects treat applications to a variety of fields. *Prerequisite: a Calculus 2 course.*

CORE REQUIREMENT MET: **MATH/SCI**

295 - Topics in Mathematics

Topics in mathematics, selected largely by student interest and faculty agreement.

Prerequisite: a Calculus 2 course or permission of instructor.

2 or 4 units

300 - Junior Colloquium

Preparation for the comprehensive examination and senior project. Completion of Third Year Writing Requirement. Emphases on problem-solving, clear written expression and verbal presentation. *Open to junior mathematics majors.*

2 units

310 - Real Analysis

A beginning course in advanced calculus and real analysis. Properties of the real number system, sequences and series of real numbers, the Heine-Borel and Bolzano-Weierstrass Theorems, continuity and uniform continuity, sequences and series of functions. *Prerequisite: Mathematics 210.*

CORE REQUIREMENT MET: **MATH/SCI**

312 - Complex Analysis

The differential and integral calculus of complex-valued functions of a complex variable, emphasizing geometry and applications. The complex number system, analytic functions and the Cauchy-Riemann equations, elementary functions and conformal mappings, contour integration, Taylor and Laurent series, function theory. Applications to physics, engineering and real analysis. *Prerequisite: Mathematics 212.*

CORE REQUIREMENT MET: **MATH/SCI**

320 - Algebra

A first course in group theory: basic axioms and theorems, subgroups, cosets, normal subgroups, homomorphisms, and extension of the theory to rings and fields. *Prerequisites: Mathematics 210 and 214.*

CORE REQUIREMENT MET: **MATH/SCI**

322 - Number Theory

Classical theory of numbers, from ancient to modern. Prime numbers and factorization. Divisors, numerical functions, linear and quadratic congruences. Diophantine problems, including the Fermat conjecture. Factoring methods. *Prerequisite: Mathematics 210.*

CORE REQUIREMENT MET: **MATH/SCI**

330 - Probability

Standard methods of calculus are used to study probability: sample spaces, random variables, distribution theory, estimating unknown parameters of distributions. Various applications to real life problems will be discussed. Moment-generating functions and other techniques to calculate moments and characterize distributions. Probabilistic inequalities and the central limit theorem. Point estimators and unbiasedness. *Prerequisites: Mathematics 212 and 214.*

CORE REQUIREMENT MET: **MATH/SCI**

332 - Mathematical Statistics

Theory and applications of statistical inference. Both Bayesian and classical parametric methods are considered. Point and interval estimation, hypothesis testing. Limit theorems and their use in approximation, maximum likelihood estimation and the generalized likelihood ratio test. Introduction to linear models, nonparametric methods, and decision theory. *Prerequisite: Mathematics 330.*

CORE REQUIREMENT MET: **MATH/SCI**

341 - Ordinary Differential Equations and Dynamical Systems

The first half of the course will focus on theoretical, qualitative, and quantitative analyses of ordinary differential equations. First-order linear and nonlinear equations and first order linear systems will be examined from analytical, graphical, and numerical points of view. The second half of the course will be devoted to the study of linear and nonlinear discrete and continuous dynamical systems with special emphasis on qualitative analysis. *Prerequisite: Mathematics 212 and 214 or permission of instructor.*

CORE REQUIREMENT MET: **MATH/SCI**

342 - Partial Differential Equations

An introduction to the study of partial differential equations. This course will include the study of Fourier series, the separation of variables methods, and specifically the wave, heat and Laplace's equations as well as other elementary topics in PDEs. Numerical approximation techniques and applications to specific topics such as traffic flow, dispersive waves or other areas may be included. *Given in alternate years.*

Prerequisite: Mathematics 212, 214 and 341

CORE REQUIREMENT MET: **MATH/SCI**

350 - Mathematical Logic

A metamathematical investigation of the main formal language used to symbolize ordinary mathematics: first order logic. The focus is on the two fundamental theorems of logic: completeness and compactness. Gödel's completeness theorem says that every intuitively valid consequence is formally provable from the hypotheses, while compactness says that every intuitively valid consequence of an infinite premise set really depends on only finitely many premises. *Prerequisite: Mathematics 210 or permission of instructor. Given in alternate years.*

CORE REQUIREMENT MET: **MATH/SCI**

352 - Computability and Complexity

The logical foundation of the notion of a computable function underlying the workings of modern computers. Representation of the informal mathematical idea of calculability by canonical proxies: "general recursive functions," "Turing computable functions." Discussion of Church's Thesis, which asserts the adequacy of these representations. Survey of decidable and undecidable problems. *Prerequisites: Mathematics 210 or permission of instructor.*
CORE REQUIREMENT MET: **MATH/SCI**

354 - Set Theory and Foundations of Mathematics

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

360 - Axiomatic Geometry

Axiomatic development of Euclidian and non-Euclidian geometries, including neutral and hyperbolic geometries, and, possibly, brief introductions to elliptic and projective geometries. The course will emphasize a rigorous and axiomatic approach to geometry and consequences of Euclid's Parallel Postulate and its negations. *Prerequisite: Mathematics 210 or permission of instructor.*
CORE REQUIREMENT MET: **MATH/SCI**

362 - Topology

General topology studies those properties (such as connectedness and compactness) which are preserved by continuous mappings. A disk and a solid square are topologically equivalent; so are a doughnut and a coffee cup; but a disk is different from a doughnut. This course enables you to construct your own proofs and counterexamples while getting to know the basic concepts behind modern mathematics. *Prerequisites: Mathematics 210, and Mathematics 212 or 214, or permission of instructor.*
CORE REQUIREMENT MET: **MATH/SCI**

370 - Numerical Analysis

Analysis of methods for approximating solutions to algebraic and differential equations by computer. Error estimation and stability are themes throughout. Topics include iterative methods for linear and nonlinear systems, condition numbers and Gaussian elimination, function interpolation and approximation, explicit and implicit methods for initial value problems. *Prerequisite: Mathematics 212 and 214 or permission of instructor.*
CORE REQUIREMENT MET: **MATH/SCI**

372 - Operations Research

Optimal decision-making and modeling of deterministic and stochastic systems. Different systems of constraints lead to different methods. Linear, integer, dynamic programming, and combinatorial algorithms. Practical problems from economics and game theory. Inventory

strategies and stochastic models are analyzed by queuing theory. *Prerequisites: Mathematics 210 and 214.*

CORE REQUIREMENT MET: **MATH/SCI**

380 - Combinatorics

Investigation of the existence and classification of arrangements. Topics to include principles of enumeration, inclusion-exclusion, the pigeon-hole principle, Ramsey theory, generating functions, special counting sequences, and introductory graph theory. *Prerequisite: Mathematics 210.*

CORE REQUIREMENT MET: **MATH/SCI**

382 - Graph Theory

Graph Theory is a beautiful area of mathematics with many applications. It is used in computer science, biology, urban planning, and many other contexts. Like other areas of discrete mathematics, Graph Theory has the property that the problems are often quite approachable and understandable. Sometimes the solutions to Graph Theory problems can be complex and often require clever arguments, thus the subject is quite pleasing to study. This class will build a solid foundation in Graph Theory for the students. Possible topics are graph isomorphisms, coverings, and colorings; independence number, clique number, connectivity, network flows, and matching theory. *Prerequisite: Mathematics 210. Suggested co-requisite: Mathematics 380.*

CORE REQUIREMENT MET: **MATH/SCI**

392 - Mathematical Models in Biology

This course is intended to introduce students to common models used in biology. A variety of models in terms of both biology and mathematics will be covered. Biological topics include action potential generation, genetic spread, cell motion and pattern formation, and circulation. These topics span a range of mathematical models as well, including finite difference equations and differential equations, both linear and non-linear. The focus will be on model analysis and the translation between the mathematical language and the biological meaning. Such analysis will be done both quantitatively and qualitatively. Towards this end, topics seen in previous mathematical courses, such as eigenvalues, phase portraits, and stability, will be revisited. Relevant biology will be presented with each model. The course will be project based. *Prerequisite: Mathematics 212 and 214, or permission of instructor.*

CORE REQUIREMENT MET: **MATH/SCI**

395 - Special Topics in Advanced Mathematics

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

Advanced Differential Equations. The course will consist of advanced topics in differential equations not usually seen in either ordinary differential equations or partial differential equations such as delay differential equations, stochastic differential equations, boundary value problems, numerical methods, and infinite series solutions. *Prerequisite: Math 341 or Math 342 or permission of instructor.*

Knot Theory. An introduction to Knot Theory: how knots are described mathematically, how one can distinguish different knots, create new knots, classify knots. Topics include: Reidemeister moves, links, knot colorings, alternating knots, braids, knots and graphs, knot invariants, mirror images, unknotting number, crossing number, applications to biology and chemistry. *Prerequisite: Math 210, Math 212 or Math 214 or permission of instructor.*

396 - Mathematical Modeling

A project-oriented introduction to mathematical modeling. Techniques from calculus, linear algebra and other areas of mathematics will be used to solve problems from the life, physical and social sciences. Familiarity with a programming language is desirable but not required. *This course may be taken up to two times for credit. Prerequisites: Mathematics 212 and 214.*
2 units

397 - Independent Study 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

Eric Sundberg

Associate Professor, Mathematics

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

Ron Buckmire

Associate Professor, Mathematics

B.Sc., M.Sc., Ph.D., Rensselaer Polytechnic Institute

Alan Knoerr

Associate Professor, Mathematics; Advisory Committee, Cognitive Science

B.A., Oberlin College; Sc.M., Ph.D., Brown University

Tamás Lengyel

Professor, Mathematics

Diploma, Ph.D., Eotvos University, Budapest

Nalsey Tinberg

Professor, Mathematics

B.A., UCLA M.S.; Ph.D., University of Warwick

Gregory Tollisen

Adjunct Assistant Professor, Mathematics

B.S., University of Portland; M.S., Caltech

Ramin Naimi

Professor, Mathematics

B.S., UCLA; Ph.D., Caltech

On Special Appointment

Viktor Grigoryan

Adjunct Assistant Professor, Mathematics

B.S. Yerevan State University, M.S. University of Massachusetts, Ph.D. University of Massachusetts

Don Lawrence

Adjunct Assistant Professor, Mathematics

B.A., Pomona College; M.A., Ph.D., UC Santa Barbara

John Levitt

Adjunct Assistant Professor, Mathematics

B.A., M.A., UC Santa Barbara Ph.D., University of Wisconsin

Frank Lynch

Adjunct Assistant Professor, Mathematics

B.A. Linfield College; M.S., Ph.D. University of Utah

Jeffrey Miller

Adjunct Assistant Professor, Mathematics

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, 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: Music Theory: 3 courses, 12 units (Music 151/151A, 250/250A, 251/251A). Music History and Culture: 4 courses, 16 units (Music 261, 263, one 200- or 300-level non-Western or popular music course (280, 285 or 385), and one additional course numbered 200 or higher, chosen in consultation with your music advisor). Junior and 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 (Music 130-134 and Music 139, Music 140-147). 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 accompanying paper of 10 pages or more in length, describing their compositional processes and influences. Students with a demonstrated ability in performance or conducting will propose a junior and a senior recital, and will write an accompanying paper of 10 pages or more in length which addresses analytical and historical issues related to music on the senior recital. Students with other specific musical interests will complete a project designed with their advisor.

All seniors will present their work in a public forum during the spring semester.

MINOR:

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, one 200- or 300-level non-Western or popular music course (280, 285 or 385), 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 MUSC 390 in the junior year with a grade of B- or better and receiving a notation of "Satisfactory" for its writing component. Students not achieving a "satisfactory" notation by either of these means will be required to undertake additional coursework in academic writing during the final two semesters of study. While the content of MUSC 390 will change from year to year, it will always include a significant writing component. Students should familiarize themselves with the departmental requirement at the time of declaring the major. See the Writing Program for additional information.

HONORS: Students who have achieved at least a 3.25 average in their music courses and have demonstrated exceptional potential in performance, composition, music history or theory may apply for the Honors Program at the beginning of their junior year. For information about the Honors Program, students should consult with their Music Department faculty advisor. See the Honors Program for additional information.

AWARDS: The Elinor Remick Warren Award is presented for the most outstanding student composition. The Peters Prize is awarded to the student who has done the most to promote music on the Occidental campus. The James F. English and Marie E. English Award is given to the most promising vocal student, and is used for one year of private vocal study at Occidental College. The Marcia Hannah Farmer Award is given to a vocal student and is applied toward private vocal study at Occidental College.

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

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.

130 - Electronic Music Class

An introduction to the use of the Occidental electronic music studio and the creation of electronic music with synthesizers, computer and digital recorders. *Fee: \$195.*

1 unit

CORE REQUIREMENT PARTIAL: **FINE ARTS**

131 - Voice Class

Fundamentals of singing: voice production, diction, repertoire, musicianship.

Recommended as preparation for private lessons. Fee: \$195.

1 unit

CORE REQUIREMENT PARTIAL: **FINE ARTS**

132 - Piano Class

Basic keyboard technique at the beginning through lower intermediate level. *Fee: \$195.*

Graded on a Credit/No Credit basis only.

1 unit

CORE REQUIREMENT PARTIAL: **FINE ARTS**

133 - 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**

134 - Classical Guitar Class (Intermediate)

A further exploration of classical guitar with emphasis on a thorough treatment of musicianship, technique, and expansion of the repertoire for the guitar soloist. *Prerequisite: Music 133 or*

permission of instructor. Fee: \$195.

1 unit

CORE REQUIREMENT PARTIAL: **FINE ARTS**

138 - Alexander Technique Class

The Alexander Technique helps students move naturally. They learn to prevent excess tension and replace it with a more effectively balanced movement pattern throughout the body. *Does not satisfy Music Major applied music requirement. Fee: \$195.*

1 unit

CORE REQUIREMENT PARTIAL: **FINE ARTS**

139 - Performance Improvisation

Techniques and styles of jazz improvisation, solo and small combo. *Open to all instrumentalists and vocalists. Fee: \$195.*

1 unit

CORE REQUIREMENT PARTIAL: **FINE ARTS**

140-148 - Private Applied Music Lessons

All private applied music lessons are one unit each, whether the duration of the lessons is one-half hour or one hour per week. Private applied study carries a fee of \$375 (1/2-hour lessons) or \$750 (one hour lessons).

140.1. PIANO (1/2-hour lessons) / 140.2. PIANO (1-hour lessons)

1 unit

CORE REQUIREMENT PARTIAL: **FINE ARTS**

140.3. PIANO (1/2-hour lessons) / 140.4. PIANO (1-hour lessons)

1 unit

CORE REQUIREMENT PARTIAL: **FINE ARTS**

140.5. PIANO (1/2-hour lessons) / 140.6. PIANO (1-hour lessons)

1 unit

CORE REQUIREMENT PARTIAL: **FINE ARTS**

140.7. HARPSICHORD (1/2-hour lessons) / 140.8. HARPSICHORD (1-hour lessons)

1 unit

CORE REQUIREMENT PARTIAL: **FINE ARTS**

140.9. HARP (1/2-hour lessons) / 140.10. HARP (1-hour lessons)

1 unit

CORE REQUIREMENT PARTIAL: **FINE ARTS**

140.11. JAZZ PIANO (1/2-hour lessons) / 140.12. JAZZ PIANO (1hour lessons)

1 unit

CORE REQUIREMENT PARTIAL: **FINE ARTS**

140.14. COLLABORATIVE PIANO (1-hour lessons)

Prerequisite: two semesters of applied piano study at Occidental, or permission of instructor.

1 unit

CORE REQUIREMENT PARTIAL: **FINE ARTS**

141.1. VOICE (1/2-hour lessons) / 141.2. VOICE (1-hour lessons)

1 unit

CORE REQUIREMENT PARTIAL: **FINE ARTS**

141.3. VOICE (1/2-hour lessons) / 141.4. VOICE (1-hour lessons)

1 unit

CORE REQUIREMENT PARTIAL: **FINE ARTS**

141.5. VOICE (1/2-hour lessons) / 141.6. VOICE (1-hour lessons)

1 unit

CORE REQUIREMENT PARTIAL: **FINE ARTS**

142.1. FLUTE (1/2-hour lessons) / 142.2. FLUTE (1-hour lessons)

1 unit

CORE REQUIREMENT PARTIAL: **FINE ARTS**

142.3. OBOE (1/2-hour lessons) / 142.4. OBOE (1-hour lessons)

1 unit

CORE REQUIREMENT PARTIAL: **FINE ARTS**

142.5. CLARINET (1/2-hour lessons) / 142.6. CLARINET (1-hour lessons)

1 unit

CORE REQUIREMENT PARTIAL: **FINE ARTS**

142.7. BASSOON (1/2-hour lessons) / 142.8. BASSOON (1-hour lessons)

1 unit

CORE REQUIREMENT PARTIAL: **FINE ARTS**

142.9. SAXOPHONE (1/2-hour lessons) / 142.10. SAXOPHONE (1-hour lessons)

1 unit

CORE REQUIREMENT PARTIAL: **FINE ARTS**

142.11 JAZZ SAXOPHONE (1/2-hour lessons) / 142.12. JAZZ SAXOPHONE (1-hour lessons)

1 unit

CORE REQUIREMENT PARTIAL: **FINE ARTS**

143.1. FRENCH HORN (1/2-hour lessons) / 143.2. FRENCH HORN (1-hour lessons)

1 unit

CORE REQUIREMENT PARTIAL: **FINE ARTS**

143.3. TRUMPET (1/2-hour lessons) / 143.4. TRUMPET (1-hour lessons)

1 unit

CORE REQUIREMENT PARTIAL: **FINE ARTS**

143.5. TROMBONE (1/2-hour lessons) / 143.6. TROMBONE (1hour lessons)

1 unit

CORE REQUIREMENT PARTIAL: **FINE ARTS**

143.7. TUBA (1/2-hour lessons) / 143.8. TUBA (1-hour lessons)

1 unit

CORE REQUIREMENT PARTIAL: **FINE ARTS**

144.1. PERCUSSION (1/2-hour lessons) / 144.2. PERCUSSION (1-hour lessons)

1 unit

CORE REQUIREMENT PARTIAL: **FINE ARTS**

145.1. VIOLIN (1/2-hour lessons) / 145.2. VIOLIN (1-hour lessons)

Prerequisite: prior experience playing the violin.

1 unit

CORE REQUIREMENT PARTIAL: **FINE ARTS**

145.3. VIOLA (1/2-hour lessons) / 145.4. VIOLA (1-hour lessons)

1 unit

CORE REQUIREMENT PARTIAL: **FINE ARTS**

145.5. CELLO (1/2-hour lessons) / 145.6. CELLO (1-hour lessons)

Prerequisite: prior experience playing the cello.

1 unit

CORE REQUIREMENT PARTIAL: **FINE ARTS**

145.7. STRING BASS (1/2-hour lessons) / 145.8. STRING BASS (1-hour lessons)

1 unit

CORE REQUIREMENT PARTIAL: **FINE ARTS**

145.9. ELECTRIC BASS (1/2-hour lessons) / 145.10. ELECTRIC BASS (1-hour lessons)

1 unit

CORE REQUIREMENT PARTIAL: **FINE ARTS**

146.1. CLASSICAL GUITAR (1/2-hour lessons) / 146.2. CLASSICAL GUITAR (1-hour lessons)

1 unit

CORE REQUIREMENT PARTIAL: **FINE ARTS**

146.3. CLASSICAL GUITAR (1/2-hour lessons) / 146.4. CLASSICAL GUITAR (1-hour lessons)

1 unit

CORE REQUIREMENT PARTIAL: **FINE ARTS**

146.5. JAZZ GUITAR (1/2-hour lessons) / 146.6. JAZZ GUITAR (1-hour lessons)

1 unit

CORE REQUIREMENT PARTIAL: **FINE ARTS**

146.7. JAZZ GUITAR (1/2-hour lessons) / 146.8. JAZZ GUITAR (1-hour lessons)

1 unit

CORE REQUIREMENT PARTIAL: **FINE ARTS**

146.9. JAZZ GUITAR (1/2-hour lessons) / 146.10. JAZZ GUITAR (1-hour lessons)

1 unit

CORE REQUIREMENT PARTIAL: **FINE ARTS**

146.11. JAZZ GUITAR (1/2-hour lessons) / 146.12. JAZZ GUITAR (1-hour lessons)

1 unit

CORE REQUIREMENT PARTIAL: **FINE ARTS**

147.1. IMPROVISATION (1/2-hour lessons) / 147.2. IMPROVISATION (1-hour lessons)

1 unit

CORE REQUIREMENT PARTIAL: **FINE ARTS**

148.1. ALEXANDER TECHNIQUE

Does not satisfy Music Major applied music requirement.

1 unit

CORE REQUIREMENT PARTIAL: **FINE ARTS**

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. *Prerequisite: audition during the first week of the semester.*

1 unit

CORE REQUIREMENT PARTIAL: **FINE ARTS**

126 - Concert Band

A symphonic wind ensemble for qualified instrumentalists from the college communities of Occidental and the California Institute of Technology (students, faculty, staff and their families). The Band presents concerts on both campuses during the year. *Prerequisite: audition with instructor.*

1 unit

CORE REQUIREMENT PARTIAL: **FINE ARTS**

127 - Jazz Ensemble

The Occidental Jazz Ensemble consists of instrumentalists from Occidental who are interested in performing jazz of various styles. Charts and styles are determined according to the instrumentalists in the ensemble and their particular jazz interests. The Jazz Ensemble presents several concerts during the academic year. *Enrollment is by audition with the instructor.*

1 unit

CORE REQUIREMENT PARTIAL: **FINE ARTS**

129 - Chamber Music

Study and performance of chamber music for diverse combinations of instruments and voices. *Prerequisite: audition during the first week of the semester.*

1 unit

CORE REQUIREMENT PARTIAL: **FINE ARTS**

Music Courses

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, Fats Waller, Big Momma Thornton, Sam Cooke, Jimi Hendrix, Sweet Honey in the Rock, TV on the Radio, Wu-Tang Clan, and Cee-Lo Green. Through extensive listening, reading, and group dialogue, this class will explore how the paradigms of African American cultural experience are deeply interwoven within the musical narratives of the U.S. and its cultural satellites. No prior musical training is necessary.

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

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**

117 - Topics in Music for Film and other Media

This course will survey film music from its silent film era origins to the present, focusing on its many functions through in-class viewing, analysis, and critique of film clips. The works of many prominent film composers as well as some lesserknown figures will be examined in terms of style and approach, as well as their own views on the film-scoring process. Fundamental information on music, film, and psychology of music will be introduced, and the role of music in other media (such as TV and experimental video) will be explored.

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

119 - Why Music Matters

This course provides a general introduction to the elements and history of Western music over the last three centuries. Students will focus on learning how to listen to music, with an emphasis of identifying musical forms, genres, and styles. This focus will serve the larger goal of the course, which is to show how understanding music can not only lead to our greater enjoyment of it but also help us to better understand history and culture. Students with no musical experience are especially welcome.

CORE REQUIREMENT MET: **FINE ARTS**

150 - Introduction to Music Theory

Designed for students with some beginning experience in music theory and an ability to read music. Covers scales, keys, modes, intervals, and basic tonal harmony. 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

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**

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. *Prerequisite: Any Cognitive Science class or Music class, or instructor's approval. Same as COGS 241*

CORE REQUIREMENT MET: **MATH/SCIENCE ? 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 I

Writing exercises to develop technical facility; study of characteristics of instruments; exercises in scoring for various vocal and instrumental combinations. *Prerequisite: Music 151 or permission of the instructor.*

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 and REGIONAL FOCUS**

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**

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 151*

273 - Choral Conducting

Introduction to conducting technique from a choral/vocal perspective. Students will learn to develop musical interpretation through score study, analysis, and clear gestural vocabulary. *Prerequisite: Ability to read music; choral experience preferred.*

280 - Introduction to Ethnomusicology

Offers an introduction to the principal concepts and methodologies of the field of ethnomusicology as well as the style and practices of selected world musical traditions. *Prerequisites: Music 101 or permission of instructor.*

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

285 - Topics Crit Stud Music: Music and Social Protest

Over the past century, music has played a central role in political and social movements that seek to shift the balance of power in local, national, and transnational contexts. From the songs of the African American freedom struggle to the music of the nueva cancion movement in Chile, from the live performance practice of the Occupy and immigrant rights movements to the raucous sounds of Russia's Pussycat Riot, music has been an important mode of circulating alternative political messages and inspiring rebellion against the status quo. How can music be used to convey political messages and extend the reach of social movements? Why does music enhance cohesion and solidarity among movement participants and/or sway or destabilize oppositional forces? Are there differences between mass-mediated modes of political protest and live, grassroots political performances? When voices raised in song become powerful, what protocols are established to censor and repress them. We will examine these questions in the context of social movements which have inspired mass participation, comparing and contrasting case studies from Europe, Asia, Africa, the Americas.

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

357 - Composition II

Study of the compositional techniques and resources of the 20th and 21st centuries. Refinement of the composer's stylistic originality, through repertoire study and short compositional exercises. Composition of a substantial original piece for chamber ensemble, working with performers towards a final recital performance. *Prerequisite: Music 255, 257, or permission of the instructor.*

374 - Junior Recital Preparation

Preparation for junior recital. Requirements include more extensive practice expectations as well as research and preparation of program notes. *Prerequisite: approval of the department. May be repeated once for credit.*
2 units

385 - Advanced Topics in the Critical Study of Music

Music Claiming Space

Music can serve as more than just a cultural artifact. Music can also be an epistemological catalyst, connecting societies quickly and transparently to celebrations of, and debates surrounding, shared systems of belief. As such, this course examines the notion of place, how place is made into music, and how music is made into meaning. The objectives of the course are 1. to provide a forum for discussion about the ways in which notions of place are musically rendered; 2. to engage some basic tenets of phenomenological inquiry and reasoning in our learning, writing, and research about music that provide you the chance to critically feel, think, and write about music; and 3. to understand how the relationship between music and place is in dialogue with, and an expression of, extra-musical, global trends. *Prerequisite: Freshman may not enroll in this course*

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.

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

390 - Junior Seminar in Music

Topics in Musical Analysis.

Topics in Music Analysis is a small, discussion-oriented seminar emphasizing analytic and critical approaches to a musical topic. *prerequisite: Junior standing*

Igor Stravinsky. In celebration of the 100th anniversary of Stravinsky's iconic Rite of Spring (1913), this course examines the musical works by Igor Stravinsky (1882-1971). We will investigate his idiomatic musical language with respect to his distinctive use of structure, metrical displacement and elements of rhythm and pitch, and also consider how these are employed within the immense range of his oeuvre. Students will become familiar with the core of the Stravinskian theoretical literature, as well as with Stravinsky's own polemical writings. Among the topics and repertoire covered will be the early Russian ballets (including the scandalous premiere of The Rite of Spring); the short piano pieces and ragtime-influenced works of the late 1910s; several neoclassical works of the 1920s-30s; and finally his collaboration with Hollywood movie producers and late exploration into serial techniques during

his final decades spent in the United States. Students will use a variety of analytical methods in analytic assignments, in-class presentations, and an argument-driven research paper. The course will be supplemented by guest lecturers and class field trips.

397 - Independent Study in Music

2 or 4 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 complete a draft of their senior comprehensive paper. Recitalists will also produce a draft of their recital program, with program notes, and composers will complete their recital portfolio. Seminar participants will have weekly individual meetings with the instructor, and will come together biweekly for discussion and presentations relating to comprehensive projects. *Prerequisite: Music 251.*

Faculty

Regular Faculty

Irene Girton

Associate Dean and Professor, Music

B.Music, Oberlin College Conservatory of Music; M.Phil., Ph.D., Yale University

Allen Gross

Professor, Music

B.A., Queens College; M.A., UC Berkeley; D.M.A., Stanford University

David Kasunic

Assistant Professor, Music

B.A., Amherst College; M.F.A., Ph.D.; Princeton University

Shanna Lorenz

Assistant Professor, Music; Advisory Committee, Latino/a and Latin American Studies

B.A., Reed College; M.A., Ph.D., University of Pittsburgh

Andre Myers

Assistant Professor, Music

B.Mus., Eastman School of Music; M.M., D.M.A., University of Michigan

On Special Appointment

Joe Addington

Adjunct Instructor, Music

William Bing

Adjunct Instructor, Music

M.M., USC; B.M., University of Michigan

Cesar Castro

Adjunct Instructor, Music

Sonia Marie De Leon de Vega

Adjunct Instructor, Music

Tim Emmons

Adjunct Instructor, Music

B.A., UC Santa Barbara; M.A., USC

Edmond Johnson

Adjunct Assistant Professor, Music

B.A., Lawrence University; M.A., Ph.D., UC Santa Barbara

Desiree La Vertu

Director of Choral Music, Music

B.Mus., CSU Fullerton; M.M. University of Nevada, Reno

Jennifer Logan

Adjunct Assistant Professor, Music

B.A., M.A., Cal State Fresno; Ph.D., UC Santa Barbara

Bruno Louchouarn

Director of the Keck Language and Culture Studio, Adjunct Associate Professor, Music and Cognitive Science

B.S., M.Sc., Université Pierre et Marie Curie; M.A., Ph.D., UCLA

Gloria Lum

Adjunct Instructor, Music

B.A., University of Southern California

Stephanie O'Keefe

Adjunct Instructor, Music

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

G. Simeon Pillich

Adjunct Assistant Professor, Music

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 245: 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 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 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 write one long essay, the "state of thought" essay, to satisfy their comprehensives requirement. This essay, approximately 30 pages long, is on a topic of their choice and is written with the advice and assistance of two faculty advisers.

Seniors begin work on this essay in the Senior Seminar (Philosophy 490) in the fall semester. In this class, which is organized by a faculty member, seniors focus on writing a preliminary 20-page essay that provides a broad survey of the "state of thought" on their chosen topic, along with a discussion of the important and differing approaches taken by the key philosophers who have written on their topic. With satisfactory completion of the preliminary essay, students receive a grade of CIP (course in progress) at the end of the fall semester.

Although there is no class associated with the philosophy comprehensives in the spring semester, seniors continue to work on their "state of thought" essays, with the assistance of the instructor for Philosophy 490. In the spring semester seniors focus on assessing the arguments that have been brought to bear on their topic, and on developing their own contributions to the topic. Once essays are complete, seniors present their work orally to the campus community.

With satisfactory completion of their essays and oral presentations in the spring semester, the fall semester CIP grade is changed to a letter grade. The letter grade is based on the quality of their essays, the quality of their contributions to the seminar discussions in Philosophy 490, and the quality of their oral presentations in the spring. Final grades will be determined by the philosophy faculty as a whole.

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 3.3 GPA in philosophy and a 3.25 GPA overall to be considered for Departmental honors. See the Honors Program and consult the department chair for further details.

Courses

101 - Introduction to Philosophy

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

CORE REQUIREMENT MET: **EUROPE 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**

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**

245 - Science, Law, and Sexual Orientation

The course investigates the current scientific data on sexual orientation in order to evaluate the implications this information has in law and social policy. While biological findings on sexual

orientation will be presented and explained, the level of instruction is designed for non-biology majors, and no prior familiarity with law and social policy is presupposed. Some questions that will guide our inquiry include: What is the data that supports biological predisposition? Is sexual orientation genetic? Is it epigenetic? Is it immutable or a matter of choice? How should the law treat sexual orientation as a matter of classification? How should the benefits and burdens of the law be distributed according to this classification? What effect do stereotypes of sexual orientation have on science and social policy, for example, in AIDS research? The course aims to promote an understanding of the biological impact on complex behaviors such as sexual orientation, and to discuss the social and legal implications of that relationship as engaged citizens.

CORE REQUIREMENT MET: **UNITED STATES**

250 - Bioethics

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

CORE REQUIREMENT MET: **UNITED STATES 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**

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 Xenon'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.

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 and REGIONAL FOCUS**

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**

312 - 19th Century German Philosophy

This course examines the major figures of post-Kantian German Idealism and their critics, including Fichte, Hegel, Marx, and Nietzsche. Special attention will be paid to the central problem of this tradition to justify the concept of freedom. Topics to be discussed include free will and determinism, non-metaphysical conceptions of freedom, the concept of recognition, the sociality of reason, and the relationship between naturalism and ethical theory. The course assumes no prior knowledge of subject matter or familiarity with these figures, and aims to provide students with an introductory, working knowledge of German philosophy after Kant. *Prerequisites: Philosophy 210 or permission of instructor. Given in alternate years.*

CORE REQUIREMENT MET: **EUROPE**

315 - Topics in Continental Philosophy

This course examines figures, movements, and philosophical problems in the Continental tradition of philosophy, typically in German and French philosophy of the 19th and 20th centuries. In the past, topics for discussion have included: ideology and mass media,

technology and disciplinary power, and sexuality and agency. *Because topics change from year to year, students may repeat course once for credit, with approval of instructor. Given in alternate years. Can be repeated one time.*

CORE REQUIREMENT MET: **EUROPE**

325 - Metalogic

A survey of results in the metatheory of first order logic, including consistency, completeness, decidability, and undecidability. *Prerequisite: Philosophy 225, Mathematics 210, or permission of instructor.*

CORE REQUIREMENT MET: **MATH/SCI**

330 - Globalization and Justice

This course examines various theories of justice in international relations and evaluates them according to a range of practical problems facing globalization. Typically, we shall start by exploring the tension between universal values and cultural relativism, which underlies much of the theory and practice of international relations. We will then examine this tension in a number of controversies concerning globalization, including war and peace, international political economy and distributive justice, environmental issues, human rights, and terrorism.

CORE REQUIREMENT MET: **INTERCULTURAL**

333 - 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**

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**

353 - Ethics and Economics

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

CORE REQUIREMENT MET: **UNITED STATES**

355 - Philosophy of Space and Time

The course will cover such topics as whether space and time exist, how we know what the geometry of space and time is, whether any sense can be made of the claim that time has a direction, and the "paradoxes" of time travel. We will examine these questions in the context of both pre-relativistic and relativistic theories. The readings will range from historical figures, such as Newton, Leibniz and Mach, to contemporary work by both philosophers and physicists, including Hawking, Thorne and Sklar. This course does not require previous exposure to Special or General Relativity and will not require as a prerequisite technical skills that go beyond high school mathematics and physics, but the student is expected to be comfortable with algebraic and geometric reasoning.

CORE REQUIREMENT MET: **INTERCULTURAL 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**

365 - Philosophy of Science

We will look at a number of episodes in the history of science. Among the issues that will be addressed will be the following: When should we consider evidence as confirming a theory? What considerations should we use to decide between competing theories? Should we view our best theories as true or merely empirically adequate? Can there be a logic of scientific discovery? We will read works by philosophers and scientists including van Fraassen, Reichenbach, Feyerabend, Newton, and Galileo.

CORE REQUIREMENT MET: **INTERCULTURAL**

370 - Philosophy of Language

We will examine a number of recently proposed accounts of meaning, truth, and reference. Issues that will come up will be whether there could be a private language, what the role of mental content is, how we should understand metaphor, and whether truth is a redundant notion. Philosophers covered include Frege, Russell, Tarski, Quine, Putnam, Kripke, and Searle. *Given in alternate years.*

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

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

Marcia Homiak

Professor, Philosophy

A.B., Mount Holyoke College; Ph.D., Harvard University

Carolyn Brighthouse

Associate Professor, Philosophy; Advisory Committee, Cognitive Science

B.A., University of Liverpool; M.A., 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

Kory Schaff

Assistant Professor, Philosophy

B.A., North Central College; M.A., Loyola University of Chicago; Ph.D., UC San Diego

Saul Traiger

Professor of Philosophy; Professor of Cognitive Science

B.A., State University of New York, Binghamton M.A., Ph.D., University of Pittsburgh

Affiliated Faculty

Dylan Sabo

Adjunct Assistant Professor

Ph.D. University of North Carolina

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 106, 110, 120) as early as possible. These courses provide a foundation in both classical and modern physics. Fundamental understanding and procedures in analytical physics are stressed throughout. This sequence is recommended to all students who have an aptitude for scientific work and who are acquiring a strong background in mathematics, including an introduction to differential and integral calculus. Students with a strong high school physics background or a high score on the Physics AP examination may wish to consider Course Exemption by Examination, whereby the student can be exempted from some or all of the courses in the introductory sequence.

Physics majors typically begin taking courses at the intermediate level by the end of Sophomore year, and are encouraged to complete required 300-level courses by the end of Junior year. This schedule prepares a student for the widest array of 260- and 360-series courses.

Of special interest are the three series of physics courses numbered 160-169, 260-269, and 360-369. These courses cover special topics as well as subjects of active research interest within the Physics department. The 160 series is designed for non-science students interested in varying aspects of physical science. These courses have few prerequisites beyond algebra and trigonometry and many are open only to students who have not taken Physics 106, 110/115, 120/125, or their equivalent. The 260 series of courses is open to anyone who has completed Physics 120 or 125. The prerequisites for 360-series courses vary, but generally require physics beyond Physics 120 or 125.

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 four Options listed below. Students can also supplement their programs by taking courses at the California Institute of Technology under the exchange program.

Physics Foundation: All physics majors must complete a core of five physics courses called the Foundation. In addition to the three-term introductory sequence (Physics 106, 110 or 115,

120), the Foundation includes a course in Modern Physics with laboratory (Physics 240) and a course in Thermal and Statistical Physics (Physics 250). Accompanying these physics courses must be work in mathematics including Multivariable Calculus (Math 212) and Linear Systems (Math 214).

Options: In addition to the Foundation, all physics majors must complete one of the following Physics Options. Upon graduation, the student's transcript will list both the major (Physics) and the chosen Option.

Some of the four Options require Physics Selectives, which are courses from the 260 or 360 series, or 300-level courses below 390 not otherwise required for the Option.

Physics Option (24 units): Physics 310, 315, 316, 320, 330, 340 and four units of Physics Selectives. This option is recommended for students who wish a thorough background in physics and for those who wish to pursue professional or graduate work in physics or engineering.

Mathematics Option (28 units): Physics 310, 320, four units of Physics Selectives and eight additional units from any other 300-level Physics courses below 390. Also required are at least eight units in Math or Computer Science numbered above 300 and below 397 (these courses must be in addition to those required math courses listed in the Foundation). This option is recommended for students who wish a broader mathematics or computer science background.

Chemistry Option (32 units): Chemistry 120 or 130, 220, 221, and 240. Also required are Physics 310, 320, 330 and either Physics 340 or Chemistry 305. This option is recommended for students who wish a broader physical science background.

Education Option (24 units): Physics 320 and eight units of Physics Selectives. Also required are Education 201, 205, and 340. Education 314 is highly recommended. This option is recommended for students who wish to pursue careers in secondary science education.

Physics "Capstone": All physics majors must complete the 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 four units of Physics Selectives.

COMBINED PLAN IN LIBERAL ARTS AND ENGINEERING: The program for majors provides for entrance into the Combined Plan Programs (3-2) 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

106 - Waves

An introduction to the physics of waves with examples from optics, acoustics, and modern physics. *Open to frosh and sophomores only. Includes one three-hour lab per week.*

Prerequisite: concurrent enrollment in a Calculus 1 course or permission of instructor.

CORE REQUIREMENT MET: **LAB-SCI**

110 - Introductory Mechanics

Covers classical mechanics, including kinematics and dynamics of particles and rigid bodies, conservation laws, and examination of specific force laws. *Includes one three-hour laboratory per week. Prerequisites: A Calculus 2 course (may be taken concurrently); or permission of instructor. Some prior physics experience is recommended.*

CORE REQUIREMENT MET: **LAB-SCI**

115 - General Physics I

The first of a two-course introduction to physics designed for life science and premedical students. Topics include Newton's laws of motion, gravitation, work and energy, conservation laws. *Includes one three-hour laboratory per week. Courses with multiple lecture sections may require evening examinations. Prerequisites: A Calculus 2 course (may be taken concurrently); or permission of instructor.*

CORE REQUIREMENT MET: **LAB-SCI**

120 - Introductory Electricity and Magnetism

Introduction to electricity and magnetism, electronic circuits, electromagnetic induction, and Maxwell's Equations. *Includes one three-hour laboratory per week. Prerequisites: Physics 110 or 115, and a Calculus 2 course; or permission of instructor.*

CORE REQUIREMENT MET: **LAB-SCI**

125 - General Physics II

The second of a two-course introduction to physics designed for life science and premedical students. Topics include electrostatics and electromagnetism, electric circuits, geometrical and physical optics. *Includes one three-hour laboratory per week. Courses with multiple lecture sections may require evening examinations. Prerequisites: Physics 110 or 115, and a Calculus 2 course; or permission of instructor.*

CORE REQUIREMENT MET: **LAB-SCI**

The 160 Series

Designed for non-science students interested in different aspects of physical science, the courses numbered 160-169 rarely have prerequisites beyond algebra and trigonometry and many are open only to students who have not taken Physics 106, 110/115, 120/125, or their equivalents. Typically only one or two courses are offered from this series each year. The Department reserves the right to cancel classes with extremely small enrollments.

161 - Geek Toys

Exploration of physical laws and processes through simple and geeky-cool devices and demonstrations, many of which students will build themselves and keep. The toys will illuminate topics from across physics, including classical mechanics, thermodynamics, electricity, and magnetism. Course Fee: \$125 *Prerequisites: algebra and trigonometry, or permission of instructor. Not open to students who have completed Physics 110, 115, 120, or 125; or equivalent.*

CORE REQUIREMENT MET: **MATH/SCI**

162 - Astronomy

A survey of the solar system, stars and stellar evolution, galaxies and cosmology. *Prerequisite: algebra and permission of instructor.*

CORE REQUIREMENT MET: **MATH/SCI**

163 - Physics as a Liberal Art

A survey of classical and modern physics with an emphasis on basic principles and their applications. *Prerequisites: proficiency in high school algebra and trigonometry. Not open to students who have completed Physics 110, 115, 120, or 125; or equivalent.*

CORE REQUIREMENT MET: **MATH/SCI**

164 - Light

Identical in all respects to Physics 165 except that there is no lab component. Students attend regularly scheduled lectures for Physics 165, do the homework and take the 165 exams.

Prerequisites: algebra and trigonometry, or permission of instructor. Not open to students who have completed Physics 110, 115, 120, or 125; or equivalent.

CORE REQUIREMENT MET: **MATH/SCI**

165 - Light

An introduction to optics and modern physics for both science and non-science majors. Topics include geometrical optics, physical optics, waves, special relativity, wave-particle duality, atomic and nuclear physics. *Includes one three-hour laboratory per week. Prerequisites: algebra and trigonometry, or permission of instructor. Not open to students who have completed Physics 110, 115, 120, or 125; or equivalent.*

CORE REQUIREMENT MET: **LAB-SCI**

166 - Spacetime Physics

An introduction to the theory of special relativity for both science and non-science majors. Topics include Einstein's postulates, the geometry of relativity, the Lorentz transformations, and the structure of spacetime. *Prerequisites: algebra and trigonometry, or permission of instructor. Not open to students who have completed Physics 110, 115, 120, or 125; or equivalent.*

CORE REQUIREMENT MET: **MATH/SCI**

168 - Energy Conversions and Resources

This course introduces the physics of energy and energy conversions. The goal of this course is to provide students with the tools to recognize and quantify the various energy conversion processes important to society. Fundamental concepts of conservation of energy, efficiency, work and heat will be introduced during the first half of the course. These concepts will provide a framework for topical information on global energy resources (renewable and nonrenewable), energy generation systems, and societal energy demands. *Prerequisites: algebra or trigonometry, or permission of instructor.*

CORE REQUIREMENT MET: **MATH/SCI**

197 - Independent Study 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 106, Physics 110 or 115, and Physics 120; or permission of instructor.*

CORE REQUIREMENT MET: **LAB-SCI**

250 - Thermal and Statistical Physics

Connects the microscopic properties of the physical world with its macroscopic properties using classical and quantum statistics. Topics include classical and quantum ideal gasses, classical thermodynamics, phase transitions, and kinetic theory. *Prerequisites: Physics 106, Physics 110 or 115, and Physics 120; or permission of the instructor.*

CORE REQUIREMENT MET: **MATH/SCI**

The 260 Series

Designed for students interested in different aspects of physical science at a deeper level than those in the 160 series, the courses numbered 260-269 are generally open to anyone who has completed Physics 120 or 125 or their equivalents. Typically only one or two courses are offered from this series each year. The Department reserves the right to cancel classes with extremely small enrollments.

261 - Simulations in Physics

An introduction to the numerical solutions of problems in physics. Applications are drawn from classical dynamics, electrostatics, magnetostatics, relativistic dynamics, and chaotic systems. *Prerequisites: Physics 110 or 115; and Physics 120 or 125 (may be taken concurrently); or permission of instructor.*

262 - Electronics

Theoretical and experimental electronics fundamental to modern research. Includes one three-hour laboratory per week. *Prerequisite: Physics 120 or 125; or permission of instructor.*

CORE REQUIREMENT MET: **LAB-SCI**

263 - Measurement and Control of Instrumentation by Computer

A laboratory based course covering the C programming language, the LabWindows CVI programming environment, and the use of D/A and A/D converters. *Prerequisite: Physics 120 or 125; or permission of instructor.*

CORE REQUIREMENT MET: **LAB-SCI**

264 - History of Physics

This course will explore the interactions of physics and society through selected studies in the history of classical and modern physics. Course work will include reading and discussion of original and interpretive works, research papers, and oral presentations to the class.

Prerequisites: Physics 110 or 115; and Physics 120 or 125; or permission of instructor.

CORE REQUIREMENT MET: **EUROPE**

265 - The Substance of Substance

An introduction to the fundamental constituents of matter and their interactions. Topics include quarks and leptons; symmetries and 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.

CORE REQUIREMENT MET: **MATH/SCI**

267 - Engineering Physics

An introduction to the field of engineering. Students who have completed either of the introductory sequences in physics are well prepared to apply that knowledge to a wide variety of subjects. Applications covered include static equilibrium, elastic properties of materials, vibrations, thermodynamics, thermal properties of matter, fluids, waves and sound, DC circuits, and AC circuits. *Prerequisites: Physics 110 or 115; and Physics 120 or 125 (may be taken concurrently); or permission of instructor.*

268 - 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 106 and 120; and Math 214 (may be taken concurrently with permission of instructor); or permission of instructor.*

CORE REQUIREMENT MET: **MATH/SCI**

315 - Advanced Laboratory I

Selected experiments in modern physics. Special emphasis on research techniques, including literature search, analysis of data, and preparation of written reports. *Prerequisites: Physics 240 or permission of instructor.*

2 units

316 - Advanced Laboratory II

Selected experiments in modern physics. Special emphasis on research techniques, including literature search, analysis of data, and preparation of written reports. *Prerequisites: Physics 240 or permission of instructor.*

2 units

320 - Analytical Dynamics

Motion of particles, systems of particles, and rigid bodies. conservation laws; coordinate transformations, both stationary and moving; Hamilton's and Lagrange's equations. *Includes one ninety-minute laboratory per week. Prerequisites: Physics 106, Physics 120, and Math 214; or permission of instructor.*

CORE REQUIREMENT MET: **MATH/SCI**

330 - Advanced Electromagnetism

Electro- and magneto-statics, Maxwell's equations, electrodynamics, boundary value problems, radiation. *Includes one ninety-minute laboratory per week. Prerequisite: Physics 310 or permission of instructor.*

CORE REQUIREMENT MET: **MATH/SCI**

340 - Quantum Mechanics

The foundations of the theory of quantum mechanics with applications to physical systems. Formal development of the postulates of quantum mechanics, representation of states, angular momentum, spin, and perturbation theory. Applications include the harmonic oscillator, hydrogen atom, and Zeeman effect. Includes one ninety-minute laboratory per week. *Prerequisites: Physics 240 or Chemistry 305, and Physics 310, or permission of instructor.*

CORE REQUIREMENT MET: **MATH/SCI**

Designed for students interested in advanced topics in physics, the courses numbered 360-369 have varying prerequisites but generally require physics beyond Physics 120/125. Typically only one or two courses are offered from this series each year. The Department reserves the right to cancel classes with extremely small enrollments.

361 - Computational Physics

Many problems in physics can be formulated (i.e., written as equations) but not solved analytically. In such cases computational techniques are often employed to solve the equations and advance our understanding of the physics. This course provides an introduction to these techniques and their use. *Prerequisite: Physics 240*

362 - Cosmology and Particle Physics

Particle physics and cosmology began to become intertwined around the turn of the century with the discovery of cosmic rays. This course will explore the fusion of these smallest and largest length scales. A brief introduction to particle physics and cosmology will be given followed by a discussion of current topics in this new field of astroparticle physics. Topics will include cosmic rays, big bang nucleosynthesis, structure formation, dark matter, and the cosmological constant. *Prerequisite: Physics 240 or permission of instructor.*

363 - Solid State Physics

An introduction to the physics of solids. Topics include free electrons, crystal structure, lattice vibrations, energy bands, and the electrical, magnetic, and optical properties of solids. *Prerequisites: Physics 240 and 250 or permission of instructor.*

364 - Plasma Physics

An introduction to the physics of plasma, including charged particle motion in electromagnetic fields, plasma waves, plasma confinement, and non-linear effects. These ideas will be used to understand space and ionospheric phenomena, laser-plasma interactions, containment of matter and anti-matter, and energy generation by controlled nuclear fusion. *Prerequisites: Physics 120, 310, and Math 212.*

365 - Subatomic Physics

Survey of the contemporary status of the quantum physics of subatomic particles and atomic nuclei. Emphasis is given to discussing and examining the fundamental constituents of matter (quarks and leptons) and the fundamental forces of nature (electromagnetism, the strong nuclear force, and the weak nuclear force). Topics include the classification and relationships among particles, properties of nuclei and nuclear interactions (such as fission and fusion), electroweak and quantum chromodynamic interactions, and the unification of the fundamental forces of nature. Applications to and insights derived from astrophysics and cosmology will also be included. Specific topics covered will be selected by the instructor. *Prerequisites: Physics 310 and 320 (may be taken concurrently); or permission of instructor.*

366 - Relativity

Review of special relativity. Introduction to the fundamentals of general relativity and gravitation, with applications to cosmology. Topics include the big bang theory, primordial nucleosynthesis, the dark matter problem, gravitational red shift and the expansion of the universe, stellar evolution, and black holes. *Prerequisite: Physics 310 or permission of instructor.*

CORE REQUIREMENT MET: **MATH/SCI**

368 - Nanoscience and Nanotechnology

A critical analysis of the literature of nanoscience and nanotechnology. This course will examine the chemical and physical properties of quantum dots, carbon nanotubes, metal and semiconductor nanowires, and biomolecules and other nanometer scale structures useful in molecular electronics, chemical biology, and in building macroscopic structures with tailored properties from nanoscale components. Includes introductory instruction to scanning tunneling microscopy. *Prerequisite: Physics 240 or Chemistry 220; or permission of instructor.*

369 - Special Topics in Physics II

Special topics in physics, selected largely by student interest. Prerequisites vary with subject area. Possible topics include: group theory in physics, applications of quantum mechanics in atomic, nuclear, and particle physics, introduction to relativistic quantum mechanics, nonlinear pattern forming systems, hydrodynamic instabilities, superfluidity and superconductivity, methods of material science. *Satisfies a Physics Selective requirement.*

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, Physics 250 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 Physics 240, Physics 250 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

George Schmiedeshoff

Professor, Physics

Ph.D., University of Massachusetts at Amherst

Dennis Eggleston

Professor, Physics

B.S., M.S., Ph.D., UCLA

Janet Scheel

Assistant Professor, Physics

B.S., University of Illinois, Urbana; M.A., M.S., Cornell University; Ph.D., Caltech

Alec Schramm

Professor, Physics

B.A., Cornell University; M.A., Ph.D., Duke University

Daniel Snowden-Ifft

Professor, Physics

B.A., Swarthmore College M.A., Ph.D., UC Berkeley

Russell Gleason

Laboratory Coordinator

M.S., CSU Long Beach

On Special Appointment

Raphael Araya-Gochez

Adjunct Assistant Professor, Physics

M.A. Johns Hopkins, Ph.D Johns Hopkins

Adrian Soldatenko-Gutierrez

Adjunct Assistant Professor, Physics

B.S., University of California, Los Angeles; Ph.D., University of California, Los Angeles

Politics

Politics involves the study of power, influence and ideas in public and private life, at the personal, local, state, national, and international levels. Our mission in the department of Politics is to provide our gifted and diverse students with an understanding of politics, government, and public policy to prepare them to become well informed, curious, and engaged leaders in their communities, in their societies, and in our increasingly complex, interdependent, and pluralistic world. Graduates of the department have found this major provides an excellent basis for careers in law, education, business, public service, international affairs, politics, and media.

The department strongly encourages each of its majors to pursue a variety of off-campus and community-based learning opportunities. The College has programs in Los Angeles, Sacramento, New York, and overseas. Its students regularly hold internships in all of these locations-in government agencies, in public interest organizations, in the media, in business, and in law.

In addition, the department provides financial support for student research during the academic year and summer. The Reath/McKelvey and Anderson Fellowships have supported students working on a wide variety of projects in the United States and abroad. The Politics department also encourages its students to pursue such research opportunities as the Undergraduate Research Fellowships for summer research in partnership with a faculty member and the Research Abroad fellowships through International Programs.

Requirements

MAJOR: The major consists of one core course (Politics 101); two International Relations courses from Politics or DWA. the Department's course in social science Research Methods (Politics 103); and at least one course (4 units) from each of the following sub-fields: American

Politics and Public Policy; Political Theory; Public Law; Comparative Politics and Area Studies. In addition, Majors must take two other courses (8 units) in the department for a minimum of ten (40 units). Economics 101, at a minimum, is strongly recommended for all Politics majors and so is Psychology 223 and/or 110 (Intergroup Dialogue). No course will count toward the Politics major that the student takes CR/NC. Majors must also take a Junior Writing Seminar that will focus both on a research paper and the skills of oral presentation and making a persuasive political argument.

MINOR: At least five courses (20 units) within the department, or courses accepted by the department in lieu of its own. Of these five courses, three (12 units) must be advanced courses taken from different sub-fields.

WRITING REQUIREMENT: Students majoring in Politics will satisfy the final component of Occidental College's writing requirement by successfully completing a writing seminar in their junior year. 300-level Politics, DWA, or UEP courses except 397 have been approved for meeting this requirement. Students should familiarize themselves with the departmental requirement at the time of declaring the major. See the Writing Program for additional information.

THE SENIOR YEAR: All politics majors must complete a Comprehensive Seminar in the spring of their senior year. Students read and discuss political science journal articles that raise interesting questions for the field, combine theory with empirical data, and serve as models for their own senior thesis. Simultaneously, each student is asked to develop a senior thesis on a topic in one of the subdisciplines of the major, demonstrating theoretical sophistication, an ability to find and evaluate sources of data, to develop and test hypotheses, and to argue a thesis. Papers are subjected to peer review and to a rigorous drafting process. All seniors are required to submit a proposal for their thesis by the end of September in their Senior year. These proposals should state the research problem, demonstrate a significant command of the relevant bibliography, and include a tentative outline of major components in the study.

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

Students interested in pursuing Honors should consult with appropriate Faculty in the Spring semester of their junior year. See the Honors Program for more information.

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.

106 - LA Power: Politics, Policy and Justice in the City

While we often locate the study of urban politics within the formal governmental arena, examining the elected officials who operate there, other actors hold a great deal of sway over the allocation of resources and power. This course will examine institutional actors who have had and continue to have an impact on politics in Los Angeles in particular. By exploring the role of colleges and universities (eg; Occidental College), museums, non-profit organizations, media outlets, business associations, and trade unions, we will attempt to develop a broader and more comprehensive understanding of how power is exercised and by whom. How have such institutions impacted geography, demography, and land use? What role have they played in electing and defeating political office holders? How do these institutional actors balance, share, and/or compete for power? How much power do they and should they have? Same as UEP 106

202 - Gender and American Politics

This course examines how gender roles influence social position, political engagement, and allocation of power and resources in American society. Students will investigate why masculinity is often an attribute of those in power, and why "femaleness" correlates with disadvantages in affluence, value in society, and public policies. Students will also determine what changes in the conditions of men's and women's lives might change the gender dynamics of politics.

CORE REQUIREMENT MET: **UNITED STATES**

203 - American Politics Behavior and Psychology

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

CORE REQUIREMENT MET: **UNITED STATES**

206 - Race and American Politics

An exploration of the historical and continuing significance of race in the American political system. The relevance and role of race in shaping political institutions, public opinion, political behavior, and public policy will be examined. Special attention will be given to theoretical debates surrounding the meaning of race and how this changes depending on political context.

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

207 - Los Angeles Politics

Los Angeles, America's second-largest city, is in the midst of a major economic and social transformation. This is reflected in deepening economic inequalities, racial polarization, increased density, and social unrest. This course will focus on how the political system seeks to cope with, manage, and address these issues. We will also examine political institutions and actors in the context of cities.

CORE REQUIREMENT MET: **UNITED STATES 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**

209 - Mass Media in American Politics

Examines the relationship among the media, the government, and the people. Topics include: factors that influence the content of the news; impact of the media on behavior of political actors; the impact of the media on public opinion and voting behavior.

CORE REQUIREMENT MET: **UNITED STATES**

240 - Community Law Internship

The goal of the Community Law Internship is to provide students with a practical understanding of public interest law. The Community Law Internship must be taken simultaneously with Politics 241, which integrates theoretical aspects of social change, activism, organizing, and public interest law practice. The Community Law Internship allows students to learn through direct experience about the practice of public interest law in Los Angeles, as well as deeply explore issues of race, class, economic equity, and social justice. Each student will work with a community-based legal organization engaged in public interest law practice for approximately 12-15 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, as well as promotes a high level of engagement in the courses' curriculum. *Prerequisite: Instructor permission Corequisite: POLS 241*

260 - Work and Labor in America

Sooner or later, we all have to work-that is, get a job. Some people even have "careers." And some people are lucky enough to consider the work they do a "vocation" - something that is both intrinsically rewarding and useful to society. Work occupies our best waking hours. For most people, the nature of our work determines the quality of our daily lives. This course will

focus on the varieties of work (in different industries and occupations); how people experience their work on the job; how society shapes the work we do; how work shapes our family lives, our friendships, our health, and our self-esteem; and how the nature of work is changing in our increasingly global economy dominated by large corporations and sophisticated technology. We will look at the future of work in the context of our changing economy, values, and technologies. We will pay particular attention to how organized groups ? labor unions, consumer groups, business associations, and others have influenced the nature of work. We will also explore how government action (public policy) has shaped how our economy works and the rules governing the work we do. These include such matters as wages, hours, flex time, family leave, job security, workplace health and safety, the quality of goods and services, and workplace participation. We will explore such questions as: What makes work satisfying or unsatisfying? How have such ideas as "professional," "career," "working class," "middle class," and "job security" changed? Why do we have increasing problems of low-wage work and even "sweatshops" in a wealthy society? How do such factors as education, skill, race, and gender influence the kinds of work we do and how we experience our work? What are the chances of getting injured or sick because of working in a specific job? How do people balance work/career and family responsibilities? Do people experience work the same way in other democratic countries? What can be done to make the world of work better?

CORE REQUIREMENT MET: **UNITED STATES**

261 - Politics and Protest

The course will deal with the dilemmas and challenges of engaging in politics both "inside" and "outside" the system. It will discuss the growing protest around the world over globalization and the way this protest influences American politics. It will focus on such protest issues as human rights, fair trade, racial and gender justice, the environment, immigration, war and militarism, and poverty. It will also use the 2005 presidential contest to examine these issues as well as look historically at the inside/outside dilemmas.

CORE REQUIREMENT MET: **UNITED STATES**

262 - California Politics

An exploration of California's rapidly-changing demographic, cultural, and political environment, including the historic gubernatorial recall election, impact of special interests, population trends, ethnic diversity, environmental challenges, policy issues in education, healthcare, and resource allocation. Students will have the opportunity to do internships at the state or local level in public policy settings. Guest speakers will include elected officials and other political leaders. Service learning/internships will be coordinated with Oxy's Center for Community Based Learning. Can we save the California Dream? Come find out.

CORE REQUIREMENT MET: **UNITED STATES**

263 - Campaigns and Elections

Exploration and analysis of elections in the U.S., including campaign strategies, role of consultants, media impacts, power of money, the role of public opinion, as well as alternative electoral systems and campaign reform options. Course includes community based learning options in current electoral campaigns, including ballot initiative campaigns as well as candidate efforts. Class will include political leaders and practitioners (elected officials, campaign consultants, etc.) as guest speakers and ongoing analysis of election process and results.

CORE REQUIREMENT MET: **UNITED STATES**

264 - Disaster Politics: New Orleans in the Wake of Hurricane Katrina

This course is a "hands-on" experience requiring students to live in New Orleans for most of January, working to rebuild and restore the city while studying the politics of disasters, disaster recovery, federalism, local politics, grassroots politics, activism, race, and public policy.

Prerequisite: permission of instructor.

2 units

295 - Topics in Politics

Seminar on Political Campaigns. This course requires students to explore theoretical and applied concepts pertaining to United States campaigns. More specifically, students will examine the role of money, media, candidates, interest groups, leadership, gender, race, and political parties in who wins and loses elections. Learning will take place through assigned readings, professor lectures, guest lectures from campaign experts and candidates, and peer dialogues. Student learning will be assessed by their contribution to the classroom experience (discussion, dialogue), quizzes on assigned readings, and examinations. *Enrollment limited to students participating in the Campaign Semester Program.*

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

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

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

297 - Independent Study in Politics

Political Campaign Analysis. This course entails production of a 25-page research essay addressing a major question pertaining to campaigns in American politics. Each student will work with a faculty member to craft a high-quality research paper that enters the academic debate on their selected topic, incorporates extensive secondary data and existing research, and presents original analysis based on the student's campaign fieldwork. Students will be required to submit their topic and primary question prior to starting their fieldwork, and will work under faculty supervision to gather qualitative and quantitative data in the field. Students will then spend the last month and a half of the semester compiling their primary data, extending their literature review, and writing and editing this research paper. *Enrollment limited to students participating in the Campaign Semester Program.*

365 - The American Presidency

This course examines the institution and practices of the American presidency. More specifically, it encourages students to analyze the role and structure of this office, as well as different ideas about presidential power and influence. Particular attention is paid to the presidency and policy making, media coverage, checks and balances, the Constitution, and public opinion. *Prerequisite: Politics 101.*

CORE REQUIREMENT MET: **UNITED STATES**

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.

210 - Latin American Politics

An analysis of Latin American political and economic development with a focus on those factors which have stood in the way of achieving democracy, independence, and industrialization, paying attention to ideology, neocolonialism and the world economy. Closed to first year students

CORE REQUIREMENT MET: **LATIN AMERICA and REGIONAL FOCUS**

211 - Comparative Politics

Critical examination of the major substantive concerns, methods, and purposes of comparative politics, focusing on broad "macro-level" analytical concepts (e.g., modernization and political development, dependency and world system perspectives, revolution and political violence, political culture, and elites) rather than descriptive information about particular political systems. However, a few political systems will be studied and used as cases for methodological discussions.

216 - The Collapse of Communism

A careful examination of the causes and consequences of the collapse of the former Soviet Union, exploration of the Marxist, Leninist and Tsarist roots of the Russian Revolution, the Stalinist bureaucratic dictatorship, and the failed attempts to reform the system under Khrushchev and Brezhnev. This course will analyze the attempts of the Russians and non-Russian peoples to create a new system on the ruins of the old. Special attention to the problems of political parties, crime, economic development, ethnic politics, gender issues, elections and special interests in the post-Communist system.

CORE REQUIREMENT MET: **CENTRAL, SOUTH, AND EAST ASIA**

218 - Russian Relations With the World

A careful examination of contemporary Russian foreign policy. The focus will be on the complex of foreign policy relationships that have developed in the geographical space and sphere of influence formerly occupied by the Soviet Union. Russia's relations with the United

States, with Western Europe, with the Far East and with Central Europe will receive special attention. NATO expansion, arms control, the Balkan conflict, and Russian policy toward the new states of the Caucasus and Central Asia, and Russia's relations with international financial institutions will all be evaluated.

CORE REQUIREMENT MET: **CENTRAL, SOUTH, AND EAST ASIA**

219 - Comparative Authoritarian Politics

This seminar will examine authoritarian politics as an alternative paradigm to democracy. It will look at historical examples from the 20th Century ? Russia, China, Germany, among others - and at the phenomenon of non-democratic political systems in the 21st Century. It will pay special attention to the relationships among democracy and war, state guided vs. free market economic growth, and the politics of new and chaotic states.

CORE REQUIREMENT MET: **CENTRAL, SOUTH, AND EAST ASIA**

226 - Contemporary Chinese Politics

An introduction to 20th Century Chinese politics. The course will explore the historical background to the current Chinese situation. Students will also examine the politics of China under Mao and during the subsequent reform period, including the role of China in global politics.

CORE REQUIREMENT MET: **CENTRAL, SOUTH, AND EAST ASIA and REGIONAL FOCUS**

227 - East Asian Politics: China, Japan, Korea, and Taiwan

A comparative analysis of the history, culture, and contemporary politics of the four countries in the dynamic East Asian region: China, Japan, Korea, and Taiwan. This course will also cover the political economy of the East Asian industrialism.

CORE REQUIREMENT MET: **CENTRAL, SOUTH, AND EAST ASIA**

295 - Topics in Politics

Politics and Political Economy of Mexico and Latin America. This seminar is a survey of theoretical approaches and contemporary issues in the politics and political economy of Mexico and Latin America, focusing particularly on political history and change, government institutions and electoral politics, political economy of development, and public policy challenges in the context of globalization. The course is divided in three sections: 1) the first section provides an overview of the politics and political economy of Latin American development focusing on the history of Latin American colonization and independence, state formation, economic underdevelopment and development policies, political culture, authoritarianism and democracy, political institutions and electoral politics, democratic consolidation and neo-liberal politics, socialist revolutions, and contemporary challenges from the political left to neo-liberal development policies; 2) the second section examines closely the politics and political economy of Mexico, paying particular attention to political change, economic development, market reforms and social inequality, globalization and North American regional integration and trade, and the politics of social movements and interest groups representing indigenous people, women, business and labor; and 3) the third, and final, section addresses the historical and contemporary cultural bonds and socioeconomic conflicts which shape U.S-Mexico political relations, and the public policy challenges confronting the

U.S-Mexico border region. Several major public policy challenges are examined: border urbanization, economic development and labor conditions; environmental degradation; drug trafficking, undocumented immigration, violence and citizen security. We conclude the seminar by exploring the possible future of U.S-Mexico and U.S-Latin America relations in light of contemporary political and economic challenges. By the end of this course, students will be able to understand and analyze Latin American politics and political economy, contemporary Mexican politics and economic development, and the most pressing public policy issues in U.S-Mexico relations. In addition, students will be well-prepared to undertake advanced coursework in comparative politics and public policy, comparative political economy of developing countries, and the politics of inter-American affairs. *Prerequisite: Politics 101 or DWA 101, or permission of instructor.*

CORE REQUIREMENT MET: LATIN AMERICA and REGIONAL FOCUS

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

CORE REQUIREMENT MET: ASIA and REGIONAL FOCUS

Minority Politics in Latin America. This course will examine a wide range of issues regarding race, ethnicity, and gender in Latin America. It will begin by exploring the basic sociological, political and cultural concepts of race, ethnicity, and gender with emphasis on how they are used in the region. Indeed, race and ethnicity have taken on special meanings in Latin America and much of the course will focus on how that came about and how race is manifested. By special meanings, we mean that comparative race and ethnicity are distinct from other regions, particularly the United States, which most students will be familiar with. Thus, comparisons to the United States will be emphasized in the course, as will comparisons across countries within Latin America, in particular Mexico, Brazil, and Cuba. The course will cover populations of African and indigenous origins.

CORE REQUIREMENT MET: LATIN AMERICA and REGIONAL FOCUS

Everyday Forms of Political Resistance. This course adopts a more expansive definition of the "political" to understand the often-overlooked "politics of the people." To understand political behavior among subordinated groups, the course uses the work of political theorists, James Scott and Michael Hanchard, who argue that the politics of subordinated groups is best understood as neither overt collective defiance nor complete hegemonic compliance, but as everyday forms of political resistance. Topics to be considered will include: squatter movements in South

Asia, participation in the black market, female artistic expression, and hip-hop movements in the U.S. as manifestations of everyday political resistance.

CORE REQUIREMENT MET: INTERCULTURAL and GLOBAL CONNECTIONS

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 or POLS 101*

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: POLS 101 and UEP 106 and POLS 106*
CORE REQUIREMENT MET: **LATIN AMERICA and REGIONAL FOCUS**

325 - Politics of Post-Cold War Europe

A comparative and transnational study of major political developments in Europe. The course will focus on political institutions, public opinion, party systems, and public policy in several individual countries. It will examine the impact of the collapse of communism in Central and Eastern Europe. It will also explore the evolution of Euro-institutions and current issues of political and economic integration and European security—for example, NATO and the European Union, including NATO's expansion, the European Union, the movement to a single currency, peace-keeping and "out of area" operations for European and NATO military forces. *For Politics, UEP and DWA majors only.*
CORE REQUIREMENT MET: **EUROPE**

Departmental Core

101 - American Politics and Public Policy

Introduction to the study of politics and the discipline of political science. Politics involves the study of power, influence and ideas in public and private life, at the personal, local, state, national, and international levels. Accordingly, our exploration will examine how power operates in a variety of settings and will include readings in political theory, American politics and law, comparative politics, research methods, and international relations. *Course not available to juniors and seniors.*
CORE REQUIREMENT MET: **UNITED STATES and US DIVERSITY**

103 - Research Methods in Politics and Public Policy

An introduction to the process of conducting political science research including the formulation of research problems, research design, collection of data, and statistical analysis and interpretation. Participants will learn to analyze political science data using statistical packages designed for use with computers. *Prerequisites: Politics 101.*

CORE REQUIREMENT MET: **MATH/SCI**

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.

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**

270 - War and Peace

This course will address the theory and practice of war. In so doing, it will also explore the dimensions of peace-how it is broken, how it is re-established, how conflicts are resolved, or not. It will also explore the consequences of war: what war does to soldiers, civilians, and the politics of a country at war; race and class in war; just war theory, and women and war. Students will read some of the basic theoretical texts concerning these important issues-from Thucydides, Sun Tzu, Kautilya, Machiavelli, Hobbes, Marx, Lenin, and modern thinkers like Samuel Huntington and Kenneth Waltz. Case studies will vary but may include the Civil War, World War I, World War II, the Vietnam or Iraq Wars. *Prerequisite: Politics 101, DWA 101, or permission of instructor.*

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

335 - Research Seminar in American Foreign Policy

Students will work as a research team to develop working papers for the new president in 2009. Research will take place on two levels: a cooperative and partially historical effort to identify the main lines of American foreign policy in the recent period and an individual research paper on one aspect of American foreign policy. While the seminar will address the Iraq War, it will not be confined to that topic. American policy toward Afghanistan, China, Europe, Africa, Russia, and Latin America are all appropriate geographical foci. American policy toward terrorism, trade, the environment, the UN, NATO, human trafficking, weapons proliferation, arms control are all examples of functional areas likely to be of deep concern to the next administration in Washington. Students will spend the first three weeks in general reading, then will decide what topics position papers the seminar will develop and what their individual research topics will be. *Open only to Politics, DWA, and UEP majors. Prerequisite: Politics 101.*

CORE REQUIREMENT MET: **UNITED STATES**

336 - National Security and Arms Control

An examination of American national security in the post-Communist world. The role of intelligence, military forces, -peace-keeping, and economic assistance in securing U.S. interests in the "new world order." Some emphasis will be placed on the experience of the Cold War, but most of the class will focus on the debates surrounding contemporary security policies. Close attention will be paid to the structures of national security decision-making-the

Presidency, Congress, the Department of Defense, the CIA, and the National Security Council.
For Politics, UEP and DWA majors only.

Other Politics Courses

297 - Independent Study in Politics

Political Campaign Analysis. This course entails production of a 25-page research essay addressing a major question pertaining to campaigns in American politics. Each student will work with a faculty member to craft a high-quality research paper that enters the academic debate on their selected topic, incorporates extensive secondary data and existing research, and presents original analysis based on the student's campaign fieldwork. Students will be required to submit their topic and primary question prior to starting their fieldwork, and will work under faculty supervision to gather qualitative and quantitative data in the field. Students will then spend the last month and a half of the semester compiling their primary data, extending their literature review, and writing and editing this research paper. *Enrollment limited to students participating in the Campaign Semester Program.*

495 - Comprehensive Seminar

Politics majors are required to take Politics 495 in fulfillment of their senior comprehensive obligation. They, therefore, should have met, or be in the process of meeting, all requirements for the major. The Seminar meets in the spring semester, but students will be expected to submit proposals for their research papers in the fall semester prior to the actual meeting of the Seminar. The Seminar itself will engage all students in an analytical review of a wide range of materials from various aspects of the discipline and will require that students write a major research paper in one particular sub-discipline of the field. Students qualifying for College Honors will be given an opportunity to write research papers that will be evaluated by the department for honors.

Political Theory

251 - European Political Thought: From Plato to Machiavelli

The ideas of justice, obligation, freedom, and the good state in Plato and Aristotle; history and equality in the Old and New Testaments; Roman theories of law and politics; Christianity and the role of the state in St. Augustine and St. Thomas Aquinas; Machiavelli on political power and political regeneration.

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

252 - European Political Thought From 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. Closed to first year students

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

253 - European Political Thought From Nietzsche to the Present

Nietzsche on nihilism, power, art, and the creation of value; Durkheim on community and anomie; bureaucracy and authority in Weber; Freud on civilization's discontents; the Marxisms of Lenin and Gramsci; Heidegger's thoughts on Being; the existentialism of Sartre; the feminism of de Beauvoir; Marcuse, Habermas and the Frankfurt School; Foucault and theories of power.

CORE REQUIREMENT MET: **EUROPE**

254 - American Political Thought

In this course we will try to understand American politics by looking at such important American writers as Thomas Jefferson, James Madison, Susan B. Anthony and W.E.B. Du Bois.

CORE REQUIREMENT MET: **UNITED STATES**

255 - Seminar on how Tyrannies Work

This course will look at theories of tyranny offered by Plato, Aristotle, Tacitus, Machiavelli, Tocqueville, Marx, Weber, Freud, Arendt, and Marcuse. The course requires a major research paper in which the student will use one or more of these theories to analyze a modern tyranny of his or her choice. Closed to first year students

257 - Conservative and Libertarian Political Philosophy

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

259 - Political Thought in the Ancient World: Greece, India, and China

A seminar on Thucydides' The Peloponnesian War, Plato's Republic; early Hindu thought in The Upanishads and The Bhagavad Gita; early Buddhism in India; Confucius and Mencius, the Legalism of Han Fei Tzu, and Sun Tzu's The Art of War. Although Machiavelli doesn't belong in the ancient world, we will read his works anyway for purposes of comparison.

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

360 - Plato, Machiavelli, and 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

361 - Tocqueville, Marx, and Nietzsche

Each member of this course will undertake a close reading of some works by Tocqueville, Marx, and Nietzsche. The seminar will meet one evening a week for an hour and a half in the professor's home on the edge of campus. *Open only to Politics majors or by permission of instructor.*

362 - Black Political Thought

This course is an intensive exploration of black political thought from a variety of perspectives. Emphasizing conceptual diversity and continuity across time and geography, we will examine a wide range of authors including, but not limited to Angela Davis, W.E.B. DuBois, Frantz Fanon, Marcus Garvey, bell hooks, Martin Luther King, Jr., Glenn Loury, Booker T. Washington, Ida B Wells, Cornell West, and Malcolm X. The range of ideological perspectives under review will include liberalism, conservatism, nationalism, feminism, Marxism and pan africanism.

Prerequisite: Politics 101. Closed to first year students

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

363 - Seminar: Advanced Study in Political Theory

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

2 units

Public Law

240 - Community Law Internship

The goal of the Community Law Internship is to provide students with a practical understanding of public interest law. The Community Law Internship must be taken simultaneously with Politics 241, which integrates theoretical aspects of social change, activism, organizing, and public interest law practice. The Community Law Internship allows students to learn through direct experience about the practice of public interest law in Los Angeles, as well as deeply explore issues of race, class, economic equity, and social justice. Each student will work with a community-based legal organization engaged in public interest law practice for approximately 12-15 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, as well as promotes a high level of engagement in the courses' curriculum. *Prerequisite: Instructor permission Corequisite: POLS 241*

241 - Rebellious Lawyering

This course will immerse students in the theory and practice of "rebellious lawyering," the name given

to both a particular vision of problem solving practiced by growing numbers of lawyers and the broad movement championing this vision. Practitioners pursuing the rebellious vision aim to collaborate well with others, to frame and address problems from different perspectives, to design and implement a wide range of strategies, to monitor execution and enforcement, to evaluate the overall impact of strategic interventions, and to manage offices and organizations and systems. 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 has a unique linked course design between theoretical and experiential academic experiences. Seminar (Politics 241): Students participate in a weekly seminar, where readings related to law, social change, movements activism, and public interest law practice are discussed. Community Law Internship (Politics 240): Students will work weekly as law clerks for community-based public interest legal service organizations. Speaker Series: Rebellious Lawyering will bring rebellious advocates and lawyers from throughout Los Angeles to discuss their work. *Prerequisite: permission of instructor.*

Co-requisite: POLS 240

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

242 - Law and Social Change

Lawyers who advocate for the disadvantaged and underrepresented communities 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 and the legal profession in pursuing broader social causes across the political spectrum, such as the pursuit of civil rights for racial minorities or the effort to create a fundamental right to education. Throughout the course students will be required to assess the diverse ways in which the law and activism can be used in a context for social change. Students will be asked to critically examine the role of lawyers in social change, and question whether and how lawyers have been effective agents of social change in American society. Topics in the course examined may include: the competing definitions of social change lawyering and the relevance of such definitions; the history of American law and social change; the limits of legal tools in social change; progressive/conservative ideologies in social change lawyering; and the role of lawyers in social mobilization. Recognizing the unique laboratory of Los Angeles in movements for social change, the course will pay particular attention to contemporary campaigns and movements in Los Angeles.

CORE REQUIREMENT MET: **UNITED STATES**

244 - Constitutional Law I

This course provides an introduction to constitutional law and constitutional theory, examining the ways in which the Constitution distributes power among the branches government in the American political system, and limits the exercise of those powers. The course will also consider the role of the judiciary in creating legal and political boundaries for society. Throughout the semester, this course will focus not only on legal doctrine, but also on the broader intellectual and political context in which it evolves. Using constitutional law cases and moot courts, the course will explore the role of the United States Supreme Court as a civil liberties policymaker, and the process through which decisions are reached. *Prerequisite: Politics 101 or permission of instructor and not open to 1st year students.*

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

245 - Constitutional Law II

This course studies constitutional criminal procedure through an analysis of the Fourth, Fifth, and/or Sixth Amendment constitutional restraints on the activities during the investigatory stage of the criminal process. Special attention will be paid to how the Supreme Court has attempted to resolve the tension between individual rights and crime control needs in its decisions regulating such topics as, searches and seizures, investigative, arrest, interrogation, and identification. The rights to counsel and to a jury may also be covered. Using constitutional law cases and court simulations, this course explores the powers and limits of the role of the Supreme Court as a civil liberties policymaker, and the process through which decisions are reached. The final in this course will be the submission of a brief and an oral argument in teams of co-counsel before a panel of judges addressing a substantive criminal procedure issue. *Prerequisite: Politics 244 or permission of instructor. Closed to first year students*
CORE REQUIREMENT MET: **UNITED STATES and US DIVERSITY**

246 - Civil Rights and Civil Liberties

This course is a critical analysis of the civil liberties and civil rights in the United States established by the Bill of Rights. The course will focus on fundamental rights, including, but not limited to privacy, marriage, reproductive autonomy, and freedom of expression. The goal of the course is to provide students with a framework for understanding what rights have been historically deemed fundamental by society, remedies for infringement of fundamental rights, and current controversies in the area of civil liberties and civil rights. Throughout the course students consider the role of the law in creating political boundaries within society. This course is intended to develop critical thinking skills, as well as discuss broad questions of law, individual rights, social morality, and justice. *Prerequisite: Politics 244 or permission of instructor.*

CORE REQUIREMENT MET: **UNITED STATES**

247 - Constitutional Freedoms

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

CORE REQUIREMENT MET: **UNITED STATES**

2 units

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. Recognizing the significance of race in Los Angeles, the course will also engage with lawyers, and advocates to question the significance of racial identity, race relations, community, equality, justice, and democracy within their work. *Prerequisite: POLS 244 or instructor permission.*

CORE REQUIREMENT MET: UNITED STATES

Faculty

Regular Faculty

Caroline Heldman

Associate Professor of Politics

B.A., Washington State University; M.A., Ph.D., Rutgers University

Roger Boesche

The Arthur G. Coons Distinguished Professor of the History of Ideas, Politics

B.A., Ph.D., Stanford University

Larry Caldwell

Cecil H. and Louise Gamble Professor in Political Science, Politics

B.A., College of Wooster; M.A., M.A.L.D., Ph.D., Fletcher School of Law and Diplomacy

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

Thalia González

Assistant Professor, Politics

B.A., Arizona State University; J.D., Northwestern University

On Special Appointment

Natasha Behl

Adjunct Assistant Professor, Politics

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

Betty Hung

Adjunct Assistant Professor, Politics

A.B. Harvard, J.D. Yale

John Kern

Adjunct Assistant Professor, Politics

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. Psychology attempts to describe these factors with objectivity and responsibility. Studying psychology has a twofold function: (1) to further the intellectual development of the student; (2) to enhance preparation for such professions as clinical practice, teaching, research, social science, medicine, law, social work, and organizational consulting and leadership.

Requirements

MAJOR: Students who have successfully completed Introduction to Psychology and Psychological Methods may apply to major in Psychology and receive credit toward the major for upper division coursework. Twelve courses (48 units) are required for the major. Though not strictly sequenced, the major is tiered, with an overview of the field and scientific methods (Departmental Core) preparatory to courses that survey diverse subdisciplines (Fundamentals courses within four Domains) or focus on crosscutting explorations (Specialized and Integrative Themes), which in turn are preparatory to advanced study (a 400-level course in a Domain or Specialized and Integrative Themes). The requirements are: the Departmental Core (Psychology 101 or 102, 200 and 201 with grades C- or better); six courses from the four Domains, including at least one course from each Domain (24 units); one of these six courses must be an Advanced Study 400 level course; and three additional courses (12 units). Psychology 200 (Methods in Psychological Science) is a prerequisite for some 300 and 400-level 4-unit classes in Psychology.

Students anticipating graduate work are encouraged to take more than the minimum number of required courses to enhance the breadth and depth of their exploration of psychology; they are strongly encouraged to become involved in research and to take Psychology 498 (Practicum). Transfer students and those who anticipate participating in any of the College's abroad programs should plan their schedules with major requirements and their accompanying prerequisites in mind.

Majors are expected to select one of the full-time faculty members from the department as an academic advisor and to consult with her or him regarding their course program.

NEUROSCIENCE EMPHASIS

Psychology majors with a special interest in neuroscience may declare a Neuroscience emphasis. Fourteen courses (56 units) are required for this emphasis. This emphasis combines coursework across the broad domains of psychology with specific courses in the Biological Bases Domain and neuroscience-relevant coursework in other fields. The requirements are: the Departmental Core (Psychology 102, 200 and 201 with grades C- or better); two courses in the Biological Bases Domain (Psyc 322/322L, Psyc 403); one course

from each of the other three Domains (12 units); an original empirical project (Psyc 497); a Cells-to-Society seminar; and four neuroscience-related courses (16 units) in Biology, Cognitive Science, and Kinesiology. Together, the courses selected outside of Psychology must meet the following criteria: (a) at least one course focused at the cellular/molecular level, (b) Biology 115 or 130, (c) at least one 200- or 300-level course in Biology, and (d) at least two courses at the 300-level. Either Bio 333 or CogSci 320, but not both, will count toward the emphasis. Courses should be selected in consultation with the academic advisor. Students intending to pursue graduate work or health professions should consult their advisor and/or the Health Professions Advisor about relevant course selections in and beyond this emphasis (e.g. in Chemistry, Physics, Mathematics).

Credit for courses taken elsewhere: The department will apply toward the psychology major most broad-based courses in Introduction to Psychology taken at accredited colleges and universities. Introduction to Psychology will be waived for students with Advanced Placement test scores of four or five on the Psychology examination. In addition the department will accept a maximum of three upper division psychology courses taken at other institutions and passed with grades of C or better toward the completion of a Psychology major. Please consult with your academic advisor and the department chair for course approval.

WRITING REQUIREMENT: The Psychology department has elected to take a "writing-across-the-curriculum" approach to the third year writing requirement. The department has selected an approach that is both evaluative and educational.

Students will submit a portfolio containing writing samples from 300- and/or 400 level courses taken for credit toward the Psychology major to their academic advisor by April 1 of the junior year. The portfolio will include at least twenty finished text pages, including (1) a research paper (empirical or library) of at least eight text pages, and (2) evidence of mastery of APA publication style. One writing sample in the portfolio must be (3) on a topic that required integration of information from two or more subdisciplines, and one writing sample in the portfolio must be (4) on a topic that required understanding of the variation between individuals, groups, or species relevant to social justice and/or wellbeing. The advisor will assess the work. If the portfolio does not pass after an attempt at revision, the student will be informed that s/he will need to take and pass with B- or better a writing intensive course in the senior year (Psych 395A, 497, or 498; other courses by petition). See the Writing Program for additional information.

SENIOR COMPREHENSIVE: Senior majors must take and pass a comprehensive examination early in the spring semester of their senior year. Seniors who will have the degree conferred in December may take the exam in the fall. Majors electing the Neuroscience emphasis will in addition complete a comprehensive project focusing on problems in neuroscience (an empirical research project or a literature review culminating with a colloquium presentation); both options require registration in Psychology 497 and an APA-style paper evaluated by two faculty readers.

INTERDEPARTMENTAL MAJOR IN COGNITIVE SCIENCE: See Department listing.

MINOR: Six courses (24 units): Psychology 102, 200, and at least four upper division courses, including one course from three of the four Domains. Up to three courses taken elsewhere may be applied toward a minor.

HONORS: Honors in Psychology may be awarded to qualified students. Eligible students are those who have earned an overall college grade point average of 3.25 or better and a grade point average in Psychology of 3.5 or better, and completed an empirical project that demonstrates the student's psychological sophistication, intellectual creativity, and research skills, culminating in an APA-style manuscript. Only courses completed at Occidental are used to calculate grade point average. Consult the departmental webpage for information pertaining to the honors proposal, thesis readers, enrollment expectations, and the evaluation process including critical dates

Courses

Application-Oriented Domain

223 - Social Psychology of Intergroup Relations and Dialogue

This highly interactive seminar draws on theoretical and empirical readings as well as structured in-class activities to provide students with an intellectual, applied, and personal understanding of intergroup relations. Course topics include multiple social identity development and implications; prejudice, stereotyping, and group differentiation; privilege and power dynamics; conflict negotiation and resolution; and communication and group facilitation skills. Social justice issues are framed for gender, race, religion, class, sexuality, and ability. Effective dialogue seminars are inclusive and enhanced by the participation of diverse identity groups. Interested students are encouraged to apply online for a spot in the course by March 17. This course prepares students to effectively facilitate Spring Semester Psychology 110: Peer Intergroup Dialogues. *Prerequisites: Psychology 102 or 110; sophomore or junior class standing; online application; permission of instructor. Co-requisite 223L.*

CORE REQUIREMENT MET: **MATH/SCI**

223L - Intergroup Relations Laboratory

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

330 - Abnormal Psychology

The study of psychopathology, including diagnosis and classification, core dysfunctions, and physiological and psychosocial causative factors. Intervention, treatment, and preventative strategies will also be discussed. *Prerequisite: Psychology 200 with a grade of C- or better.*

334 - Health Psychology

Consideration of psychological influences on health and illness, including health-and illness-promoting behavior and lifestyles, cognitive and emotional processes, and social and institutional practices. *Prerequisite: Psychology 200 with a grade of C- or better.*

340 - Organizational Psychology

Introduction to the study of theories and applications of psychology in profit and not-for-profit organizations. Representative topics include understanding how ability, personality, perception, motivation, leadership, and group dynamics affect productivity and worker satisfaction. Issues of fairness and accuracy of assessment will also be discussed. Emphasis is on practical and personal learning of the dynamics of the work environment. *Prerequisite: Psychology 102.*

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.*

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 102. Offered in Fall only.*
CORE REQUIREMENT MET: **MATH/SCI**

322 - Physiological Psychology

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

322L - Laboratory for Physiological Psychology

Prerequisites: Psychology 200 with a grade of C- or better and 322. May be taken concurrently with Psychology 322.

2 units

336 - Evolutionary Psychology

This course surveys the emerging field of Evolutionary Psychology. It begins with the historical, social, and political context of evolutionary theory, reviews tenets of modern evolutionary theory, explores the relationship between evolution and other change processes, and applies evolutionary reasoning to psychological phenomena and contemporary social issues. *Prerequisite: Psychology 102.*

CORE REQUIREMENT MET: **MATH/SCI**

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.

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 units

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 102.*

CORE REQUIREMENT MET: **MATH/SCI**

302 - Perception

Consideration of contemporary research and theory related to sensation and perception. Topics ranging from sensory neurophysiology to phenomenology are covered. *Prerequisite: Psychology 102.*

CORE REQUIREMENT MET: **MATH/SCI**

306 - Cognitive Psychology

The study of theoretical models that address the mental processes underlying knowledge and thought and the empirical research in support of those models. Emphasis is placed on how people solve problems, make decisions, draw inferences, attend to their environment, communicate, remember, and learn. Much of the material is applied to real-life settings.

Prerequisite: Psychology 102 or Cognitive Science 101. Psychology 200 or Cognitive Science 310 are highly recommended.

CORE REQUIREMENT MET: **MATH/SCI**

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 102.

323 - Social Psychology

Social behavior of individuals and groups. Topics include self, social cognition, attitudes and persuasion, liking and loving, prejudice, aggression and social conflict, political consciousness, and social movements. Laboratory work is a central part of the course. *Prerequisite:*

Psychology 200 with a grade of C- or better.

448 - Theories of Personality

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

Prerequisite: Psychology 102, 321.

Psychology Departmental Core

102 - Introduction to Psychology

Introduction to the primary subject matter areas, assumptions, and methods of psychology as the science of behavior. Topics include: physiology, learning, perception, motivation, development, emotion, cognition, social processes, personality, and psychopathology. *This course is a prerequisite for all upper division coursework. Open only to frosh and sophomores.*

Core Credit only when taken at Occidental. Students with a 4 or 5 on the AP Psychology exam are not eligible for Psych 102, but may take 200- or 300-level classes.

CORE REQUIREMENT MET: **MATH/SCI**

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**

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

103 - Review of Psychology for Health Professionals

This largely self-study course provides a review of psychology for students desiring to enter the health professions, particularly those who must take the MCAT.

1 unit

110 - Peer Intergroup Dialogue Seminar

In this highly interactive and intensive seminar, students from two distinct identity groups meet three hours weekly for sustained and respectful dialogue over the course of the semester. Dialogue seminars are co-facilitated by trained peers representing each identity. A semi-structured curriculum integrates readings, dialogue, reflective writing, and experiential activities

to inform our understanding of structural relations between differently-positioned social groups and to explore ways to nurture community rooted in social justice. Dialogue themes include: Men/Women; People of Color/White People. Effective dialogue seminars are inclusive and enhanced by the participation of diverse identity groups. Interested students are encouraged to apply online for a spot in the course by November 1. *Psychology 110 earns elective credit toward the following majors: Psychology, American Studies, and Sociology. Prerequisites: online application and permission of instructor.*

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

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 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

325 - Practicum in InterGroup Dialogue Facilitation

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

2 units

CORE REQUIREMENT PARTIAL: **UNITED STATES**

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 102.*

380 - Capstone in Psychology

This capstone course will help senior psychology majors to integrate across subdisciplines in psychology, consolidate their experiences in the psychology major through review and discussion of primary coursework in psychology, and connect their studies in psychology to the roles that psychology plays in society and the professional world. *Prerequisite: senior standing in psychology major.*

2 units

385 - Chicanas and Chicanos in Contemporary United States Society

The course examines interdisciplinary scholarship about the psycho-social experiences of Chicanas and Chicanos in contemporary United States society. We draw on history, cultural studies, literature, sociology, and psychology to explore how power and social identity influence health, education, gender dynamics, and political consequences among group members. Empowerment and social justice through knowledge are course goals. *Prerequisite: Psychology 102 or any introductory social science course (Sociology 101, History 102, American Studies 101, Politics 101). With instructor permission first year students may enroll.* CORE REQUIREMENT MET: **UNITED STATES**

395 - Directed Research 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

428 - Adolescence

The study of social, cognitive, physical, and psychological development during adolescence and emerging adulthood. Topics include sexual development and the social consequences of being sexually active, the function of family support, the increasingly important role of peer relationships, drug abuse and antisocial behavior, and school adjustment. *Prerequisites: Psychology 200 and 321.*

460 - Assessment of Individual Differences

Psychological assessment involves the measurement and evaluation of psychological characteristics, including cognitive ability, personality traits, motivation, and more. A blend of theory-driven research and practical analysis techniques will be covered to explain how common and experimental instruments work, and to examine whether certain methods are valid, in academic, organizational, criminal, and mental health contexts. *Prerequisites: Psychology 201 and Psychology 321, 340, or 448.*

490 - Contemporary Topics Seminar

Eating: From Sells 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.*

Thinking and Reasoning

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

Research Seminar in Intergroup Relations and Social Justice

Students will work in small groups to conduct research in the area of intergroup relations. Participants will engage the entire research process including the formation of a research question, reviewing relevant literature, designing and carrying out an ethically approved study, and analyzing and reporting findings in a professionally acceptable format. Projects will emphasize the social psychology of intergroup relations. Possible research topics include racial identity, intergroup empathy, political awareness, and perceptions of and responses to microaggressions. Course meetings will focus on content and process as students work together to understand and apply survey and experimental methodologies to social problems. *Prerequisite: Psychology 200 and 323 or 385*

497 - Independent Study in Psychology

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

497 - Independent Study in Psychology

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

498 - Practicum in Psychology

Applied psychological work in a variety of community settings. Students will assist professionals in mental health, educational, social services, business, or not-forprofit settings. *Prerequisite: permission of instructor. Prerequisite for 4 units: Psychology 200, minimum grade C-; 321, minimum grade C- or 330, minimum grade C- or 340, minimum grade C- or 331, minimum grade C-, depending on setting; B average in Psychology courses.*

499 - Honors Research in Psychology

Data collection, analysis and write-up of Honors thesis. *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

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, Psychology; Advisory Committee, American Studies; Affiliated Faculty, Latino/a and Latin American Studies

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

Anne Schell

Professor, Psychology

B.S., Baylor University; M.A., Ph.D., USC

Andrew Shtulman

Associate Professor, Psychology; Advisory Committee, Cognitive Science

B.A., Princeton University; Ph.D., Harvard University

On Special Appointment

Denise Badaruddin

Adjunct Assistant Professor, Psychology

B.B.A. James Madison University, M.A. Fuller Theological Seminary, Ph.D Fuller Theological Seminary

Heather Banis

Adjunct Assistant Professor, Psychology

A.B., Occidental; M.A., Ph.D., USC

Clinton Dale Chapman

Adjunct Assistant Professor, Psychology

B.S., M.S., Montana State University; Ph.D., University of Oklahoma

Melissa DiLorenzo

Adjunct Assistant Professor, Psychology

B.S. Delaware State University, M.A. U.C. Riverside, Ph.D U.C. Riverside

Kenjus Watson

Adjunct Instructor, Psychology

A.B., Occidental College; M.A., Pennsylvania State University

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, and to the contribution which they make to the development of the intellectual and ethical life of their societies. Attention is also given to the interaction and confrontation between religion and other dimensions of culture.

The major in Religious Studies provides a firm grounding in the liberal arts. It is well suited to students who wish to develop skill in critical thinking, and who may anticipate specialized training leading to professional careers in law, medicine, business, social services, government, or religious vocations. It also provides effective preparation for students who intend to pursue graduate work in the humanities, theology, or social science.

Requirements

MAJOR: A total of 40 units in the department of Religious Studies is required for the major. The major in Religious Studies is structured to accommodate the wide variety of interests among students of religion. Students will design a personalized program, working collaboratively with an advisor in the department, to match interests and objectives. Some majors may opt for a program that is broadly conceived, seeking exposure to a variety of religions through a variety of methods and in comparative perspective. Others may choose to specialize in one religious tradition, or in one approach to the study of religion such as the historical, sociological, philosophical, or psychological. All program designs must provide for diversity of content and methods in accordance with the department's curriculum. After working closely with a departmental advisor, each student will present his or her program design to the department for discussion. In keeping with the goals of a liberal arts education, students are encouraged to take courses in other disciplines that have a profound bearing on the study of religion, such as languages, history, and area studies, among others. Seniors enroll in RS 490: Senior Seminar for work on their comprehensive projects.

MAJOR WITH INTERDISCIPLINARY CONCENTRATION: Interdisciplinary work in Religious Studies allows a student to pursue the study of religion through the methods and approaches of one particular academic discipline. For example, students may choose to study the presence of religion in literature, drawing upon the resources of faculty at Occidental who teach literature, or some may opt to study religion within the context of philosophy, psychology, or sociology. Students may also choose Occidental's area study programs as their focus, studying religion within the contexts of American Studies, Asian Studies, or Women's Studies, etc. The interdisciplinary major is designed by consultation between the student and his or her advisor, in some cases calling upon faculty in other departments for assistance. 48 units are required for this major, 32 of which are to be taken within the department of Religious Studies and 16 in another department.

MINOR: 20 units in Religious Studies which provide for diversity of content and methodology. Courses should be chosen in consultation with the chair of the department and must be submitted in writing for departmental approval.

WRITING REQUIREMENT: Students majoring in Religious Studies will satisfy the final component of Occidental College's college-wide writing requirement by successfully completing the Senior Seminar and the comprehensive requirement. Students should familiarize themselves with the departmental requirement at the time of declaring the major. See the Writing Program and consult the department chair for additional information.

SENIOR COMPREHENSIVE REQUIREMENT: In their senior year, majors in Religious Studies are required to complete a comprehensive research/writing project that studies some dimension of religion in depth. Students participate in a Senior Seminar in the fall semester and are guided individually by faculty in both the formulation and completion of this project which represents the culmination of students' work.

HONORS: Department majors may qualify for College Honors. Interested students should see the Honors Program and consult the department chair for details.

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**

140 - Introduction to Hinduism

This course introduces Hinduism in its various historical contexts. We will examine in particular the formation and transformation of the tradition--from the ancient Vedic hymns to the mainstream Hindu texts of the early medieval period. Using a variety of genres, we will survey, for example, Hindu notions of divinity, ritual, liberation, identity and authority. This pre-modern textual perspective will be juxtaposed to modern ethnographic accounts, and brought into conversation with the colonial and post-colonial debates that have shaped "Hinduism" as a modern "World Religion".

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

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**

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: **INTERCULTURAL • PRE-1800**

197 - Independent Study in Religious Studies

Prerequisite: permission of instructor.

2 or 4 units

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. Upson-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**

210 - Asian Religions and the West

The study of religion has deep roots in debates that arose as part of the European encounter with Asia during the early modern and colonial periods. This course focuses on how western

depictions of Asian religions-especially Hinduism and the varieties of Buddhism in South and East Asia-have both shaped those religions in modernity, and been appropriated by them. It also attends to the transformations and continuities in Western notions of Asian religion, including the recent popularity of Yoga and meditation in modern American culture. The course serves as a critical introduction to some of the key issues in the comparative study of religion, including the definition of "Religion" and the discursive relationships between "religions."

CORE REQUIREMENT MET: **INTERCULTURAL**

215 - Pilgrimage and Sacred Space in South Asia

This course examines the practice of pilgrimage as a pan-Asian phenomenon. It focuses especially on the religious traditions of India (Hinduism, Buddhism and Jainism), but also traces how these traditions have spread, through pilgrimage, to Tibet, East and Southeast Asia, and how their pilgrimage practices have changed in the process. Using premodern and contemporary sources, we will investigate such topics as: relic worship; the role of myth, biography, and landscape in the creation and discovery of pilgrimage sites; pilgrimage networks; sacred spaces and political power; pilgrimage vs. travel; and sacred space in cyberspace.

CORE REQUIREMENT MET: **ASIA**

220 - Karma, Cures, and Misfortune in Hinduism

This course uses texts and ethnographic data to examine the practices for alleviating or removing misfortune in medieval and contemporary Hinduism. Covering a range of topics, including popular theories of karma, temple worship, tantra, sorcery, possession, pilgrimage and astrological healing, we will explore the variety of techniques available in modern "popular" Hinduism, as well as consider their historical antecedents in medieval narrative and ritual sources.

CORE REQUIREMENT MET: ASIA ? PRE-1800

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**

230 - Modern and Post Modern Jewish Thoughts

A study of the major issues in modern Jewish thought with special emphasis on the impact of modernity on Jewish tradition, faith, and communal life. Major topics will be the ongoing debates about the nature of God, revelation and authority, and the efforts to redefine Judaism in the wake of the profound historical transformations of our era. Special consideration will be

given to the efforts to come to terms with the meaning of the Holocaust, the creation of the state of Israel, and the emergence of feminism. Various religious and secular ideologies will be studied, including Orthodoxy, Conservatism, Reconstructionism, Reform, Zionism, and Jewish socialism. The major thinkers considered include Buber, Heschel, Kaplan, Soloveitchik, Ahad Ha-am, and others.

CORE REQUIREMENT MET: **EUROPE**

232 - Ancient Israel and the 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**

237 - The Holocaust: Historical and Religious Perspectives

An exploration of the historical and religious dimensions of the Holocaust, the Nazi attempt to annihilate the Jewish population of Europe during WWII. Historical documents, literature, and film will be used to examine the forces which created the Holocaust, and the responses to it, including silence, denial, and the search for religious meaning by Jews and Christians.

CORE REQUIREMENT MET: **EUROPE**

240 - Religion and Social Reform

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 - Interpreting Religion: Multiple Approaches

The academic discipline of Religious Studies is focused around a subject of study, rather than a uniform methodology (unlike the disciplines of History, Economics, Sociology, etc.). For this reason, scholars in the field approach their work with many different methodological perspectives and tools; they are historians, sociologists, philosophers, anthropologists, theologians, and ethicists. The purpose of this course is to orient students to this broad landscape of the academic study of religion. By reading and analyzing a range of contemporary books and articles that illustrate the latest trends in the field, students will compare diverse approaches to the study of religion, assessing the value and limitations of each. *Prerequisite: one previous Religious Studies course.*

251 - What is Enlightenment?

This course takes Immanuel Kant's question, "What is enlightenment?" as the basis for a cross-cultural, comparative exploration of the highest aspirations, the transformative ideals that have emerged at important moments in human history. We will study the axial age visions of enlightenment in Plato, Buddha, and St. Paul, and place those in relation to modern and contemporary ideals from Kant and Nietzsche to Gandhi and Foucault, continually rethinking and posing the question: Who or what should I/we become?

CORE REQUIREMENT MET: **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**

270 - Islamic Thought

This course is designed to provide an introduction to Islamicate 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**

285 - Contemporary Religious Thought

An examination of religious thought emerging out of the philosophical projects that declared the "death of God" and the "end of metaphysics." Following a careful study of key philosophical and theological concepts, students will analyze both the critiques levied against these concepts and formulations of post-metaphysical religiosity ('A/theology,' 'Death of God Theology').

Possible authors to be studied include Heidegger, Bataille, Benjamin Derrida, Robert Scharlemann, and Mark Taylor. *Prerequisite: one Religious Studies course.*

290 - Banned Books: Apocrypha

Survey of early Christian texts that were not included in the New Testament. The modern-day New Testament represents only a portion of the literature-gospels, acts, epistles, and apocalypses-available to early Christians. Although the "apocryphal" texts were eventually rejected by church officials, they were quite important in shaping a variety of early Christian beliefs and practices. This course will investigate the role these texts played in early Christian communities and will examine why they were rejected by certain Christians and beloved by others.

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

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.

315 - Hindu Ritual in Theory and Practice

This course is an introduction to the study of ritual in Indian Religions. It aims at bringing modern theories of "Ritual" (as a cross-cultural anthropological category) into conversation with the primary sources of the Vedic-Hindu tradition—a religious tradition which devoted immense intellectual resources to the generation of rites and language about ritual. The course thus offers an advanced introduction to ritual theory in Anthropology and Religious Studies, while also engaging the central ritual categories of Indian Religion (such as sacrifice, worship
CORE REQUIREMENT MET: **ASIA**

340 - American Religion: Communities and Movements

A study of selected religious communities and movements in American history. The social cultural and religious purposes and impacts of groups such as the Shakers, the Native American Church, the Hasidim, Pentecostalism, and Mexican American religion will be explored.

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

344 - History of Religion at Occidental College

This small advanced course is set to research the history of religion at Occidental. Topics include the College's Presbyterian founding and disaffiliation; the development and activities of campus chaplaincies, ministries and student religious organizations; and the academic study of religion at Occidental. Exploration of the religious climate on campus over time will be a major focus. After instruction in research methods, students will be assigned projects including archival searches, interviews for oral history, and the writing of narratives of various eras of religious history at Occidental. *Prerequisite: one Religious Studies course. Open to Juniors and Seniors only.*

345 - American Spiritualities

This advanced seminar will investigate the meanings and traditions behind the popular American claim, "I'm spiritual but not religious." What is spirituality in the American context? How and why does spirituality overtake religion in appeal and status? What historical features of American culture and society promote contemporary issues of spirituality? *Prerequisite: one*

previous Religious Studies course.

347 - Religion and the United States Supreme Court

An intensive review of landmark cases concerning the establishment and free exercise of religion clauses of the first amendment. We will study the history and varying interpretation of these clauses. Students will focus on mastering the arguments presented in landmark cases concerning sabbath observance, religion and the schools, ritual animal sacrifice, ritual drug use, and religious displays in public places, among others. *Open to juniors and seniors only.*

351 - "Good Sex": History of Christian Sexual Ethics

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.*

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.

CORE REQUIREMENTS MET: **PRE-1800 ? INTERCULTURAL**

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.

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

D. Keith Naylor

Professor, Religious Studies

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

Kristi Upson-Saia

Associate Professor, Religious Studies

B.A., University of Washington; M.Div., Princeton Theol. Sem.; Ph.D., Duke University

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

Marko Geslani

Post-doctoral Fellow

BA, McMaster University; 2005 M.A., Yale University, 2009

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, XXX, 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, XXX, 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, XXX, 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.

Ten courses (40 units) in Sociology which must include 101, a theory course (200 or 205), a methods course (304, 305 or 310), and senior seminar (490). The remaining six courses are electives that students may select from all the other courses offered by the department. One non-Sociology course cross-listed with Sociology can count towards the major.

Students can meet the departmental methods requirement by taking Sociology 304, 305, or 310. 304 and 310, however, will not meet the College Core math requirement while 305 will meet the Core math requirement. For sociology majors, 304 can be taken as a precursor to 305, or as an alternative to 305.

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

MINOR: Five courses (20 units) in Sociology which must include 101. The remaining four courses are electives that students may select from all the other courses offered by the department.

WRITING REQUIREMENT: Students majoring in Sociology will satisfy the final component of Occidental College's college-wide writing requirement by completing any 300 level Sociology course by the end of the fall semester of the junior year with a grade of B- or higher (or appropriate course work). Students should familiarize themselves with the departmental requirement at the time of declaring the major. See the Writing Program and consult the department chair for additional information.

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

DEPARTMENTAL HONORS: A distinctive ("PD") comprehensive senior thesis based on primary research along with a 3.5 grade point average in the department and 3.25 overall.

INTERNSHIPS: The department, in concert with the Career Development Center, keeps files on available internships in law, criminal justice, and various social and community agencies.

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

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 - 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 KIN 201

CORE REQUIREMENT MET: UNITED STATES and U.S. DIVERSITY

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

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

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

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

Assistant 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

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 (Philosophy); M.A., New York University (Human Sexuality); M.S., Ph.D., University of Wisconsin, Madison (Sociology)

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.

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 students benefit from a state-of-the-art language studio (featuring computerized instruction, video programs, and daily newscasts from around the world). Occidental College's strategic position in Southern California also provides students with numerous opportunities to use the Spanish language interactively.

The department strongly encourages all students, whether considering a major in the department or not, to investigate Occidental's opportunities for study abroad (see Off-Campus Study). In recent years, students from a wide variety of departments, including the sciences, have taken advantage of these programs, greatly enhancing their education and future opportunities. These programs exemplify Occidental's ideal of a liberal education that increases sensitivity to and appreciation of other cultures. Finally, the department also invites students to engage in community-based learning through the different activities available in the intermediate and advanced Spanish language classes.

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

Linguistics is the scientific study of language as a type of human activity: how languages are constructed and why, where they came from, and how they got that way. It also delineates the breadth and limitations of language's usability. Thus linguistics straddles the sciences, social sciences, and humanities. As an applied field, it is highly useful to anyone learning another language, to those intending to teach English or any other language, to people studying other cultures (since culture is encoded and transmitted largely via language structures), and to those studying human cognition or child development (since language structure plays a central role in both).

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 culture, the literature concentration requires French 202, six courses (24 units) above 202 and one course (4 units) in literary theory or linguistics. Students must take one pre-19th Century literature course and are encouraged to take one non-European literature course.

French Culture concentration: recommended for students with near-native language skills in speaking, writing, and reading French. This concentration requires French 202 and four courses (16 units) above 202 (including two numbered above 350), taught in French by professors of the French section at Occidental, and one course (4 units) in literary theory or linguistics. Students may choose two additional courses (8 units) from Art, ECLS, History, or

Politics. A student interested in francophone African literature, for example, might choose courses in African History or Politics.

For both the literature and culture concentration, majors must enroll in at least one French course in the department during their senior year.

WRITING REQUIREMENT: Students majoring in French will satisfy the final component of Occidental's college-wide writing requirement with the submission of their translation portfolio (see Comprehensive Requirements below) which consists of two essays in English and one in French. Students should familiarize themselves with the departmental requirement at the time of declaring the major. See the Writing Program and the department chair for additional information.

COMPREHENSIVE REQUIREMENT: The comprehensive requirements in French are spread out over the senior year and consist of the following: translation, a grammar proficiency test (exempted by a score of 85% or higher on the grammar examination of French 202), a textual analysis (commentaire composé, exempted by satisfactory work in French 202), a written essay (dissertation en temps limité), an oral presentation, and a grade of B in linguistics, should the student take linguistics for the literature concentration. A thesis option is also available to satisfy part of the comprehensive requirements. All students are encouraged to take the major seminar (490).

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

Students also may pursue a double major. Pairing a language major with such disciplines as Art, Diplomacy and World Affairs, English and Comparative Literary Studies, and History can be especially advantageous for careers or further study based on these fields.

MINOR: A minor in French consists of French 201 plus four courses (16 units) above French 201. For a literature concentration, students should enroll in French 201 and four more advanced courses, including one at the 350 level or above. For a culture concentration, students should choose French 201, three advanced courses taught by professors in the French section at Occidental and one relevant course outside the department.

HONORS: Majors in the department with an overall GPA of 3.25 may qualify for Honors at graduation through a distinguished comprehensive thesis or examination. See the Honors Program and consult the major advisor and chair for details by the end of the fall semester, junior year.

SPANISH

MAJOR: Spanish majors are required to take Spanish 202 or 211, 6 courses numbered above 202/211, and Spanish 490. Of the group of 6 courses, a minimum of 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 both general linguistics (Linguistics 301 and 350) and all linguistics courses related to the Spanish language.

Spanish Majors choose 1 of 3 tracks of study:

- *Spanish Literary Studies*: 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 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 Comparative Literary Studies, and History can be especially advantageous for careers or further study based on these fields.

HONORS: Majors in the department with GPA of at least 3.50 in major courses and an overall GPA of 3.25 may qualify for Honors at graduation through a distinguished comprehensive thesis. See the Honors Program and consult the major advisor and chair for details by the end of the fall semester, junior year.

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**

343 - Theory and Practice of Translation

An introduction to the theory and practice of translation from English to French ("thème") and French to English ("version") as both a craft and an art with its codes and principles. Although emphasis is placed on practice, the course examines important theoretical questions such as

translation as both a product and as a process. With some attention to the difference between "literal" and "free" translation, the course explores the lexical and semantic strategies that translators employ. The course begins with the smallest "unit of translation" and progresses to consider a wide variety of texts: fiction, poetry (song lyrics), advertisements, televisual, and filmic. Students may choose to translate a business, technical, legal, medical, or literary text as part of their final project. *Satisfies ECLS Creative Writing emphasis.*

354 - L'idéal Classique

A survey of 17th Century literature. Particular emphasis given to the classical dramatists and moralists. Readings and discussions to include works by Corneille, Racine, Molière, Descartes, Pascal, and Lafayette. *Prerequisite: French 202 or permission of instructor.*

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

355 - Eighteenth and Nineteenth Century Works

Readings and discussion in the French novel and philosophical texts, including works by Prévost, Diderot, Rousseau, Bernardin de Saint-Pierre, Balzac, Stendhal, Flaubert, and Zola. *Prerequisite: French 202 or permission of instructor.*

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

363 - Seminar in Genre or Non-French Literature: Representations of French in 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.*

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

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**

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.*

350 - Psycholinguistics

Traditional linguistics has revealed how complex and ambiguous natural language is. Despite this fact, people are able to effortlessly and accurately produce and understand language. At the crossroads of linguistics, psychology, and neuroscience, psycholinguistics is concerned with providing an explanation of how the human language processing system works. This course introduces students to the main goals, theories, and experimental methods of psycholinguistic research. We discuss the current state of our understanding of language learning and processing, as well as the experimental and analytical techniques that have been used to examine these issues. *Prerequisite: An introductory course in linguistics (301), Cognitive Science (101), or Psychology (102), or by permission of the instructor.*

CORE REQUIREMENT MET: **MATH/SCI**

397 - Independent Study 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 with little or no formal training in the language. Emphasis will be placed on reading and writing skills. Students will also be introduced to the fundamentals of literary analysis, through a study of Mexican, South American, and Spanish literary texts.

CORE REQUIREMENT MET: **INTERCULTURAL 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**

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**

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**

377 - Magical Realism in Latin America

Although magical realism remains a difficult term to define, there is some consensus that Miguel Angel Asturias (from Guatemala), Alejo Carpentier (Cuba), Gabriel García Márquez (Colombia), and Isabel Allende (from Chile) are the most renowned practitioners of this literary genre. Pre-Columbian mythology, peasant folklore, popular Catholicism, European surrealism, the genealogical novel, and an ethical pressure on Latin American writers to represent their national cultures all play a part in the development of magical realism in Latin America. The course explores why *Men of Maize* (Asturias), *The Kingdom of This World* (Carpentier), *One Hundred Years of Solitude* (García Márquez) and *The House of the Spirits* (Allende) are considered paradigmatic works of magical realism. Throughout the course students will be asked to reflect upon the contested meanings and history of the term "magical realism" as the term is applied to different works of Latin American fiction. *Prerequisite: One 300-level Spanish course.*

CORE REQUIREMENT MET: **LATIN AMERICA**

378/379 - Buenos Aires in Fiction and Film

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

CORE REQUIREMENT MET: **LATIN AMERICA**

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

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.

501, 502, 503, 504 - The Teaching of Spanish

Classroom observation at Occidental College, aimed at the evolution of language pedagogy, instructional materials and procedures, lesson plans, and testing and evaluation. Designed primarily for M.A.T. candidates. Under the guidance of Occidental Spanish language instructors, and through daily classroom observation, M.A.T. candidates will learn how to teach elementary Spanish (501, 502), intermediate Spanish (503), or Spanish for native speakers (504). Spanish 501-502 assumes daily attendance of 101-102; 503 assumes daily attendance of 201; 504 assumes daily attendance of 210.

5 units

Faculty

Regular Faculty

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
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

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

Michael Shelton

Associate Professor, Spanish and French Studies; Advisory Committee, 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

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

Alexandra Daher

Adjunct Instructor, Spanish and French Studies
B.A. U.S.C., M.A. California State University Long Beach

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

Elena Villa Fernandez de Castro

Adjunct Instructor, Spanish and French Studies
B.A. Universidad Autonoma de Madrid, BSc Universidad Complutense de Madrid, M.A. University of Hawaii

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 - Theater Forum: The Art of Reading Scripts

This class explores certain essential histories, elements, and methodologies of theatrical expression. Special attention is paid to the dynamic between script construction, theatrical enactment, and audience response. Close examination of six seminal works for the stage aims to unlock their performative potential, moving the student readers beyond the experience of words on the page and in to actual artistic interpretation. An in-depth exploration of character, language, thematic, staging, and conceptual possibilities is conducted through script reading, textbook interaction, class discussion, performance projects, and attendance of live performances.

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

110 - Introduction to Performance

This course is the foundation of the Department's acting program. In it, the student explores how an actor gives life to words and moves them from the script to performance. Students work with Shakespeare's sonnets in addition to contemporary dramatic literature. *Ticket Fee: \$50. Intended for first-year and second-year students. Not available to juniors and seniors without permission of instructor. Enrollment is limited.*

CORE REQUIREMENT PARTIAL: **FINE ARTS**

120 - Introduction to Technical Theater

An introduction to many of the different areas of theater production, this class will include such topics as rigging practices, drafting, lighting equipment, and special effects; but its primary focus is in the area of scenic construction. *This course includes a laboratory during which the techniques taught in lecture/demo are applied. The laboratory will average 40 hours over the course of the semester. Lab schedule is to be arranged. Some materials must be purchased by the student for this course. Enrollment is limited.*

CORE REQUIREMENT MET: **FINE ARTS**

121 - Production Laboratory

This is an applied course for technicians, designers, and managers who are on production crews directed, designed, or directly supervised by the theater faculty. In order to complete a theater major, a student must complete production laboratories in two separate areas, at least one of which must be a running crew. *Prerequisite: Theater 120 or permission of instructor. Graded on a Credit/No Credit basis only. The course may be repeated for credit.*

1 unit

CORE REQUIREMENT PARTIAL: **FINE ARTS**

122 - Intensive Production Lab

This is an applied course for technicians, designers, and managers who are given primary responsibility on production crews directly supervised by the theater faculty. Students are required to do additional research and practical application beyond that of Theater 121. *Prerequisite: permission of instructor. Graded on a Credit/No Credit basis only.*

2 units

CORE REQUIREMENT PARTIAL: **FINE ARTS**

130 - Modern Dance

A comprehensive study of the theory and methodology of the Jose Limon Technique. Founded on the principles of fall and recovery, the Limon Technique is built upon motion through succession, suspension, alignment and opposition. *Graded on a Credit/No Credit basis only. May be repeated for credit.*

1 unit

CORE REQUIREMENT PARTIAL: **FINE ARTS**

130 - Modern Dance

A comprehensive study of the theory and methodology of the Jose Limon Technique. Founded on the principles of fall and recovery, the Limon Technique is built upon motion through succession, suspension, alignment and opposition. *Graded on a Credit/No Credit basis only. May be repeated for credit.*

1 unit

CORE REQUIREMENT PARTIAL: **FINE ARTS**

131 - Beginning Jazz Dance

Students will learn the fundamentals of jazz dance technique with an emphasis on body alignment, strength, flexibility and coordination. The class will include a warm-up and a series

of lyrical and contemporary jazz combinations designed to develop musicality, self-expression and performance skills. *Graded on a Credit/No Credit basis only. May be repeated for credit.*

1 unit

CORE REQUIREMENT PARTIAL: **FINE ARTS**

133 - Beginning Tai Chi

Tai Chi Chuan is the study of slow controlled movement, breathing and realignment of the body. Sometimes referred to as standing yoga, Tai Chi Chuan has been practiced for centuries for its many benefits, including stress management, disease prevention and increase in energy. The focus of this class is on relaxation, gentle movement and meditation. *Course fee: \$85. May be repeated for credit.*

1 unit

CORE REQUIREMENT PARTIAL: **FINE ARTS**

134 - Beginning Ballet

A study of the principles of ballet based on the Vaganova method. Students will learn the fundamentals and elementary vocabulary of ballet through "barre", center and traveling combinations and exercises. *Graded on a Credit/No Credit basis only. May be repeated for credit.*

1 unit

CORE REQUIREMENT PARTIAL: **FINE ARTS**

136 - AfroContemporary Movement

Developed by Brazilian national, Rosangela Silvestre in the late nineties, the Silvestre Technique is a dance training discipline that prepares dancers for stage performances. The technique incorporates a series of fundamental training exercises infusing principles from Ballet and Jazz with sacred Orixá dance and Capoeira. Students will gain knowledge of the cultural origins of the dances and be expected to interpret these folkloric concepts into contemporary contexts. This multidimensional and encompassing approach integrates the balance between expression and technique allowing students at all skill levels to benefit in the learning process.

1 unit

137 - Choreography I

A comprehensive study of the tools of choreography based on the Nikolais/Mettler methods of creating dances, including the manipulation of motion through space, time, shape, and energy volumes within the context of the body and its surroundings. Course culminates in a studio performance of each student's choreography. *Graded on a Credit/No Credit basis only. May be repeated for credit. Prerequisites: two semesters of any dance course or permission of instructor.*

2 units

CORE REQUIREMENT PARTIAL: **FINE ARTS**

139 - African Dance

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

1 Unit

140 - Afro-Caribbean Dance Workshop

This course is designed to teach fundamental Afro-Caribbean dance techniques and complex body isolations. The dances learned will reflect the various African influences to the Caribbean ? particularly Cuba, Jamaica, Puerto Rico, and Trinidad and Tobago. Participants will gain cultural, historical, and social content of the dances and learn the relationship between the music and the dance. *Graded on a Credit/No Credit basis only. May be repeated for credit.*

1 unit

CORE REQUIREMENT PARTIAL: **FINE ARTS**

141 - Movement for Actors: Social Dance for the Theater

Students will be introduced to important social and period dance forms as a means of creating character as well as enriching the historical or period flavor of a theatrical performance. While studying such dances as the waltz, the Charleston, and the Jitterbug, students will learn to confront their bodies moving alone and in concert with others. *May be repeated once for credit. Graded on a Credit/No Credit basis.*

1 unit

CORE REQUIREMENT PARTIAL: **FINE ARTS**

142 - Folk and Historical Dance

This course teaches folk and historical dances (Renaissance through the 20th century) drawn from Eastern and Western Europe (including the Balkans), as well as folk and social dances of the United States derived from those traditions. Performance opportunities may include: Viennese waltz and possibly dance-based children's theater. *Graded on a Credit/No Credit basis only.*

1 unit

CORE REQUIREMENT PARTIAL: **FINE ARTS**

175 - Design Forum

This course introduces the student to the theory and application of the elements of design and principles of composition as they apply to theater and film. Through an investigation of two-dimensional and three-dimensional design the student will begin to understand and gain the skills to express the visual meaning of the play/filmscript. The course will include script analysis, presentation and research techniques and a series of design projects in both individual and group formats. The general student will sharpen their critical eye, the actor/director will learn to engage with the design elements developed for them and the designer will receive a broad introduction to the design process. *Ticket Fee: \$50. Intended for first-year and second-year students. Not available to juniors or seniors without permission of instructor.*

CORE REQUIREMENT MET: **FINE ARTS**

190 - Theater Now: Los Angeles

Through readings, guest speakers and theater attendance, students will explore theater throughout Los Angeles. Students will critically examine the centrality of the collaborative role of theater artists and the active role of the audience in live theater. Through interaction with the creative team for selected productions, both on campus and at theater venues, students will explore the aesthetic culmination of the production process. Ticket fee: \$50.

2 units

CORE REQUIREMENT MET: **PARTIAL FINE ARTS**

197 - Independent Study in Theater

Prerequisites: Theater 101 and permission of instructor. Open only to second year students.

2 or 4 units

201 - Alternative Voices in American Theater

This course surveys the theater artistry of contemporary American writers from divergent cultural and aesthetic backgrounds. Special emphasis is placed on women and people of color, including Suzan-Lori Parks, Reza Abdoh, Luis Alfaro, and Naomi Iizuka. By examining each artist against within his/her social-political-economic context, students will explore a variety of creative approaches to cultural problem-solving and gain a greater understanding of current movements in American playwriting. *Recommended: Theater 101.*

CORE REQUIREMENT MET: **FINE ARTS ? UNITED STATES and US DIVERSITY**

202 - Shakespeare's Scripts

Designed to look at a number of Shakespeare's scripts from the vantage of actor, director, or playwright, this course examines the unique and complex relationship between Shakespeare's literary constructions and their possible performances. With four plays from different periods of Shakespeare's career, we attend to elements of immediate interest and concern to those who wish to understand how Shakespeare as playwright shaped his scripts for performance: how through language and structure he develops characters of psychological complexity; how he develops stories from extra-theatrical material; how his scripts, over time, reveal his development and changing interests as a playwright; and how, in style and subject matter, the scripts relate to one another. The course offers 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. *Prerequisite: THEA101, THEA210, ECLS 186, ECLS 187, ECLS 205, or ECLS 220.*

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

203 - Productions in Times of Crisis

In this course, students will investigate a variety of 20th and 21st century theatrical productions – both in the US and abroad – staged during times of conflict and crisis. From the amateur stages in restaurant back rooms, in workers clubs and cafes to professional and Broadway theaters, we will look at how access to resources and government support influences

strategies of production. From the 1920's agitation trials (Agitsudy), mass spectacles, and agitprop theater during the Russian Revolution to contemporary theatrical responses to disease, war, racism, and social oppression, the course will examine how artists and activists use theater to respond to social and political unrest, as a tool to fight oppression (or a tool to encourage obedience and propagate national political ideals), and as an escape from the realities of everyday life. We will look at the performance theories and strategies that emerged during these theatrical moments, and we will read seminal plays that were written and staged during these periods. In addition to the historical and theoretical work, students will develop projects that respond to a contemporary crisis, taking into consideration how access to resources influences the methods and products of theatrical production, and how restrictions can often open doors to new and inventive performance technologies. *Prerequisite: Recommended: THEA101 or any 100 level SOC, POLS, UEP, or CTSJ course.*
CORE REQUIREMENT MET: FINE ARTS , INTERCULTURAL and GLOBAL CONNECTIONS

210 - Acting I: Stage

This course introduces a student to the techniques and theories of acting. Course work begins with an exploration of the self in performance using partnered scenes from American realist scripts. At mid-semester, the class presents The Zoo Exercise, a project in sustained characterization inspired by work at the London Academy of Music and Dramatic Art. The course then culminates with a presentation of scene-work selected from the plays of Henrik Ibsen. *Ticket Fee: \$60. Intended for first-year and second-year students. Prerequisites: Theater 110. Recommended: Theater 101. Enrollment is limited.*
CORE REQUIREMENT MET: FINE ARTS

211 - Performance Laboratory

This is an applied acting course connected to a role or roles in Theater Mainstage productions. *Graded on a Credit/No Credit basis only. Prerequisite: permission of instructor. Recommended: Theater 101 and 210. May be repeated for credit.*
1 unit
CORE REQUIREMENT PARTIAL: FINE ARTS

212 - Audition Workshop

This is an applied workshop available to students who have completed Theater 210. Student actors will polish techniques for solo auditions learned in Introduction to Performance and Acting I, and apply them to the standard "general audition" format. Intended for second and third-year students. *Prerequisites: THEA 101 and 210 OR permission of the instructor. Enrollment is limited. Graded on a Credit/No Credit basis only. May be repeated as an audit.*
1 unit
CORE REQUIREMENT PARTIAL: FINE ARTS

213 - Performing History

In this intensive workshop, students will develop short solo performance pieces based on their own historical research. No prior performance experience is necessary. To enroll, students will apply to participate in the workshop which is limited in enrollment. During the week of January

30, 2011, students will work with Roger Guenveur Smith, Hume Fellow in Theater for Spring 2011, to develop their idea and preliminary research into a short piece to be performed in a rehearsal setting for an open audience. The conjunction of critical thinking and civic engagement with storytelling will be at the core of this workshop. To augment their own work, students will be expected to attend the two performances by Smith during that week. Student pieces will be reprised for the Spring Arts Festival in April, 2011. *Prerequisites: application process / permission of instructor*

CORE REQUIREMENT MET: **PARTIAL FINE ARTS**

1 unit CR/NC Grade

215 - Acting for the Camera

An intensive course in character work, scene work and camera technique using selected scripts from some of the greatest recent and contemporary screenplays. *Materials fee: \$60.*

Prerequisite: Theater 210 with a grade of "B-" or better or permission of instructor.

Recommended: Theater 310. Enrollment is limited.

CORE REQUIREMENT MET: **FINE ARTS**

216 - Narrative Workshop for the Moving Image

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

Prerequisite: Theater 210 or AHVA Media/Film F140, and permission of instructor.

CORE REQUIREMENT MET: **FINE ARTS**

225 - Scene Painting

In this course, the student will be introduced to a variety of scenic techniques and materials. Mastery of basic skills will be expected for completion of the course. Period styles and aesthetic theories will provide a foundation for the skills learned. Special materials will be purchased for the students of this course. A separate lab will provide individualized supervision of techniques and projects demonstrated during the regular class time. Includes one two-hour laboratory session per week. *Materials fee: \$65. Prerequisites: Theater 120 or 175, or permission of the instructor. Enrollment is limited.*

CORE REQUIREMENT MET: **FINE ARTS**

Not given in 2010-11

231 - Intermediate Jazz and Tap

Students will learn intermediate and advanced techniques of jazz and tap dancing. *Graded on a Credit/No Credit basis only. May be repeated for credit. Prerequisite: two semesters of Theater 131 or permission of instructor.*

1 unit

CORE REQUIREMENT PARTIAL: **FINE ARTS**

233 - Advanced Tai Chi

This course incorporates more advanced techniques of Tai Chi Chuan, the study of slow controlled movement, breathing, and realignment of the body. *Course fee: \$85. Prerequisite: Two semesters of Theater 133 or permission of instructor. May be repeated for credit.*
1 unit

CORE REQUIREMENT PARTIAL: **FINE ARTS**

234 - Intermediate Ballet

Intensive study that develops and refines ballet technique based on the Vaganova Method. *Prerequisite: Two semesters of Theater 134 or permission of instructor. Graded on a Credit/No Credit basis only. May be repeated for credit.*

1 unit

CORE REQUIREMENT PARTIAL: **FINE ARTS**

236 - Dunham Technique

Developed by Katherine Dunham, a pioneer of modern dance and the first African American to lead a major dance company, the Dunham technique includes elements of African, Afro-Caribbean, ballet, modern, and yoga. Class sessions include barre and floor work as well as isolations. *Graded on a Credit/No Credit basis only. May be repeated for credit. Prerequisites: two semesters of any dance course or permission of instructor.*

1 unit

CORE REQUIREMENT PARTIAL: **FINE ARTS**

237 - Intermediate Choreography

This course is a continuation of the material introduced in Choreography with an emphasis on group choreography, including site-specific work and studio performances. *Graded on a Credit/No Credit basis only. May be repeated for credit. Prerequisite: Theater 137 or permission of instructor.*

2 units

CORE REQUIREMENT PARTIAL: **FINE ARTS**

240 - Intermediate Afro-Caribbean Dance Workshop

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

CORE REQUIREMENT MET: **PARTIAL FINE ARTS**

241 - Designing Movement for Stage and Screen

This course introduces a student to the developing theories and practices of designing

movement for performance. Although movement exercises and exploration are involved, the focus is using the body as a design element and not on performance. This course provides both the audience member and the stage/screen artist a framework for critical analysis of movement as a tool for visual storytelling. *Prerequisite: Theater 101, Theater 125, or permission of instructor.*

CORE REQUIREMENT PARTIAL: **FINE ARTS**

244 - Stage Management

This course will introduce the student to the art and techniques of stage management. Students acquire the skills to stage manage productions from casting through performance.
2 units

CORE REQUIREMENT PARTIAL: **FINE ARTS**

245 - Stage Makeup

This course will introduce the student to the basics of make-up design for the theater including basic, three-dimensional, corrective, glamour, character, old age make-ups as well as the creation of special effect make-ups. The student will put theory into practice by creating practical make-up designs. *Materials fee: \$50.*

2 units

CORE REQUIREMENT PARTIAL: **FINE ARTS**

246 - Costume Construction

This course will provide the student with the skills necessary to construct a basic garment. These skills will be used to build a basic costume piece. *Materials fee: \$50.*

2 units

CORE REQUIREMENT PARTIAL: **FINE ARTS**

Not given in 2010-11

247 - Properties for the Stage

This course is an introduction to the process of designing and constructing props for stage. The elements of production style, period authenticity, actor needs, budget and time will all be considered. A combination of theoretical and practical projects will be required. *Prerequisite: Theater 120 or permission of instructor.*

2 units

CORE REQUIREMENT PARTIAL: **FINE ARTS**

248 - Sound Design for the Theater, Dance, and Multimedia

This is an introduction to the theory and application of sound and music as an element of design for theater, dance and other collaborative multimedia dramatic art forms. This class addresses all areas of sound design: including script analysis, conceptual approaches to sound, music underscoring, audio equipment, show control, and sound editing. The class also covers the process of working in a creative team of designers coordinating the various design elements of dramatic works including dramas, musicals, and immersive multimedia dramatic works.

2 units

CORE REQUIREMENT PARTIAL: **FINE ARTS**

Not given in 2010-11

250 - Period Styles for Stage and Screen

This course will explore the connections between the shifting power structures of European and American culture from the 15th through the 20th centuries and the corresponding social behaviors, etiquette, deportment, fashions, public and private spaces, furniture and art that supported and reflected that power structure. Although movement exercises and exploration are involved, the focus is analyzing the connections between movement and social environment, not on performance. *Prerequisite: Theater 101 or permission of instructor.*

CORE REQUIREMENT MET: **INTERCULTURAL • FINE ARTS 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, students learn five workshops geared to the third grade, after which, under the instructor's supervision, they guide local elementary school classes through the curriculum. *Prerequisite: Theater 110 or permission of instructor. Enrollment is limited. Graded on a Credit/No Credit basis only.*

2 units

CORE REQUIREMENT PARTIAL: **FINE ARTS**

261 - Children's Theater, 5th Grade

These separate applied workshops in children's theater focus on work with elementary school children. We study age-appropriate methods of integrating theater into the elementary school curriculum. In four intensive sessions, students learn five workshops geared to the fifth grade, after which, under the instructor's supervision, they guide local elementary school classes through the curriculum. *Prerequisite: Theater 110 or permission of instructor. Enrollment is limited. Graded on a Credit/No Credit basis only.*

2 units

CORE REQUIREMENT PARTIAL: **FINE ARTS**

275 - Scenic Design

This course provides an intermediate level of theory and technique specifically for scenic design for theater. The student will learn several methods to develop and communicate their design ideas including basic drawing and drafting concepts, CAD drafting using VectorWorks, and both digital and physical model making. The course will expand upon concepts and techniques introduced in THEA175. *Materials fee: \$60. Prerequisites: Recommend Theater 120, or 175 or permission of instructor. Enrollment is limited.*

CORE REQUIREMENT MET: **FINE ARTS**

301 - Topics in Theater Study

This course approaches the study of theater within a series of different cultural contexts. Theater literature, performance practices, and theater architecture will be studied within the larger context of the cultures from which the various types of theatrical expression are derived. The course will investigate in a comparative format such topics as masked theater, populist and elitist theaters, and literary and non-literary theater traditions. *Ticket Fee: \$50.*

Prerequisites: Theater 101 and at least second-year status or permission of instructor.

CORE REQUIREMENT MET: **INTERCULTURAL • PRE-1800 and GLOBAL CONNECTIONS**

302 - Topics in Theater Literature

This course will investigate the work of three 20th century playwrights, selected on a rotating basis. Different years will have a different emphasis, e.g.: Masters of Farce, Political Pioneers, European Iconoclasts. Students will read several works by each group, in addition to attending live performance, preparing research projects and creating performance projects in response to the artists surveyed. *Students may use this course to fulfill the Junior Writing Requirement for the Theater Major. Prerequisites: Theater 101 and at least second-year status or permission of instructor. Ticket fee \$50.*

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

310 - Acting II

By exploring the psychology of performance, this course introduces acting students to an alternative to Stanislavski-based acting systems or methods. Developing an understanding of impulse, desire and action in everyday life along with an understanding of the heightened consciousness of artists at play, students learn how to act with increased freedom and to create characters with genuine psychological complexity while developing a technique equally adaptable to theater and film. Students follow a path from improvisation through play with language to develop roles from Chekhov and various classical and contemporary playwrights. *Enrollment in this course may be based on an audition/interview process. Ticket fee: \$50.*

Prerequisites: Theater 101, 110, 210, and permission of instructor. Recommended: Theater 212. Enrollment is limited.

CORE REQUIREMENT MET: **FINE ARTS**

310A - Scene Workshop

This is an applied workshop required for students enrolled in Theater 310 (Acting II). During the semester, students prepare and perform up to three scenes from classical and contemporary drama. Every two weeks, scene partners will present their work for fellow students and for faculty (who will guide the work's further development). *Graded on a Credit/No Credit basis only.*

1 unit

CORE REQUIREMENT PARTIAL: **FINE ARTS**

311 - Intensive Performance Lab

This is an intensive applied acting course connected to a significant role or roles in Theater Mainstage Productions. *Graded on a Credit/No Credit basis only. Prerequisite: permission of instructor. May be repeated for credit.*

2 units

CORE REQUIREMENT PARTIAL: FINE ARTS

315 - Narrative Workshop for the Moving Image

Production course in linear storytelling for advanced theater and film students. Working in collaborative teams, students will shoot several projects, write a script, and make one short narrative project on video. The course emphasis will be on script writing, directing the actor, and visual storytelling. *Materials fee: \$60. Prerequisites: Theater 210 or Art Film 140, and permission of instructor. Enrollment is limited.*

Not given in 2010-11

316 - Performing Shakespeare

This course explores through practice the demands Shakespeare's scripts make upon actors. During a semester, students work with five to six scripts from various genres to develop facility with both Shakespeare's verse and prose in performance. *Ticket fee: \$50. Prerequisite: Theater 310 and permission of instructor. Enrollment is limited.*

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

320 - Advanced Technical Theater

This lab course extends the topics covered in Theater 120. Topics include advanced building techniques, metal working theory and welding, and furniture construction and repair. Students will also act as crew chiefs for Theater Department productions. Students will be required to purchase some materials for this course. *Prerequisites: Theater 120 and permission of instructor. Enrollment is limited.*

CORE REQUIREMENT MET: **FINE ARTS**

321 - Portfolio Workshop

In this course students develop the skills to analyze, archive, and document their creative and technical work. They also learn various techniques for public presentation. *Prerequisite: Theater 120 or permission of instructor.*

1 unit

325 - Lighting Design

Focusing on the specific theories, psychological power, and techniques of lighting design, this course will provide students with an intellectual and practical foundation in this significant yet accessible area of design for theater. Practical training and execution of projects are undertaken in both group and individual formats under faculty supervision. *Includes one two-hour laboratory session per week. Materials/ticket fee: \$60. Prerequisite: Theater 101, 120, or 175, or permission of instructor.*

CORE REQUIREMENT MET: **FINE ARTS**

330 - Producing the Live Event

In this intensive course students will analyze the requirements for live events. As the students develop solutions for these requirements, there will be an emphasis on the artistic, legal and

financial responsibilities of the producer. Through projects, case studies and research, the students will learn the creative and practical aspects of live presentations. Students will understand the myriad considerations required to successfully produce live performances for theater, music and other cultural events. *Prerequisites: Theater 120 and at least second year standing or permission of instructor.*

Not given in 2010-11

335 - Theater Engineering and Architecture

In this course, students will investigate solutions to demanding design problems. This might include linear motion control, pneumatic and hydraulic systems, and the drive or rigging systems for scenery. Theater architecture will also be covered, culminating in the design of a theater. Outside research is required. *Prerequisites: Theater 120 and permission of instructor.*

Not given in 2010-11

346 - Period Costume Construction and Pattern Making

This is an advanced costume construction class that will introduce the student to the specialized skills involved in translating a design sketch of a period costume into an actual costume. Creating and altering patterns for specific bodies, tailoring, corsetry, and underpinnings will all be included. *Materials Fee: \$40. Prerequisite: Theater 246 or permission of instructor.*

2 units

CORE REQUIREMENT PARTIAL: **FINE ARTS**

Not given in 2010-11

370 - Costume Design

This course is an introduction to the goals, processes and techniques of costume design. The student will become familiar with the basic components of the discipline. The focus of the projects will be on conceptualizing, researching and designing costumes for a variety of plays. Although an introduction to and practice with differing sketching/rendering approaches will be elements of the class, no specific prior drawing experience is required. *Prerequisite: Theater 175, Art S106, or permission of instructor.*

CORE REQUIREMENT MET: **FINE ARTS**

375 - Advanced Design for Theater

This course continues the study of theater through an investigation of specific visual concepts and techniques used to present the design of scenery. The close relationships of these elements with the script, the actors, and the director are treated as essential elements of the development of designs. This is primarily a project-oriented class. Special materials will be purchased by the student for this course. *Ticket/Materials Fee: \$60. Prerequisites: Theater 175 or 275 or permission of instructor. Theater 101 and 120 recommended.*

Not given in 2010-11

380 - Playwriting

This course introduces students to the art of writing for theater. Through a series of weekly

writing assignments, students develop skills in crafting the dialogue and structure of playscripts. Class work culminates in the development of a one-act play. *Ticket Fee: \$50. Prerequisites: Theater 101 and 210 or permission of instructor.*

CORE REQUIREMENT MET: **FINE ARTS**

390 - Advanced Project in Theater

This is an applied course for significant work undertaken in performance, design, technical, or management areas for mainstage or other faculty-supervised projects. The student will work directly with faculty supervision in the creative process. *Prerequisite: permission of instructor. May be repeated once for credit.*

Section 1: On-campus Projects

Section 2: Theater Projects in Community Based Learning

2 units

CORE REQUIREMENT PARTIAL: **FINE ARTS**

397 - Independent Study in Theater

Independent study in theater at an advanced level. *Prerequisites: Theater 101 and permission of instructor. Open to students with junior or senior standing only.*

2 or 4 units

410 - Directing

This course is an introduction to the art of directing. Students explore the directing processes of script analysis, casting, working with actors, manipulation of space, use of sound and images, developing designs, and mounting productions for the theater. Requirements include staging two performance sequences. *Ticket Fee: \$50. Prerequisites: Theater 101, 120, 310 and permission of instructor. Recommended: Theater 316. Enrollment is limited. May be repeated for credit.*

CORE REQUIREMENT MET: **FINE ARTS**

490 - Senior Seminar in Theater

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

Faculty

Regular Faculty

John Bouchard

Professor, Theater

B.A., UC Santa Barbara; M.A., Ph.D., Rice University

Jamie Angell

Assistant Professor of the Practice of 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

Mellon Postdoctoral Fellow, Theater
B.A., Wesleyan University; M.A., New York University, Ph.D., New York University

Laural Meade

Adjunct Assistant Professor, Theater
A.B., Occidental College; M.F.A., UCLA

Francisco Martinez

Adjunct Instructor, Theater

Kimberly Mullen

Adjunct Instructor, Theater
B.A., Portland State University; M.A. UCLA

Tom Slotten

Adjunct Assistant Professor, Theater
B.G.S., University of Michigan; M.F.A., California Institute of the Arts

Ezra Weisz

Adjunct Instructor, Theater
B.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. It combines politics, planning, environmental policy, public health, urban studies, economics, sociology, and other disciplinary approaches. The UEP program recognizes that "urban" and "environmental" are very much interconnected and that issues of economic and environmental justice are integrally linked to where and how we live, work, play, eat, and go to school. Topics covered in the program include housing and community development, public health, land use and transportation, 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 change, be interested in working on group projects with other students, and be available to become involved 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 action. Students learn the skills of social science and public policy analysis with special emphasis on applying those skills in the real world. It is an intensive major designed for students with a strong interest in 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 in the realm of public affairs. The program includes careful consideration of ethical issues that arise in the formulation and implementation of public policy. It trains the next generation of change agents and future leaders how to think critically and creatively and act effectively to solve problems and improve society.

A major dimension of UEP's problem-solving and social change-related work 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. UEPI frequently partners with grassroots community, environmental, and labor organizations as well as the public sector. It serves as the umbrella for a variety of affiliated programs addressing food justice, public health, the built environment, and transportation, and includes programs and internship opportunities around these issues. UEPI staff has helped facilitate College-wide initiatives such as programs in Public Health and a China-Environment program that links students to universities and NGOs in Hong Kong, Nanjing, and other partners in China. UEPI provides opportunities for students to participate in real-world research, community action, and policy arenas. Information about UEPI is available at www.uepi.oxy.edu.

Through a range of classroom-based and independent internships, students engage in the real world of urban and environmental policy through government agencies, political campaigns, grassroots community and environmental organizations, public interest groups, social service agencies, labor unions, health organizations, food justice groups, and other settings. Students also learn how to conduct practical applied research by working with and for community partners in the Los Angeles area and across the country and abroad under the supervision of faculty as well as the UEPI program staff.

The UEP major coursework includes a series of intensive seminars in the junior and senior years, with introductory courses available 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.

Another important part of the program will be attendance at meetings with visiting public policymakers, journalists, and other practitioners in addition to regular course work.

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), through the Occidental-at-the-United Nations program, or in one of the fall or spring semester abroad programs sponsored or approved by the college.

During their senior year, students will design and complete a policy-oriented comprehensive project that has an applied focus and includes original research. This project may take several forms. It 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" group.

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 (is strongly preferred as the research methods course, however, Politics 103, and Sociology 305 are acceptable with the approval of the department chair) Economics 101 (or another Economics course approved by the chair)

For their college math/science requirement, we encourage UEP majors to take at least one of the following:

- Biology 270 (Ecology) is strongly preferred, however, Biology 105 (Marine Biology), Biology 106 (Biology of California), Biology 110 (Organisms on Earth), and Geology 105 (Physical Geology) are acceptable with the approval of the program chair

Geology 105 (Earth Our Environment)*

Biology 103 (Topics in Biology: Biology and Environmental Policy)

UEP 201 (Environmental Health and Policy)

Biology 105 (Marine Biology)*

Biology 106 (Biology of California)*

Biology 110 (Organisms on Earth)

Biology 270 (Ecology)*

Geology 150 (satisfies a lab science requirement and students are encouraged to take concurrently with UEP 201)

Math 146 (Statistics)

Math 150 (Statistical Data Analysis)

* 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 310 (Community Organizing and Leadership) (junior or senior year)

UEP 311 (Community Internship) (junior or senior year)

UEP 410 (Controversies in Policy and Politics) (senior year)

UEP 411 (Applied Public Policy Practicum) (senior year)

Students majoring in UEP should take two electives after discussion with their advisor. These electives can include, but are not limited to, the following, including UEP courses:

UEP 201 (Environmental Health and Policy)

UEP 203 (Public Health: Community and Environment)

UEP 204 (Environmentalism: Past, Present, and Future)

UEP 205 (Urban History)

UEP 209 (Public Health and Human Rights)

UEP 210 (Transportation and Living Streets)

UEP 211 (The Los Angeles River and the Politics of Water)

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 295 (Global Public Health)

UEP 302 (Housing Problems and Policy)

UEP 303 (Sustainable Development)

UEP 304 (Community-Based Research)

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 295 (Global Public Health)

ECLS 281 (Urban Nature Writing)

Economics 301 (Environmental Economics and Policy)

Economics 308 (Economics of Information)

Economics 324 (Economics of Immigration)

Economics 328 (Economics of Race and Gender)

History 206 (History of American Women)

History 237 (History of Feminism)

History 274 (Medicine/Disease/Western Soc)
History 277 (Cross-Cultural Perspectives on Women and Community Health)
History 307 (Happy Days? America 1946-63)
History 359 (Mexico-United States Borderland)
History 395 (The Making of African American Freedom)
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)
Religious Studies 347 (Religion and the U.S. Supreme Court)
Sociology 250 (Race and Ethnicity in American Society)
Sociology 260 (Deviance)
Sociology 325 (Criminology and 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 3.40. 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. There are various topical areas for the class such as: water issues (where our water comes from); wastes and hazards issues (sources and impacts of pollution); transportation and land use issues (where we work

and live and commute); nature in the city (the urban environment); and food system issues (where our food comes from and how it is manufactured and sold), the intersection of science and policy, and others.

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

106 - LA Power: Politics, Policy and Justice in the City

While we often locate the study of urban politics within the formal governmental arena, examining the elected officials who operate there, other actors hold a great deal of sway over the allocation of resources and power. This course will examine institutional actors who have had and continue to have an impact on politics in Los Angeles in particular. By exploring the role of colleges and universities (eg; Occidental College), museums, non-profit organizations, media outlets, business associations, and trade unions, we will attempt to develop a broader and more comprehensive understanding of how power is exercised and by whom. How have such institutions impacted geography, demography, and land use? What role have they played in electing and defeating political office holders? How do these institutional actors balance, share, and/or compete for power? How much power do they and should they have? Same as POLS 106

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. 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 explores the spatial and geographic dimensions of environmental health)
Prerequisite: UEP 101 or UEP 106 or Politics 106

CORE REQUIREMENT MET: **MATH/SCI**

203 - Public Health: Community and Environment

This course explores the nation's public health challenges, the epidemiological basis of public health, and ways that public health functions as a combination of science and politics. The course examines the special vulnerabilities of low income and medically underserved populations who often work, reside, attend school, and play in neighborhoods with disproportionate exposures and poor quality medical care. The goal is to acquaint students with current public health issues, especially as they concern community, societal, and

environmental influences on health and well being.

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.

209 - Public Health & Human Rights: 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.

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-envision local streets. *Prerequisite: UEP 101 or UEP 106 or Politics 106 (may be taken concurrently)*

CORE REQUIREMENT MET: **UNITED STATES**

211 - The Los Angeles River and the Politics of Water

This course will examine issues related to the changing dynamics regarding the Los Angeles River as well as the broader politics of water.

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 then assess potential best practices that can be developed and introduced at Occidental and that have been introduced at other College campuses 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 also designed to develop environmental leadership skills among those who are assigned a leadership role in the class as well as all the student participants. The course will have student leaders helping develop key campus sustainability targets and strategies 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

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**

295 - 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 295
CORE REQUIREMENT MET: **INTERCULTURAL**

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 106 or permission of instructor.* Same as POLS 301

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, group presentations and computer lab exercises, 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 learn to understand decision-making tools such risk assessment, environmental impact assessment, and exposure assessment. They 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 research methods including survey construction and analysis, participant observation, case studies methodology, and interview techniques. 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 in collaboration with a community proctor/partner, students will partner with a health focused non-profit organization, community clinic, or government agency to develop a mutually beneficial community-based learning project. 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. This course can be repeated one time. *Prerequisite: UEP 203 or 305. UEP 203 may be taken concurrently with UEP 307*

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

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 United States. 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.*

395 - Topics in Urban and Environmental Policy

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 HIST 395*
CORE REQUIREMENT MET: **UNITED STATES**

397 - Special Topics in Urban and Environmental Policy

Tutorial and Internship for junior or senior majors in Urban and Environmental Policy and other related disciplines under arrangement with faculty. *Prerequisite: permission of instructor.*
2 or 4 units

410 - Senior Seminar: Controversies in Policy and Politics

Intensive study of the making of national and local public policy in the U.S., including the political environment in which policy debates take place. Extensive use will be made of case studies on a variety of domestic and international issues. Policy papers, debate, and discussion. Students will participate in the development of a major research project related to their senior comprehensive project on an individual or group basis.

411 - Applied Public Policy Practicum

Seminar to organize and complete a senior project demonstrating competence in applied public policy. The form and format of each student's project will vary. All students will make a presentation of their project and will critique each other's project.

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.A., UC San Diego; M.E.S., Yale University; Ph.D., UC Berkeley

On Special Appointment

Heng Lam Foong

Adjunct Instructor, Urban & Environmental Policy

B.A. College of New Rochelle, M.S. Capella University

Joan Ling

Adjunct Instructor, Urban and Environmental Policy

B.A., Chatham College; M.A., UCLA

Zoe Phillips

Adjunct Instructor, Urban & Environmental Policy

B.S. Cornell, M.S. NYU, M.P.H. U.S.C.

Victor Polanco

Adjunct Assistant Professor, Urban and Environmental Policy

B.A., M.P.P., Ph.D., UC Berkeley

Jane Steinberg

Adjunct Assistant Professor, Urban & Environmental Policy

B.A., UC Davis; M.P.H., Ph.D., UCLA

Mark Vallianatos

Adjunct Instructor, Urban and Environmental Policy

B.A., J.D., University of Virginia

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

Associate 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 Curriculum and Student Issues; English and Comparative Literary Studies; Core Program; Advisory Committee, Urban and Environmental Policy

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

Writing & Rhetoric

Occidental's writing courses instruct students in the elements of expository prose, the rhetorical processes and strategies used by successful writers, the psychosocial principles that underlie the act of composing, and the contribution of writing to learning. Course work explores the structure of exposition and develops critical interpretations of texts. All courses require a substantial amount of critical reading, writing, and revision. All classes provide considerable guidance in the writing process and extensive feedback on papers: through student-professor and student-student conferences.

Since not everyone writes the same way, and not all writing tasks have the same requirements, diverse approaches to writing are emphasized in the course work: imitation of models, paradigmatic schemes, and behavioral strategies. Course content draws from the related fields of cultural studies, cognitive and social psychology, rhetoric, literature, and linguistics. English Writing classes present effective writing and close reading as complementary, enabling behaviors developed throughout the college years, and as the foundation of life-long learning.

Requirements

Writing & Rhetoric does not have a major or minor.

Courses

197 - Independent Study in Writing & Rhetoric

Prerequisite: permission of instructor.

2 or 4 units

201 - The Art of Essay Writing

Sections 1 and 2. An introduction to the analytic forms of the essay. Course work emphasizes the writing processes needed to articulate the complexities of thinking about academic subjects: generating theses, structuring arguments, and developing a clear, cohesive style. The class considers conventional and innovative methods to merge content, form and style. Writing assignments consider multicultural and interdisciplinary texts. This particular section situates writing instruction in documentary film; close attention will be paid to audience, context, and argument. *Not open to frosh.*

Sections 3 and 4. An introduction to the analytic forms of the essay. Course work emphasizes the writing processes needed to articulate the complexities of thinking about academic subjects: generating theses, structuring arguments, and developing a clear, cohesive style. The class considers conventional and innovative methods to merge content, form and style. Writing assignments consider multicultural and interdisciplinary texts. This particular section situates writing instruction in documentary film; close attention will be paid to audience, context, and argument. *Not open to frosh.*

Section 5. An introduction to the analytic forms of the essay. Course work emphasizes the writing processes needed to articulate the complexities of thinking about academic subjects: generating theses, structuring arguments, and developing a clear, cohesive style. The class considers conventional and innovative methods to merge content, form and style. Writing assignments consider multicultural and interdisciplinary texts. This particular section emphasizes research, reading, and collaboration that move you from the "blank page" to polished, complex writing across many disciplines. *Not open to frosh.*

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**

275 - Rhetoric in the Health Professions

This course emphasizes analytical reading and critical writing for students interested in the health professions. Readings will include texts from general interest periodicals and scientific or medical journals. Assigned writing will be extemporaneous compositions as well as revised personal essays. *Prerequisite: sophomore standing or higher.*

2 units

285 - Principles of Journalism I: Newswriting

This course is an intensive introduction to the theories and practices of a trade that is protected by the 1st Amendment of the U.S. Constitution and yet increasingly under threat. Taught by a team of accomplished reporters and editors (Fall 2008's lineup included 6 Pulitzer Prize winners), this class will introduce nuts and bolts journalistic techniques, explore the inner workings of news media, and encourage students to apply critical thinking skills to communications theories and controversies relevant to all academic disciplines and integral to 21st Century global citizenship.

286 - Principles of Journalism II: Narrative Journalism

Taught by some of California's top magazine and newspaper writers, editors and columnists, in this course students will learn to combine the reporter's craft with creative writing skills to produce lucid, compelling non-fiction. Exploring the spectrum of journalistic expression in newspapers, magazines, books, online publications, television and film, students will grapple with issues and controversies concerning media's role in society. The course will also develop students' reporting and interviewing techniques and focus intensely on the craft of writing. Using narrative devices, students will practice a contemplative form of journalism?striving to present richer views of who we are, how we live and the forces that shape our existence.

295 - Argument and Rhetoric Across the Disciplines

This course examines the questions of rhetorical analysis in different genres. Through the reading of academic journals, works in the popular press (conventional and digital), and texts on rhetoric and argument, students will both analyze and construct academic arguments as they are presented in different disciplines. The course will explore topics in rhetoric such as ethos, pathos, and logos; intended audience and how to use evidence to persuade that audience; and what constitutes evidence and how to analyze it. Readings will range from Aristotle and Quintilian to Maxine Hairston and James Berlin. The course is open to all students but required for students completing the WRD minor.

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

401 - Writing Across the Curriculum: Travel Writing

The course, Writing Across the Curriculum will not change. It is an advanced, genre driven writing course. The topic --Travel Writing--is merely a topic change so that--as passed years ago by APC, the course can be repeated. Here is the course as advertised: WRD 401: Travel Writing This iteration of the course will examine tales of many travelers, from eighteenth and nineteenth century voyagers such as Mary Wortley Montagu and Mark Twain to twentieth century travelers like Truman Capote and Paul Theroux. Be it on the "Grand Tour" or with a "post-tourist" as our guide, we will consider the wide variety of this genre as well as compose travel essays and memoirs in text and multimedia. If you plan to study abroad or to visit parts of Los Angeles you have never seen before, this class is for you! May be repeated for credit. Prerequisite: Must have passed first stage writing requirement

Faculty

Regular Faculty

Deborah Martinson

Director of Writing Programs and Professor, Writing & Rhetoric
B.A., Cal State Chico; M.A., Cal State Northridge; Ph.D., USC

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

Kathryn Tucker

Adjunct Instructor, Writing & Rhetoric

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 \$45,190 per year. If the student resides on campus, an additional charge will be assessed per the room-and-board schedule below. Books and supplies, special fees, and personal expenses will vary with the individual. The College estimates they will total approximately \$3,771 per year.

2013-2014 Tuition and General Fees (Per Semester)

Please see explanations below regarding certain of these items:

Full-time (12 or more units)	\$22,595.00
Part-time per unit rate	1,883.00
Room	3,680.00
Single Room Premium; large room	1,275.00
Single Room Premium; small room	910.00
Board (Plan A — alternate board plans listed below)	2,995.00
Student Body Fee	144.00
Renewable Energy & Sustainability Fee	10.00
Student Health Insurance—mandatory	577.00

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 and the Food Justice House):

	Room	Board	Total
Plan A	\$3,680	\$2,995	\$6,675
Plan B	\$3,680	\$2,790	\$6,470
Plan C	\$3,680	\$2,480	\$6,160
Plan D (Plan D is not available to first-year students.)	\$3,680	\$2,235	\$5,915

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 Insurance (Mandatory)

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

Payment of Student Accounts

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

	Number of Payments	Payment Due Dates
Semester Plan	Two payments	August 1, 2013 January 2, 2014
Monthly Payment Plan* (Available for full-time students only)	Five payments per semester	First of each month beginning August 1, 2013 through May 1, 2014

**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 15. Failure to do so will cause the diploma and final transcript to be withheld.

Tuition Insurance Plan

This elective insurance plan provided by A.W.G. Dewar Inc. increases the refund adjustments provided by the College's refund policy. Students can receive up to a 75% refund of semester tuition and insured fees in the event of withdrawal for medical or psychological reasons. Enrollment forms and descriptive materials are mailed to students in June. The plan provides coverage for tuition, room, meals, and student body fee.

Special Fees

Application	\$60
Auditors	
Lecture Course (per semester unit)	942
Laboratory and Creative Art Course (per semester unit)	1,883
Change in Meal Plan	5
Replacement of lost ID card with same photo	20
Replacement of lost ID card with new photo	25
Course Exemption by Examination	30
Credit by Examination (based on individual study) (per semester unit, for students enrolled in 11 or fewer units)	942
Monthly Payment Fee (per semester)	50
Duplicate Diploma Fee	50
Graduate Study In Education (students admitted through the Graduate Office)	
Application fee for non-Occidental students	60

Certificate of Clearance	27.50
FBI Background Check	56
Live Scan – Price Depends on Location	
Student Teaching Supervision/Services	600
Teacher Performance Assessment Fee	400
Preliminary Multiple Subject or Single Subject Credential (first credential)	29.50
Additional Preliminary Credentials (Please contact the Education Department for details)	55
Teacher’s Credential Counseling Service for non-Occidental	300
Graduate Study, Other Per semester unit	· 1,883
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 Abroad Application	40
Teacher's Credential Counseling Service for non-Occidental students	300
Thesis Candidate Status (Graduate Students)	60
Thesis for M.A./M.A.T. Degree, binding, per copy	15
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) in addition to the following assessment fee:

- **At the end of the second week of classes—\$670**
- **During the third, fourth, and up to the end of the fifth week of classes—\$1,780**
- After the fifth week of classes, no adjustment will be made and the student will be billed at the regular full-time rate.

Part-time Status: To be considered part-time, a student must petition the Registrar's Office and be approved. Attending courses with 11 or fewer units without an approved petition from the Registrar does not constitute part-time status and the student will be subject to full-time tuition and fees.

Withdrawal from the College: Students who withdraw during the semester may be eligible for refunds, depending upon the time of the withdrawal. Students must give written notification to the Registrar of their decision to withdraw and complete all withdrawal procedures to be eligible for any refunds (see [tuition insurance plan](#)).

Eligibility for tuition refunds is as follows:

Withdrawal During	Amount of Tuition Refunded
First five days of classes*	90%
Sixth through 10th day of classes*	80%
11th through 15th day of classes*	70%
16th through 20th day of classes*	60%
21st through 25th day of classes*	50%
After 26th day of classes*	0%

*Days of classes are defined as any business day when any classes are held.

Board charges will be prorated to the date of change in status, except that adjustments will not be made for an absence of one week or less nor for the first week of a prolonged absence.

Adjustments to room charges will be made only in accordance with the terms of the room contract.

No adjustment will be made to student body, and health insurance fees.

No adjustment except for board will be made for a student who is suspended, dismissed, expelled, or asked to leave the College for any reason. Student scholarship aid will be prorated according to published guidelines and government regulations.

Graduate Programs: Graduate students officially accepted into the Education Credential or M.A.T. programs must confirm their enrolled units with the registrar by published deadlines. Students will be billed on a per-unit basis for the units for which they register at the beginning of the semester. After the fifth week of classes, no adjustment other than assessing additional units will be made. If the enrolled units form is not completed, the student will be charged full-time tuition at the graduate education rate.

Financial Aid

Occidental College has a long history of providing educational opportunities to qualified students from various economic backgrounds. More than 70 percent of the Occidental student body receives some form of financial aid.

Varying amounts of financial aid are awarded to qualified students. Financial aid is given in the form of grants, scholarships, loans, and on-campus employment. Awards are based upon a family's calculated need and the resources available from endowment, annual gifts and the general funds of the College, as well as federal and state sources.

With the exception of a small number of merit programs, financial aid is awarded to students who demonstrate financial need based on federal, state, and institutional policies. The College evaluates family resources in a consistent and equitable manner. The general principle of these policies is that parents and students are the primary source of funds for post-secondary education and both have an obligation to finance educational expenses to the extent that they are able. Financial need is considered to be the difference between the cost of attendance and the family's expected family contribution (EFC), as determined by the Financial Aid Office.

Students are expected to contribute toward their educational expenses. All student are expected to contribute at least \$2,600 from summer earnings to assist in meeting costs of education in addition to 35% of their net assets per year.

Financial assistance for international students is extremely limited. Additional information and special financial aid applications are available from the Office of Admission. New international student financial aid applications should be returned to the Office of Admission. International scholarships are renewable for four years as long as the student maintains satisfactory academic progress. International students are only considered for institutional 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: February 1
- Deadline for returning students: 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. 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 15 for spring transfer students.

All students must submit copies of their and their parent's federal tax returns 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 15.

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. The deadline for the CSS PROFILE is February 1 for first-year students, March 2 for fall transfer students, and November 15 for spring transfer students.

First-time applicants whose parents have been 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.

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 and is due by March 2. The Student Online Supplement is available online via the Oxy student's My Oxy portal at my.oxy.edu and is due by March 2.

Graduate Students are encouraged to file and sign their tax returns and to submit them to our office as early as possible, but not later than April 19. Files completed after this date will be considered late and will not receive priority processing.

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 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 pro-rating calculations please contact the Financial Aid Office.

Grants

All students applying for financial aid at Occidental are required to apply for the appropriate state and federal grant programs. California residents apply by completing the FAFSA and the GPA Verification Form. All grant awards are combined with other resources to meet financial need.

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 you 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 at 6.8% 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 for per year. The current interest rate is fixed at 7.9%.

Satisfactory Academic Progress

To remain eligible for financial aid, a student must be in good academic standing as defined in the Academic Policies section of this catalog. No Occidental funds are available to a student on a leave of absence or study abroad at another institution. Students may, however, in some cases, receive federal or state aid to study abroad at another institution.

The academic year at Occidental consists of two 15-week semesters. Full-time students may register each semester for a maximum of 18 units. Students enrolling in less than 12 units each semester are considered to be part-time, and aid is prorated.

Since institutional financial aid eligibility extends for only four years and graduation requirements are based on satisfactory completion of 32 units each year, it is to a student's

advantage to complete 16 units each semester. Financial aid eligibility for transfer students is prorated based upon the grade level determined at the time of admission. Students who are eligible to graduate prior to exhausting financial aid eligibility are not eligible to continue to receive financial aid. Repeated courses do not count as courses completed and do not contribute to maintaining satisfactory academic progress.

Qualitative and Quantitative Requirements: For Occidental students to maintain eligibility for financial aid, applicants are required to make satisfactory academic progress toward their degree. The Satisfactory Academic Progress Policy (SAP) also requires students to complete a certain number of units and maintain a certain grade point average after each year of college attendance.

Satisfactory Academic Progress Policy for Financial Aid Recipients

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 satisfactory academic progress (SAP) toward your degree.

Occidental 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 8 semesters of full-time study. Students who require additional semesters to complete their degree are only eligible for federal assistance for no more than 4 additional semesters as long as they meet other progress standards and remain federally eligible.

Financial aid eligibility for transfer students is prorated based on the number of units transferred from previous institution(s). This determination is made at the time of admission by the Registrar.

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 8th semester. You are expected to complete 16 units per semester to graduate in four years. For federal eligibility, you must complete a minimum 12 units per semester and 128 units by the end of your 12th semester.

- 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 grade

point average. 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 Catalog for information about how transfer credits are evaluated.
- Students who pursue a double major or a minor are expected to complete all degree requirements within the 128 unit time frame.

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 Financial Aid Office 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 Director of Financial Aid. 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 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 Financial Aid Office 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. The 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 you with the successful financing of your Occidental education. If at any time you have a question or concern, please contact us at:

Financial Aid Office
Occidental College
1600 Campus Road
Los Angeles, CA 90041
Telephone: (323) 259-2548
FAX: (323) 341-4961
Email: 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.

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 outline 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. To help us do that, all entering students are required to complete a personal Health History, Financial Responsibility Statement, Immunization Record, Authorization to Disclose Information, and Mutual Arbitration Agreement and turn it into Emmons Student Wellness Center prior to enrollment, and sign a Center agreement upon their first visit each academic year. 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). Health information will become a part of the student's permanent medical record and will be held in strict confidence at the Center.

Emmons Student Wellness Center provides students with high quality medical care, preventive health and wellness education, outreach programs, including sexual assault education and advocacy, supportive psychological counseling services, and links to important community resources.

Emmons' medical staff provides primary care of episodic minor illnesses and injuries, study abroad and routine physical exams, immunizations, women's health exams, STI screening and treatment, contraceptive methods, referral to medical specialists, and provides limited dispensing of prescription medications.

Emmons' psychological counseling staff is comprised of licensed clinical psychologists and predoctoral psychologist interns. Therapists provide highly confidential short-term individual, couple, and group counseling, emergency intervention, assessment and referral to mental health providers, with weekly appointments available with a psychiatrist for medication management. Students may receive ten psychological counseling sessions per year at no cost.

Emmons now has a 24/7 Confidential Hotline to assist students with immediate or important mental or emotional health, sexual assault, and related concerns. The number is (323) 341-4141. In addition, for this new academic year, Project S.A.F.E. (Sexual Assault Free Environment), a prevention, education, advocacy, and support program dedicated to addressing issues of sexual assault on campus, is now a part of Emmons.

All services provided at Emmons are confidential and information can only be disclosed to others, such as parents, with the student's written permission. Exceptions to this policy are made only in cases of imminent danger to the student or to others.

Emmons is open year-round, Monday through Friday from 9:00 AM to 4:30 PM and closed during holidays, with evening hours one day per week to be introduced mid-fall. Walk-in hours

are available twice daily from 9:00 - 10:00 AM and 3:30 - 4:30 PM. Students are strongly encouraged to make appointments, which are given priority over non-emergency walk-ins. Please note that any charges incurred for health services received at Emmons Student Wellness Center will automatically be billed to United Healthcare Insurance Company. Any unreimbursed costs will be charged to the student's account unless other arrangements are made with Center staff.

For more information and current health information, call the Center at (323) 259-2657.

Mandatory Student Health Insurance

Occidental College requires that all students carry health insurance coverage. To that end, the College automatically enrolls students in the Student Health Insurance Plan, administered by United Healthcare Insurance Company. Students cannot waive the student health insurance.

The Student Health Insurance Plan is a Preferred Provider Option (PPO). While students can go to any provider they choose, they can save money by seeing providers at Emmons Student Wellness Center, as well as providers that participate in the United Healthcare Options PPO network. Some students may be covered by two insurance plans, but the Oxy plan is the primary one, with the exception that the student can use either as the main plan for prescriptions.

The student health plan covers students year round regardless of whether they are at school, home, traveling or studying abroad. Coverage is effective from August 1, 2013 to July 31, 2014.

This document is only a summary of the benefits available. Please refer to the Summary Plan Description for a description of the benefits available and exclusions and limitations of the plan at www.gallagherkoster.com/oxy. If you have questions regarding the student insurance coverage or need assistance, please contact Julie Gordon, United Healthcare's part-time, on-campus Client Services Representative at (323) 259-2836 or jgordon@oxy.edu. You can also log onto www.gallagherkoster.com for coverage information and claims status, to download ID cards, and for other services.

Property Insurance

The College is not responsible for any loss of or damage to students' personal property.

Students or their parents are encouraged to carry appropriate insurance coverage on personal belongings brought to campus. Parents may wish to review their current homeowner's policy for possible coverage.

For information about health insurance (accident and sickness), please refer to the Health Services section.

Residential Education and Housing Services

Occidental is a residential college that supports an integrated living and learning environment. The intellectual vitality of the institution extends to every residence hall on campus.

Accommodations in the residence halls include single, double, and triple rooms. All students in residence (except Berkus House, SAE and Food Justice) must select one of the meal plans available.

Students entering Occidental in the Fall of 2009, and thereafter will be required to live on campus for their first three years. New students are assigned housing based on the information they provide on the Residence Information form. In recognition of the specific needs of first-year students, first-year students will be housed together in a community that offers a comprehensive program of support and education for life outside the classroom.

Housing agreements are for the entire academic year (two consecutive semesters), and students who move out of their residence hall room before the conclusion of the academic year are still responsible for room rent for the entire year. Students previously matriculated apply for residence during room draw through the Office of Residential Education and Housing Services.

The Housing and Meal Plan License Agreement is a nine-month agreement and students may be released from the License Agreement without charges only under the following conditions:

1. Withdrawal from the College, completion of degree program, leave of absence, or participation in an approved Oxy study-abroad program.
2. Marriage (the College reserves the right to request proof of marriage prior to granting a cancellation).
3. Birth of a child.
4. Written notification to Residential Education and Housing Services by the date listed on the Housing and Meal Plan License Agreement.

Senior standing students, with written notification to Residential Education and Housing Services are able to cancel their housing for the following year.

Fall cancellations made after the June 1st deadline will be charged a full semester housing rate.

Spring cancellations made after the November 11 deadline will be charged a full semester housing rate.

The halls and dining room are closed during winter break. The services of the Health Center, the health staff and Counseling Center staff are not available when the residence halls are closed.

The College reserves the right to entertain delegates to association meetings, conventions, and other related groups in the residence halls during vacation periods. Residence students will be notified in advance of such contemplated occasions and assurance given to them that the College will use every reasonable precaution to safeguard personal property during such occupancy.

The College reserves the right to enter the rooms of students living in the residence halls, and has the right to dispose of articles left by residents.

The College assumes no responsibility for loss or damage to student possessions.

Administration

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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

Brett Schraeder

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