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Accreditation
Oberlin is accredited by the North Central Association of Colleges and Schools, 30 North LaSalle Street, Chicago, IL 60602, 800-621-7440 and the National Association of Schools of Music, 11250 Roger Bacon Drive, Suite 21, Reston VA 22090, 703-437-0700.

Catalog Changes
Though every effort is made to ensure the accuracy of information contained in this catalog at the time of publication, it is normal that during the academic year some revisions will be made regarding course listings and other information contained herein. Such information is distributed routinely on campus and is available on the Registrar’s web page at http://new.oberlin.edu/office/registrar/.
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Oberlin College: Goals and Objectives

Statement of Goals and Objectives for Oberlin College

Oberlin College, an independent coeducational institution, holds a distinguished place among American colleges and universities. Oberlin was the first college to grant undergraduate degrees to women and historically was a leader in the educating of African Americans; its heritage is one of respect for the individual and active concern for the larger society. The College uniquely combines an outstanding professional school of music with a leading undergraduate college of arts and sciences. The two divisions reinforce each other. The Conservatory provides flexible programs to prepare students as professional musicians and teachers of music. Deeply committed to academic excellence, the College of Arts and Sciences offers a rich and balanced curriculum in the humanities, social sciences, and natural sciences. Within that framework the College expects that students will work closely with the faculty to design an educational program appropriate to their own particular interests, needs, and long-term goals.

Oberlin seeks a diverse and promising student body. Recognizing that diversity broadens perspectives, Oberlin is dedicated to recruiting a culturally, economically, geographically, and racially diverse group of students. Interaction with others of widely different backgrounds and experiences fosters the effective, concerned participation in the larger society so characteristic of Oberlin graduates. Oberlin seeks students who are talented, highly motivated, personally mature, and tolerant of divergent views. The Conservatory of Music in particular seeks talented musicians with considerable potential for further growth and development. Performance is central to all of the curricula including music education, history, theory, composition, and technology.

Oberlin’s faculty is dedicated to combining effective undergraduate instruction with productive scholarship and artistry. Members of the faculty are highly skilled and professional, well-grounded in their chosen discipline; yet they characteristically have interests that extend beyond their own specialization. The College seeks to recognize and encourage teaching of unusually high caliber, and scholarly and other creative activities are considered essential to continued teaching excellence. Thus, active research, scholarship, artistry, and/or performance is expected of each faculty member.

Oberlin College enjoys an exceptional physical plant including libraries, art museum, computing center, scientific laboratories, physical education facilities, concert halls, and practice rooms. Creating an environment in which academic excellence can flourish, these attractive physical resources are important to realizing the aims of the College.

For its students, the aims of Oberlin College are:

- to equip them with skills of creative thought, technique, and critical analysis which will enable them to use knowledge effectively;
- to acquaint them with the growing scope and substance of human thought;
- to provide for their intensive training in the discipline of a chosen area of knowledge;
- to ready them for advanced study and work beyond the college years;
- to foster their understanding of the creative process and to develop their appreciation of creative, original work;
- to expand their social awareness, social responsibility, and capacity for moral judgment so as to prepare them for intelligent and useful response to the present and future demands of society; to facilitate their social and emotional development;
- to encourage their physical and mental well-being; and to cultivate in them the aspiration for continued intellectual growth throughout their lives.

—Adopted by the General Faculty November 15, 1977
Oberlin’s Distinguished 179-Year History

The roots of Oberlin College reach back to 1833 when two young Yankee missionaries arrived at a stump-dotted clearing in the forests of Northeast Ohio.

The Rev. John J. Shipherd and Philo P. Stewart, inspired by Alsatian pastor John Frederick Oberlin, resolved to found a college and colony on the western frontier “where they would train teachers and other Christian leaders for the boundless most desolate fields in the West.” They shortly gained the support of Charles Grandison Finney, one of the 19th century’s great revivalists. Finney’s reputation attracted students to the college and colony, “bound together by a solemn covenant which pledged them to the plainest living and highest thinking,” as well as financial support for the college and the town of Oberlin.

In the spring of 1833, the first settler, Peter Pindar Pease, built his log house at the center of Oberlin. That December, 29 men and 15 women students began classes in the Oberlin Collegiate Institute. Two years later circulars describing Oberlin noted that “youths are received as members, irrespective of color.” As a result, by the turn of the century one-third of all African American graduates of predominantly white institutions in the United States had graduated from Oberlin.

In 1837, four young women matriculated for the regular college course. Three of the four graduated in 1841 and became the first women in America to receive AB degrees from a coeducational college.

In 1850, by an Act of the Ohio Legislature, the Oberlin Collegiate Institute became Oberlin College. The change was in name only since collegiate instruction had been offered from 1834 when the original charter was granted.

The music division became part of the college in 1867, two years after its founding as a private school. The Graduate School of Theology, organized in 1835 as the theological division, was merged with the Divinity School of Vanderbilt University in 1966.

Present-day Oberlin College reflects its early dedication to high intellectual standards, liberal education, excellence in teaching and social and moral commitment.

The town of Oberlin, Ohio (population 8,300), is 35 miles southwest of Cleveland and is easily accessible by car, plane, bus or train.

Degree Programs

The academic programs of Oberlin College are based in its two divisions with an unduplicated undergraduate enrollment of 2,930: the College of Arts and Sciences (2,558 students) and the Conservatory of Music (559 students). Included in the enrollments of both divisions are 187 students who are enrolled in the Double Degree Program, whose graduates earn both the Bachelor of Arts and Bachelor of Music Degrees.

The College of Arts and Sciences offers a four-year undergraduate program leading to the Bachelor of Arts degree. The Conservatory of Music offers four-year undergraduate programs of professional and academic studies leading to the Bachelor of Music degree, two-year programs leading to a Performance Diploma (undergraduate) and an Artist Diploma (graduate), a five-year Double-Degree Program leading to both the Bachelor of Arts degree and the Bachelor of Music degree, and selected graduate programs leading to the Master of Music (conducting, historical performance), Master of Contemporary Chamber Music, and the Master of Music Teaching degrees. The Master of Music in Conducting are five-year programs integrated with specific undergraduate Oberlin Bachelor of Music degree programs. The Master of Music in Historical Performance is available to students with undergraduate degrees from schools other than Oberlin, as well as part of a five-year program integrated with undergraduate study at Oberlin. The Master of Contemporary Chamber Music is available to pre-formed groups not yet under management whose individuals hold undergraduate degrees. The Master of Music Teaching is a
14-month degree program open to students holding undergraduate degrees in performance or composition from Oberlin or another institution.

Academic information differs in some cases between the College of Arts and Sciences and the Conservatory of Music. General policies that apply to all Oberlin College students, for example admissions, expenses, academic policies, and academic opportunities, are explained in the appropriate sections. For information about degree programs, graduation requirements, major and minor study, and other areas, please refer to the College of Arts and Sciences, Conservatory of Music, or Double Degree sections of this catalog.

Facilities

Oberlin’s facilities are unsurpassed by any school its size. It has one of the nation’s most extensive college library collections, one of the finest college art collections in the country, and first-rate facilities and equipment in music, theater arts, the natural sciences, computing and physical education.

The Oberlin College Library system consists of the Main Library in Mudd Center, the Science Library in the Science Center, the Art Library in the Allen Art Building, and the Conservatory Library in the Conservatory of Music. An Academic Commons featuring the latest computer technology, integrated learning support, and a cafe was opened in the Main Library in 2007. The library is a recipient of the Excellence in Academic Libraries Award from the Association of College and Research Libraries. One of the nation’s largest liberal arts college libraries, its collections exceed 2.54 million items and it provides extensive access to electronic resources. The library staff is highly regarded for its service orientation and responsiveness to student needs.

Founded in 1917, the Allen Memorial Art Museum (AMAM) at Oberlin College is recognized today as one of the five best college and university art museums in the United States. Numbering more than 14,000 works, the collection is encyclopedic, with works from the Ancient Near East, Egypt, Greece, and Rome; European and American paintings, sculptures, and decorative arts dating from the medieval period to the present; important holdings of Asian paintings, scrolls, sculptures, and decorative arts, including nearly 2,000 very fine Japanese prints; notable African, Native American, and Pre-Columbian works; a large collection of prints, drawings, and photographs; and the archives of the artist Eva Hesse.

The collection is housed in an impressive Italian Renaissance-style building, designed by Cass Gilbert and named after Dr. Dudley Peter Allen, a distinguished 1875 graduate of Oberlin College. In 1977 a gallery for modern and contemporary art, designed by the architectural firm of Robert Venturi, John Rauch, and Denise Scott Brown, was added to the Gilbert building. The Allen art building complex houses the college’s art department with its superior art library of 100,000 volumes.

The Irvin E. Houck Center for Information Technology (CIT), whose primary location is in Mudd Center, is responsible for all centralized Information Technology services on campus. These include: Help Desk services (email accounts, password recovery, computer repair, Internet access, etc.), detailed information via the CIT Wiki and web site, delivery and maintenance of faculty and staff office computers, enterprise-wide and specialized software, mobile device support, network and server infrastructure, administrative information systems (e.g. personnel, financial, and student systems), educational technology assistance and programs, training on standard campus software packages, audio/visual services, and sales and hardware repair services through the Oberlin Technology Store. An extensive cabling plant provides ubiquitous network capability throughout the entire campus (including all on-campus residence halls), offering both wired and wireless connectivity. Several computer labs and facilities are available around campus, configured in both formal (classroom), and more open,
environments. A variety of application software, as well as print capabilities, are available on the computers in these locations. More information can be found at www.oberlin.edu/cit/.

**Peters Hall**, completed in 1887, was renovated in 1996 and its function redefined primarily for foreign languages. Extensive classroom space, including a dedicated seminar room for each department, along with faculty office space, are complemented by the Paul and Edith Cooper International Learning Center, a state-of-the-art language lab and media center. Also housed in the building are the Office of the Dean of Studies (including academic advising, international students, Study-Away library, and Winter Term), Student Academic Services, the Office of Undergraduate Research, the Oberlin College Press, and the Learning Assistance Resource Center.

The **Oberlin College Science Center**, completed in 2002, is an integrated science complex that incorporates the Roger W. Sperry Building, the Kettering Hall of Science, and the Wright Physics Building into a comprehensive facility offering the latest design in laboratory, lecture hall, and classroom spaces for teaching and research, as well as a new commons area for use by all students and faculty. The center houses the biology, chemistry and biochemistry, neuroscience, and physics and astronomy departments, and the Science Library. The design of the 230,000-square-foot facility encourages collaborative learning between the disciplines of the natural sciences, supports both faculty and student research, and fosters both formal and informal learning.

The **Adam J. Lewis Center for Environmental Studies** opened in November 1999. The building and landscape provide a one-of-a-kind learning environment that includes the largest building-integrated solar electric installation in Ohio; on an annual basis, the Lewis Center meets most of its energy needs through solar power. The “Living Machine” is an on-site ecologically engineered wastewater treatment plant that internally recycles more than 70% of the water used within the Lewis Center. Ecological restoration, permaculture, and organic gardening are demonstrated within the center’s landscape, which includes a restored wetland ecosystem, a fruit orchard, and a household-scale ice garden. The center is a living laboratory that showcases sustainable environmentally efficient building technologies and operating systems. The Lewis Center has won several major architectural awards and has attracted considerable national attention.

The performing arts at Oberlin utilize the **Sophronia Brooks Hall Auditorium**, for theater and opera productions, and the **Warner Center for the Performing Arts**, for theater and dance classes and productions. **Finney Chapel** is available for concerts, lectures, and performances of various kinds. It houses the Kay Africa Memorial Organ, which was built by C.B. Fisk, Inc., of Gloucester, Massachusetts, and installed in 2000. Other pipe organs on the Oberlin campus include a three-manual Flentrop organ in **Warner Concert Hall** and a two-manual Brombaugh organ in **Fairchild Chapel** in Bosworth Hall. The facilities of the Conservatory of Music include two concert halls, two recording studios, and numerous rehearsal spaces (see Conservatory of Music Facilities in the conservatory section of this catalog.)

The **Bertram and Judith Kohl Building** which opened in May 2010, serves as the innovative home for the conservatory’s Department of Jazz Studies and its academic programs in music history and music theory. The Kohl Building features a world-class recording studio; flexible rehearsal and performance spaces; teaching studios and practice rooms; and an archive for the largest private jazz recording collection in America, rare musical instruments, and a rare collection of jazz photographs from the 1950s, among other holdings. The Kohl Building has been designed to be the first music facility in the world to attain a LEED (Leadership in Energy and Environmental Design) Gold rating.

The **Jesse Philips Physical Education Center** is the primary wellness facility on campus. The facility provides numerous recreational opportunities, including; Carr Pool (site of two NCAA swimming and diving championships); a circuit weight and free-weight room; cardiovascular machines, two full-length courts for basketball; four racquetball courts; four
squash courts; a sauna; and a multipurpose room for group exercise. The facility also features a
bouldering cave and climbing wall in the northeast corner of the lobby that challenges students
with four climbing faces.

Oberlin’s John W. Heisman Club Field House was completed in the fall of 1992, and is
connected to the Philips Physical Education Center. Heisman Field House contains a 200-meter
track and four tennis courts for the use of varsity and recreational users.

The 25,000-square-foot Williams Field House features a 90 foot by 185 foot monofilament
turf field and serves as an indoor practice location for all varsity and club sports. As the first
LEED (Gold) rated building on campus, Williams features natural ventilation provided by
operable windows and skylights, abundant natural lighting, light sensors that save electricity,
enhanced mechanical and electrical systems, and adaptive reuse of construction materials from a
building formerly on the site.

A recent addition to the listing of athletics and recreational facilities is the Austin E.
Knowlton Athletics Complex. When completed in August 2014, the complex will have a
multisport artificial surface that will be able to serve varsity, club and intramural teams as well as
Oberlin wellness endeavors.

Oberlin College also features two stadiums that are used by the varsity baseball and softball
programs. Dill Field was recently renovated and is now one of the best in the North Coast
Athletic Conference (NCAC). Culhane Field was also updated recently with a new natural
surface infield, scoreboard, windscreens, batting cage and bleachers. The field is one of the finest
softball stadiums in the NCAC as it offers superior playability in a picturesque setting.

Other recreational facilities that are available for student and faculty/staff use include 12
tennis courts, multipurpose outdoor fields, a 400m track and 6 bowling lanes.
Admission

Admission to either division of Oberlin College—the College of Arts and Sciences or the Conservatory of Music—is competitive and selective, and based on a student’s prior achievement as well as future promise. Students may apply to both divisions. Separate applications, fees, transcripts and recommendation forms are required for each division. Students admitted to both divisions can choose to enroll in either the College of Arts and Sciences or the Conservatory of Music or in the five-year Double-Degree Program (leading to a Bachelor of Arts and a Bachelor of Music degree). Decisions on the two applications are reached independently.

Application for Admission

Students interested in Oberlin should file an inquiry online with the appropriate Admissions Office indicating the date they plan to graduate from high school. The College of Arts and Sciences uses the Common Application while the Conservatory of Music uses the Unified Application. Students are encouraged to submit these applications electronically; typically the applications are available after July 1.

Oberlin enrolls first-year students in September and transfer students in the fall or spring semester.

Applications for fall semester must be postmarked by

- November 15 (College of Arts and Sciences, Early Decision I and spring semester transfer applicants);
- December 1 (All Conservatory Applicants);
- January 2 (College of Arts and Sciences, Early Decision II);
- January 15 (College of Arts and Sciences, Regular Decision); and
- March 15 (College of Arts and Sciences fall semester transfer applicants).

Early Admission

Students wishing to enter Oberlin before completing the traditional four years of high school should submit a letter outlining their educational goals and provide evidence that they are socially and emotionally ready for the challenge of college. All early admission candidates are required to visit the campus for an interview.

Deferred Enrollment

Students admitted to the Arts and Sciences division of Oberlin College can request deferred enrollment for up to one year. While the Conservatory of Music does not ordinarily consider admitted students for deferred enrollment, in exceptional circumstances approval to defer enrollment may be granted for up to one year.

A written request for deferred enrollment must be submitted to the Dean of the College of Arts and Sciences Admissions specifically outlining the student’s plans for the interim by June 1. Approved deferral requires the student’s commitment to enroll and a $300 deposit to secure a place in the class. In return, the Admissions Office will hold a place in the entering class of the subsequent September (or February for transfer students only), as requested. A letter reconfirming admission and a new intent-to-enroll card will be mailed to all deferred students in December or March, prior to their anticipated enrollment at Oberlin. During deferment, students may take up to two full courses/8 credits per semester for a maximum of four full courses/16 credits at another accredited institution, within the overall pre-matriculation credit limit of five full courses/20 credits. Full time enrollment at another college or university is not permitted.

Though requests for deferred enrollment ordinarily will be honored, the Admissions Office may ask for additional information and can deny the request. If attending Oberlin College is one
of several options a student is considering after a period of time off, deferred enrollment will not be granted. Rather, the student will be invited to reapply for admission at a later date.

Additional questions about Oberlin’s deferred admission policy should be directed to the Vice President and Dean of the College of Arts and Sciences Admissions or the Conservatory of Music Office of Admissions.

**Visiting Students**

Oberlin welcomes applications from students currently attending colleges and universities in the United States and other countries who wish to study at the college for a limited period. Entrance standards are the same as for regular transfer candidates. Normally, students are accepted for one semester only; in rare cases, visiting students may be accepted for an entire year. Institutional based financial aid is very limited for visiting students. (For more details, contact the Office of Admissions.)

**College of Arts and Sciences**

**Preparation**

Students applying to Oberlin should present a program of studies combining breadth and depth, and are encouraged to include enriched or Advanced Placement courses when available.

The best-prepared candidates usually present the following:

- **four years of English** (with an emphasis on writing);
- **three years of one foreign language**;
- **four years of mathematics**;
- **three years of natural science, with laboratory; and**
- **three years of social studies, including history**.

Applicants whose interests in college may require calculus should take as much mathematics as possible. Trigonometry and pre-calculus are especially recommended.

For students intending to major in the natural sciences, courses in biology, chemistry and physics are all highly desirable. Foreign language study beyond the third year is also encouraged.

Students from secondary schools that do not offer all of these courses should not feel discouraged from applying to Oberlin, especially if they have strong records of achievement within their schools and are looking for an academic challenge at the college level. Oberlin seeks students who exhibit traits of leadership and significant involvement in their schools and communities, and gives careful individual attention to each application. Entry-level foundation and introductory courses are offered to help entering students of special circumstance. For example, Effective Reading Strategies is a course designed to improve critical reading skills.

Students who have been enrolled in ungraded or innovative systems should present evidence of serious academic and intellectual effort, including detailed recommendations from a variety of academic teachers and counselors. Home-schooled students should contact the appropriate Admissions Office for information about Oberlin’s Home School policy.

**Admissions Testing Program**

Candidates for admission to the College of Arts and Sciences must submit the results of either the SAT I or the ACT Plus Writing. Students whose native language is not English must submit the Test of English as a Foreign Language (TOEFL), or the International English Language Testing System (IELTS). SAT II exams are not required. Although the Admissions Committee prefers that applicants take the tests early in the senior year, the results of tests taken on other dates are accepted. Details concerning application for the examination may be obtained from a high-school guidance counselor.
Admission with Advanced Placement
Incoming students may receive credit toward graduation for:

1. successful completion of college-level coursework in secondary school, as measured by performance on the College Board Advanced Placement Program (AP) examination;
2. work completed in International Baccalaureate (IB) programs, and/or
3. successful completion of approved liberal arts courses taken at a college while enrolled in high school; credit for such courses must appear on a transcript from an accredited college or university.

AP credit is granted on the assumption that the student does not enroll in an equivalent course at Oberlin.

Oberlin does not recognize the results of CLEP (College Level Examination Program) and other programs of credit by examination not tied to the completion of specific courses leading up to the tests. Academic credit is not granted to incoming students for experiential learning programs.

Individual departments in which AP credit is being requested decide standards and grant credit, within the overall Oberlin limit of five full courses/20 credits. Information on those guidelines is included in each department’s description of course offerings.

The following departments grant AP and/or IB credit: art (art history only), biology, chemistry, classics (Latin), computer science, English, environmental studies, French, German, Hispanic studies, history, mathematics, music (theory only), physics, politics, and psychology. For full details visit http://new.oberlin.edu/office/registrar/ap-ib-credit/chart.dot.

Admission of Transfer Students
The method of selecting transfer students is essentially the same as for first-year students. In addition to the record of preparatory work, personal recommendations and SAT I, ACT Plus Writing, TOEFL, or IELTS scores, an applicant must submit an official transcript of college work completed, a list of courses being carried during the current term/semester and evidence of good academic standing. Final decisions concerning the amount of credit to be assigned are deferred until the completion of work at the previous college. Where grades are available, the strongest candidates usually have a B average or better and have provided the Admissions Committee with valid reasons for transfer. Conservatory of Music applicants should refer to that division’s catalog section for information about audition requirements.

All students, including transfers, are required to have no fewer than four semesters of residence and complete at Oberlin College no fewer than 16 courses/64 credits (for students in the College of Arts and Sciences), 84 credits (for students in the Conservatory of Music), and 107 credits (for double-degree students).

A College of Arts and Sciences transfer student must satisfy the requirements for a major; complete the courses/credits listed below with no fewer than 16 courses/64 credits earned at Oberlin or on Oberlin-sponsored programs; complete the residency requirements listed below; and maintain good academic standing.

College of Arts and Sciences transfer students are required to complete the following semesters at Oberlin College:

- A transfer student to the College of Arts and Sciences who enters as a second semester, first-year must complete a minimum of six semesters in residence at Oberlin.
- A transfer student to the College of Arts and Sciences who enters as a first-semester, second-year must complete a minimum six semesters in residence at Oberlin.
- A transfer student to the College of Arts and Sciences who enters as a second-semester, second-year must complete a minimum of five semesters in residence at Oberlin.
- A transfer student to the College of Arts and Sciences who enters as a first-semester, third-year must complete a minimum of four semesters in residence at Oberlin.
Work completed on an approved academic leave of absence counts towards the residency requirement, so long as the minimum 16 full courses/64 credits are earned over four semesters in residence at Oberlin College.

**Conservatory of Music**

The single most important criterion for admission to the Conservatory of Music is the performance audition or, in the case of composers, the compositions submitted. The audition standards are the same for all candidates regardless of intended majors. Prospective non-performance majors (e.g. music education) are scheduled for conferences with faculty members at the time of their on-campus auditions.

**Admission Auditions**

Conservatory of Music applicants audition in their principal performing medium (instrument or voice) unless applying for admission as a composition or electronic and computer music major. Under normal circumstances an applicant will be limited to an audition in one performing area.

Candidates are encouraged to audition in person at Oberlin. Regional auditions are also held throughout the country and in Asia. All applicants in vocal performance interested in auditioning on campus are required to submit a screening CD, DVD, or VHS prior to being invited to campus. Please contact the Conservatory of Music Admissions Office for details.

Applicants may submit pre-recorded auditions only if travel to Oberlin or to a regional audition is cost-prohibitive. Transfers to Oberlin should try to audition in person. Composers are asked to submit scores of at least three recent works that demonstrate aptitude for this major.

Details on auditions are furnished with application materials. The Conservatory of Music notifies applicants of the outcome of their applications by April 1.

**Aptitude and Achievement Tests**

Candidates for admission to the Conservatory of Music must submit results of either the SAT or the ACT Plus Writing. Although the Admissions Committee prefers that applicants take the test late in the junior year or early in the senior year, it accepts results from other testing dates. Details concerning application for the examination may be obtained from a high-school guidance counselor. No SAT II Subject Tests are required. Applicants whose first language is not English must submit the results of the Test of English as a Foreign Language (TOEFL); see “Conservatory English Language Proficiency (ESL) Requirement” in the Academic Policies section of this catalog.
Expenses

Tuition, room and dining charges for one semester are equal to one-half the charges for the full year. The following table is an estimate of expenses for full-time degree candidates for the 2014-2015 academic year.

<table>
<thead>
<tr>
<th>Semester Charge</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$24,027.00</td>
</tr>
<tr>
<td>Health Fee</td>
<td>100.00</td>
</tr>
<tr>
<td>Activity Fee</td>
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<tr>
<td>Room (multi-occupancy)</td>
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<tr>
<td>Dining</td>
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<tr>
<td></td>
<td>$30,894.50</td>
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<tr>
<td>(other expenses — estimated)</td>
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</tr>
<tr>
<td>Books and Supplies</td>
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<tr>
<td>Recreational and personal needs</td>
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<tr>
<td>Total</td>
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<td></td>
<td>$63,596.00</td>
</tr>
</tbody>
</table>

Tuition

**College of Arts and Sciences Full Time, Over Hours, and Part Time Charges**

In the College of Arts and Sciences, the basic annual tuition charge includes schedules of 14 to 20 credits (3 and one-half to 5 full courses) each semester. Arts and Sciences students may take 14 to 18 credits (3 and one-half to 4 and one-half full courses) without permission; with permission of the Dean of Studies, students may take an additional two credits (one-half course) without additional charges. Students taking more than 20 credits (five full courses) are charged $1215 per credit for each credit above the maximum. With permission of the Dean of Studies, a student may be approved for part-time status which allows a student to take fewer than 14 credits (three and one-half courses), at a tuition rate of $2,020 per credit. Students taking fewer than 14 credits (three and one-half courses) without permission to study part-time are charged full tuition.

Students in the College of Arts and Sciences who pass the requisite audition may be permitted to register for an assigned section of private lessons in the Conservatory at no additional cost. Students who pass an audition in more than one instrument or voice category may be permitted to register for lessons in multiple areas, but will be assessed a fee for each additional area of study (please consult with the Conservatory Dean’s office for a fee schedule). All lesson assignments are provided on a space available basis and are contingent upon the approval of the Office of the Associate Dean in the Conservatory.

**Conservatory of Music Full Time, Over Hours, and Part Time Charges**

In the Conservatory of Music, the basic annual tuition charge includes schedules of 16 to 24 credits each semester. With permission of the Office of Associate Deans in the Conservatory and the advisor, a student may be approved for 26 credits for two semesters without additional charge. Students taking more than 24 credits for a third or more semester are charged $1215 per credit for each credit above 24. With permission of the Office of Associate Deans in the Conservatory, a student may be approved for part-time status which allows a student to take fewer than 16 credits, at a tuition rate of $2,020 per credit. Students taking fewer than 16 credits without permission to study part-time are charged full tuition.
Double Degree Full Time, Over Hours, and Part Time Charges
Students in the Double Degree program are charged a basic annual tuition charge for 16 to 26 credits each semester. Students taking more than 26 credits are charged $1215 per credit hour for each credit above the maximum. With permission of the Office of Associate Deans in the Conservatory, a double degree student may be approved for part-time status which allows a student to take fewer than 16 credits, at a tuition rate of $2,020 per credit. Students taking fewer than 16 credits without permission to study part-time are charged full tuition.

Conservatory Private-Study Fees
In the Conservatory of Music, students who register for private lessons in two principal private-study areas are charged extra tuition at the rate of $2,020 for any credits in excess of eight principal private-study credits. Conservatory students who have declared majors in two performance areas are not charged extra tuition for the second principal private-study area. Students paying for two principal private studies may take 28 semester credits without additional tuition. Double-degree students follow the guidelines for charges for Conservatory students.

Fees, Attendance, and Grades
Tuition is charged for courses in which a student is officially registered, regardless of attendance. The receipt of a NP F, or W grade, either through completing and failing a course, or through neglecting to drop officially a course not completed, does not cancel additional tuition charges for the course.

Activity Fee
The activity fee subsidizes approved student activities and publications. The amount is established by the Student Finance Committee with the approval of the Board of Trustees. The fee is administered by the Student Finance Committee. (Graduate students are not required to pay this fee.) For 2014-2015, the activity fee will be $428.

Green Edge Fund Fee
The Fund for Ecological Design and General Efficiency (The Green EDGE Fund), administered by a board of students, faculty, and staff, invests in manageable projects with a clear and prompt payback to the fund. Student Board members manage the process by developing detailed, financially sophisticated proposals and working with Facilities to implement them. For 2014-2015, the fee is $25 per semester and is included with the first billing of each semester. This fee can be waived by completing a waiver form in the Office of Student Accounts.

Auditing Fee
Students registered for at least one course for credit are permitted to audit up to two courses per semester that are recorded on their transcripts. There is a non-refundable service charge of $30 for recording the first audit; $70 for recording the second.

Room Charges
For 2014-2015 the residence hall room charge for a multi-occupancy room will be $6,810 for the entire academic year; $3,405 each semester. The 2014-2015 charge for a single room will be $7,190 for the entire academic year; $3,595 each semester. The 2014-2015 charge for apartment/village housing with a private bedroom will be $8,006 for the entire academic year; $4,003 each semester. The 2014-2015 charge for apartment/village housing with a shared bedroom will be $7,570 for the entire academic year; $3,785 each semester. A student participating in an on-campus Winter Term project may stay in his or her dorm room at no additional charge.
Dining Charges
The 2014-2015 dining charges for the 14-meal plan will be $6,296 for the entire academic year; $3,148 each semester. Winter Term dining in Oberlin College dining halls is optional; the charge is based upon actual usage. Co-op rates are usually different than the on-campus dining program rates. There is no meal plan option during fall and spring term breaks.

Tuition, Room, and Dining Charges
Fifty percent of the total charges for the year (tuition, room and dining) is due for the fall semester; the remaining 50 percent is due for the spring semester. Students not on campus first semester who return to campus second semester are charged 50 percent of the total charges for the year (tuition, room and dining).

Co-operatives
There are nine student-operated dining cooperatives and four housing cooperatives. The 2013-2014 dining rates were $1,539 each semester. Room rates were $2,724 (single), and $2,220 (double) each semester. Rates will likely increase for the 2014-2015 academic year.

Fees for Off Campus Study (Study Away)
Oberlin College charges students studying off campus Oberlin’s own tuition rate for any approved academic leave of absence (ALOA) semester whether on an Oberlin Affiliated Program or a non-affiliated program. If the program tuition is higher than Oberlin’s tuition, the higher tuition will be charged. Room and board costs for the semester are those charged by the program. There will be no additional study away fee charged. Oberlin merit and need-based aid will be applied to the tuition for the semester away if the student participates in an Oberlin Affiliated program or GLCA recognized program. Students participating in the Great Lakes Colleges Association Tuition Remission Exchange benefit program may only apply the benefit to Oberlin Enrolled-Not-in-Residence programs or GLCA-recognized programs.

Fees for Transfer of Credit
Students who transfer courses taken at another institution while on personal leave, during the summer, or while finishing away are charged a fee of $60 per course/four credits. (Please note that these fees do not apply to the transfer of Advanced Placement credit earned in high-school or college-level courses completed elsewhere before a student has matriculated at Oberlin.)

Enrollment/Matriculation Deposit
A $300 enrollment deposit is required to secure a place in the class. The deposit is payable two weeks after receiving notification of a financial-aid award or on the due date of the intent-to-enroll card, whichever is later. The deposit is forfeited if a student does not enroll; it is refunded after a student graduates. To receive a refund upon withdrawing from Oberlin College, a withdrawal application must be submitted to the Office of the Dean of Studies by the official last day of the semester preceding the semester from which a student is withdrawing.

Financial Statements
Student term bills are processed the first business day of each month and include all billable fees. The statements are available to students on PRESTO. It is the responsibility of students to provide this information to all concerned parties.

- For first semester, bills are sent in July. Payment is due by July 25, 2014.
- For second semester, bills are sent in early January. Payment is due at the end of January.
The Office of Student Accounts will be transitioning to a paperless billing system. During the transition, the office will mail monthly account statements to the student’s home address, unless a written change in billing address request is sent to the Office of Student Accounts.

Prepayment for each semester must be made prior to enrollment, or the student must be enrolled in a monthly payment plan, either directly with Oberlin College or through an external agency. Payments must be current.

A Budget Payment Plan for paying term bills in monthly installments is available through Oberlin College. A signed contract must be forwarded each semester to the Office of Student Accounts to activate the payment plan. Contract forms are available on the Student Accounts web page: www.oberlin.edu/stuaccts.

Annual student charges are billed at 50 percent for each semester. Financial aid, where applicable, is applied at the same ratio. An interest charge of 1 percent per month (annual percentage rate approximating 12 percent) will be assessed on all unpaid balances.

Oberlin recognizes that college expenses often impose a heavy financial responsibility on parents and students. In cases where special, unexpected hardships develop, Oberlin is more than willing to cooperate and act in a reasonable manner. However, Oberlin does reserve the right to withhold transcripts and recommendations, hold registration, and may also ask for the withdrawal of a student who consistently fails to meet his or her financial obligations to Oberlin.

Prior to graduation, all outstanding debts to Oberlin College must be paid before a student may receive a diploma.

**Health Insurance**

Oberlin College students are required to have health insurance coverage. Except for international students, students may elect to waive the health insurance charge if they are covered by another plan. To waive the charge, students must complete an online waiver form by September 15, 2014 for the fall semester. Oberlin College bills all students for health insurance in the fall semester for the upcoming school year. Students may waive the health insurance online at www.oberlin.edu/stuaaccts. The 2014-2015 estimated cost is $1,023.

All students, whether they have Oberlin insurance or their own insurance, may use the Student Health Services provided by the College. For more information about health care at Oberlin College, please see the Student Life section of this catalog.

**Refunds**

All students who withdraw from all courses or who take a medical or personal leave of absence during a semester will be charged tuition, room and dining at the rate of 10 percent of the semester charge for each week or fraction thereof spent in residence. If a recipient of financial aid who withdraws or takes a medical/personal leave is scheduled to receive a refund, then all or part of the refund will be used to reimburse the financial aid programs from which the student received funds. The required Student Activity Fee is non-refundable.

As a supplement to the college refund policy, a tuition refund plan is offered. For more information, please see: http://www.collegerefund.com/.

**Changes in Published Charges**

While there is no expectation that the charges and fees published in this catalog will change, Oberlin College does reserve the right to increase or decrease fees during and pertaining to the 2014-2015 academic year without prior notice.
Financial Aid

For more than 175 years, Oberlin alumni and friends have generously assisted needy students through gifts and endowed scholarships. The Office of Financial Aid helps qualified applicants who without assistance would be unable to pursue a college education.

Oberlin’s historic dedication to an economically diverse student body results in nearly all funding through our Office of Financial Aid being committed to students and families in financial need.

More than one-fifth of Oberlin’s annual budget goes to scholarship assistance. During the 2012-13 academic year, Oberlin College provided nearly $58 million in financial aid. More than two-thirds of students received a total of approximately $75 million in aid from Oberlin College, federal, state and private sources.

Application Process

Instructions for applying for financial aid are included in Oberlin College’s admissions materials mailed to all prospective first-year and transfer students.

The PROFILE form of the College Scholarship Service (CSS) is used to calculate family contributions for all first-time aid applicants. Students must register for the PROFILE in the fall preceding the academic year for which they are applying for aid.

Oberlin’s Office of Financial Aid carefully reviews each PROFILE, frequently revising the CSS evaluation, with particular attention paid to such factors as income and business losses, other family members attending college and family assets.

Students should begin the application process by going to the financial aid office’s web site (www.oberlin.edu/financialaid) and following application instructions and links to appropriate forms. All students must also complete the confidential Free Application for Federal Student Aid (FAFSA) after January 1. Applications for currently enrolled students are available through the Office of Financial Aid in December and are due by late April.

Returning students not currently enrolled or in residence should write to the Office of Financial Aid for a financial aid application. Applications from returning students, including the FAFSA, are due by April 25 for the fall semester and by November 1 for the spring semester.

Students must apply each year for renewal of financial aid. The amount of awards through four years (five years for double-degree students) will reflect changes in Oberlin’s costs as well as changes in the financial profile of the student and family.

The Funding Package

Oberlin evaluates the PROFILE, tax returns and other information to determine financial need, which is the difference between the total cost of attending Oberlin and the ability of the family to contribute to those educational costs. Oberlin College costs include tuition and fees charged to all students, multi-occupancy room and dining, plus an allowance for books and supplies, estimated personal expenses and limited travel.

Oberlin College calculates the amount a family can contribute to a student’s education by examining:

1. parental income and assets,
2. benefits, such as those from an employer,
3. non-custodial information (if applicable),
4. awards from outside agencies, and
5. student assets and expected savings from summer employment.
Financial aid is usually awarded to students in a three-part package which consists of:

1. money earned by the student from campus employment,
2. education loans taken out by the student, and
3. outright gifts or grants of scholarship money.

**Return of Federal Student Aid -- Title IV Refund**

*Refund Policy.* The College’s policy regarding refunds for students who withdraw before the end of a semester is provided in the Catalog.

*Financial Aid Refund Policy.* Students who receive financial aid and who withdraw before the end of a semester may have a part of their aid refunded to the programs that assisted them. The amount to be refunded is prescribed in Section 484B of the Higher Education Act of 1965, as amended.

The amount of federal grant or loan assistance to be returned is calculated on the basis of the amount of aid the student has “earned.” This amount is calculated by: (a) determining the percentage of the semester that was completed as of the date of withdrawal if the percentage is no more than 60 percent, otherwise 100 percent of aid is deemed to be “earned,” and (b) multiplying the percentage determined in (a) by the amount of federal grant and loan assistance that was disbursed or could have been disbursed to the student or on the student’s behalf for the semester, as of the student’s date of withdrawal.

If the student received grant or loan assistance equal to the amount “earned,” no federal funds must be returned.

If the student received less grant or loan assistance than the amount “earned,” the College must follow federal regulations for “late disbursement” of grant and/or loan funds.

If the student has received more grant or loan assistance than the amount “earned,” as calculated in (b), the excess must be returned by the College or the student to the federal grant and loan programs in the following sequence:

- Unsubsidized Federal Direct Stafford Loans
- Federal Direct Stafford Loans (subsidized)
- Federal Perkins Loans
- Federal Direct PLUS loans
- Federal Pell Grants
- Federal Supplemental Educational Opportunity Grants
- Other Higher Education Act, Title IV, programs (excluding Federal Work-Study)

The College is responsible for returning the lesser of (1) the amount of federal grant and loan assistance awarded that has not been “earned” by the student, or (2) an amount equal to institutional charges incurred by the student for the semester multiplied by the “unearned” percentage of grant and loan assistance (that is, 100 percent minus the “earned” percentage determined above).

The student is responsible for returning federal grant and loan assistance not earned by the student minus the amount the College is responsible for returning, as calculated in the preceding paragraph. The student (or the parent, in the instance of Federal PLUS loans) must repay federal loans under the terms of the loan program and must return grant funds subject to repayment arrangements satisfactory to the College or the overpayment collection procedures prescribed by the U.S. Department of Education.
Eligibility for Scholarship Aid
Matriculating first-time undergraduate students may apply for assistance for eight semesters (10 semesters for double-degree students). Transfer student eligibility will be prorated based on their class standing at the time of matriculation. All students must be enrolled in an academic program leading toward their undergraduate degree (or degrees, if part of Oberlin’s double degree program), and show satisfactory progress toward the completion of degree requirements, as determined by the Academic Standing Committee of each division.

Other Sources of Funding
Eligible students can avail themselves of the National Merit Scholarships, the National Achievement Scholarships, the Ohio state Grant(s) and other outside scholarships offered by local foundations, clubs and business organizations.

Oberlin College sponsors a number of National Merit Scholarships, in amounts ranging from $1,000 to $2,500. Finalists in the National Merit Scholarship program competition are eligible for consideration for Oberlin-sponsored National Merit Scholarships if they (a) declare Oberlin as their first-choice college; (b) have filed an application for admission to Oberlin College; and (c) have not been selected as winners of other National Merit or Corporate National Merit Scholarships.

Scholarships and grants do not have to be repaid.

Combining Sources of Assistance
Various kinds of financial assistance from agencies other than Oberlin College are considered in calculating a student’s financial aid to ensure availability of assistance to as many eligible students as possible. Consequently, all students are asked to apply for all federal and state grants for which they may be eligible. Should they receive assistance from public or private agencies, students must notify Oberlin’s Office of Financial Aid. This applies even if assistance is received after the financial aid application is completed or after an Oberlin award is made.

Special Note regarding GLCA and parent employer tuition benefit: Families must notify the Office of Financial Aid of such benefits even if the student is not a financial aid applicant. Oberlin reserves the right to reduce or cancel any previously awarded merit or need-based grant once we are notified of GLCA or parent employer tuition benefit.

Parent Loans
Loans to parents, including the Federal Direct Parent Loans for Undergraduate Students (PLUS), are available. Information about these loans, which usually carry lower interest rates, may be obtained from the US Department of Education. Additional information may be found on the the Oberlin College Financial Aid web site (www.oberlin.edu/financialaid).

International Applicants
Oberlin is a leader in offering financial aid to the most highly qualified international applicants. The amount of aid is determined solely on the basis of the student’s financial need. Before a visa is issued, all international students who request financial aid are asked to show evidence of having resources equal to the difference between Oberlin’s cost and the financial-aid package for each year they will be in the United States. For additional information regarding international student financial aid, please contact the Office of Admissions.

For additional information about need-based financial aid at Oberlin, please contact the Office of Financial Aid by telephone at 800-693-3173, by e-mail financial.aid@oberlin.edu, or on the web at www.oberlin.edu/financialaid.
Academic Policies

This section is intended to provide information about academic policies, many of which apply to opportunities and programs offered on and off-campus. Please see the Academic Opportunities section of this catalog for further information on academic opportunities for Oberlin students.

Student Academic Record Policies

Transcript
Official transcripts for Oberlin students contain a record of all coursework completed at Oberlin College or while on an Oberlin-sponsored program (The Danenberg Oberlin-in-London Program, PRESCHO, and Oberlin-in-Italy program). Advanced Placement, International Baccalaureate credit, and credit from successful completion of approved liberal arts courses taken at a college while enrolled in high school will count toward courses/credits within the pre-matriculation limit. Work transferred to Oberlin including that taken on an Academic Leave is recorded on the Oberlin transcript but grades are neither recorded nor reflected in the GPA. Work completed on an Academic Leave does not count as post-matriculation transfer credit as long as it satisfies the requirements listed in the section Academic Leave of Absence.

Transcripts are available from the Office of the Registrar upon receipt of a signed request from the student. Certain types of record holds may prevent the release of a transcript.

Enrollment
At the beginning of the semester, all students must confirm they have returned to campus by enrolling in the web-based student record system (PRESTO). Enrollment is a separate process from course registration. Students who do not enroll by the deadline will be withdrawn. In order to enroll, students must first resolve any outstanding obligations, including an unpaid bill, an overdue library book, or a required meeting with a dean.

Enrollment Status
Each semester, a student may be:

• enrolled and studying on campus;
• enrolled and studying off campus in an approved Oberlin-sponsored program or, under special circumstances, studying with an Oberlin faculty member (ENR);
• on an approved leave:
  1. Academic Leave of Absence (ALOA),
  2. Personal Leave of Absence (PLOA),
  3. Medical Leave of Absence (MLOA);
• finishing away (FINA); or
• withdrawn from the College.

Each of these is explained below. Specific academic policies apply to each status; please consult the appropriate sections of this catalog.

Residency requirements
Each Oberlin degree program—Bachelor of Arts, Bachelor of Music, and the double-degree program—has a residency requirement i.e., the number of semesters a student must be in residence at Oberlin or enrolled in Oberlin programs. See the appropriate section of the catalog e.g., Bachelor of Arts, for details about these requirements.

Full-Time and Part-Time Status
A student enrolled in the bachelor of arts degree program must be registered for no fewer than three and one-half courses/14 credits to qualify for official full-time standing. Students in the College of Arts and Sciences who wish to register in any semester for part-time status (fewer
than three and one-half courses/14 credits) or for more than four and one-half courses/18 credits up to five and one-half courses/22 credits must obtain permission in advance from the Office of the Dean of Studies. An overload fee will be charged for any courses/credits over five courses/20 credits; for further information regarding tuition and fees, see the Expenses Section of this catalog. Normally, requests to register for part-time status will only be considered from students entering their final semester.

Students in the Conservatory and the double-degree program must be registered for a minimum of 16 credits per semester to qualify for full-time standing. Students in the Conservatory who wish to register in any semester for part-time status (fewer than 16 credits) or overload (more than 24 credits) must obtain permission in advance from the Office of the Conservatory Deans. Students in the Conservatory may register for 26 credits in any two semesters.

Students in the double-degree program may register for a maximum of 26 credits per semester. Students in the double-degree program who wish to register for part-time status (fewer than 16 credits per semester) or overload (more than 26 credits per semester) must obtain permission in advance from the Office of the Conservatory Deans. Double majors with two areas of principal private study may register for 28 credits without additional cost. Students electing to take two areas of principal private study are charged at the per-credit overload price for each credit above eight.

Full tuition is charged for all students unless permission to study on a part-time basis or to take more than the maximum number of credits allowed is obtained. The semester’s tuition is based on the number of courses for which a student is registered at the end of the add/drop period for semester courses, which is the eighth class day of the semester. For further information regarding tuition and fees, see the Expenses Section of this catalog.

**Registration/Course Adjustments/Deadlines**

Students register for courses at assigned registration times using the web-based student record system (PRESTO). Registration takes place in November for the spring semester and in April for the fall semester. All on-campus students are required to meet with their advisors before registering and are required to register during their scheduled registration time which is assigned by the total number of hours completed at Oberlin or earned since matriculating at Oberlin (on study away or as transfer work) and current registered hours.

New students entering in the fall semester are invited to submit a list of course choices before coming to campus. From this list, a limited number of course requests will be confirmed; new students complete the registration process on campus after meeting with their advisors just prior to the beginning of the fall semester. New students who matriculate at Oberlin in the spring semester register on campus prior to the beginning of the spring semester.

Students may make adjustments to courses after the initial registration either through PRESTO or with the Office of the Registrar through paper forms. Students must review their course schedules and make all necessary changes by the end of the official add/drop period for each course (e.g., for full semester courses, this is the eighth class day of the semester.)

Students are responsible for making all changes to registration information by all published deadlines and will receive credit only in those courses for which they officially register or add.

The Academic Calendar (please see the complete academic calendar at www.oberlin.edu/regist) lists all relevant deadlines approved by the faculty of Oberlin College and enforced by the Office of the Registrar. If a student believes that an exception to a deadline is necessary, the Office of the Registrar will consider an appeal only in a situation that is beyond the control of the student. Normally, a request for an exception will be considered only once in a student’s academic career.

Students may request an exception by submitting an appeal form to registrar@oberlin.edu within two weeks after the relevant deadline.

For more details on the appeal process, please see the Office of the Registrar’s website in the section titled Academic Calendar, Deadlines, and Appeals.
Auditing Courses
Students registered for at least one full course/4 credits are permitted to audit up to two courses/8 credits per semester (whether one chooses to audit full courses/4 credits or half courses/2 credits, two courses is the maximum). Official audits are recorded on transcripts. Students may audit lecture courses in the both the College of Arts and Sciences and the Conservatory with consent of the course instructor. Auditing is not typically permitted in applied studies courses in the Conservatory. Oberlin College reserves the right to determine that a course is not suitable for auditing.

For information regarding charges for auditing courses, please see the Auditing Fee section in the Expenses Section; for information about grades for audited courses, please see the Auditing Grades section in Academic Policies

Class Standing
Class standing is determined by the total completed credit hours at Oberlin and transfer credit hours.

<table>
<thead>
<tr>
<th>Class</th>
<th>Bachelor of Arts Credits</th>
<th>Bachelor of Music Credits</th>
<th>Double-Degree Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sophomore</td>
<td>28-59.99</td>
<td>32.0-71.99</td>
<td>40-79.99</td>
</tr>
<tr>
<td>Junior</td>
<td>60-91.99</td>
<td>72-111.99</td>
<td>80-119.99</td>
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<tr>
<td>Senior</td>
<td>≥ 92</td>
<td>≥ 112</td>
<td>120-159.99</td>
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<tr>
<td>Fifth-Year</td>
<td>n/a</td>
<td>n/a</td>
<td>≥ 160</td>
</tr>
</tbody>
</table>

Progress towards Graduation
Students in the Bachelor of Arts and Bachelor of Music programs must maintain a sufficient course load each semester so that they earn their degree in eight semesters. Students in the double-degree program must maintain a sufficient course load each semester so that they earn their degree in ten semesters.

Graduation Rate
In 2012-2013 the completion or graduation rate for students who entered Oberlin College in 2007 on a full-time basis was 88 percent. In 2012-2013 the completion or graduation rate for students who entered Oberlin College in 2006 in the five-year, double-degree program was 93 percent.

Family Educational Rights and Privacy Act
The Family Educational Rights and Privacy Act of 1974 (FERPA) governs the accessibility and release of student academic records maintained by an educational institution. In accordance with this legislation, Oberlin College has established standards for the release of student directory information to third parties and of academic information to parents or guardians.

Oberlin College does not send mailings to parents or guardians regarding a student’s academic record, except in cases of suspension or dismissal. Upon receiving written permission from the student, however, the College will release grades and information regarding academic progress to parents or guardians.

Medical Forms and Insurance Certification
Prior to initial enrollment and registration, all new students, including Language Teaching Assistants, must submit to Student Health Services a Medical History/Physical Exam form, a certificate of immunization, and an insurance certification.

Academic Calendar
The academic year is divided into two 15-week semesters and a four-week Winter Term (please see the complete academic calendar at www.oberlin.edu/regist). Each semester consists of
approximately 14 weeks of classes, a one-week midterm break, a four-day reading period and a five-day final examination period. No classes are held during the reading period. In addition to full semester courses, the college offers first- and second-module courses that are approximately seven weeks long.

**Honor System**

The Honor System helps maintain a high standard of integrity in all academic work, under the basic assumption that all work submitted is the sole and original product of the individual student. The System respects the student’s ability to maintain this standard and encourages the further development of this ability.

The Honor System, which is supervised by the Student Honor Committee, applies to all work submitted for academic credit, such as examinations, quizzes, papers, and laboratory assignments. The system also applies to destruction, hiding, and improper removal or retention of library materials with the intent of denying others access.

The administration of the Honor System requires the collective and individual cooperation of the entire Oberlin College community and is fully explained in the document Student Regulations, Policies, and Procedures (new.oberlin.edu/students/policies/).

**Winter Term**

Oberlin provides a Winter Term of four weeks in January to encourage and enable students to discover the value of self-education. This term affords students an opportunity to devise and pursue programs of independent study or research and to undertake, individually or with a group, on- or off-campus, other projects of educational value that the structured curriculum during the academic year cannot accommodate easily. Winter Term provides an opportunity for variations and supplements to the usual course offerings, with an emphasis on experimentation and creativity, intellectual independence, and personal responsibility.

Winter Term projects may be proposed by faculty, students, and occasionally by members of the administrative and professional staff and alumni. Many departments offer individual and group projects; students often devise their own projects. Students who pursue their projects on campus can take advantage of the facilities and opportunities that Oberlin offers. Many concerts, theatrical productions, films, lectures, forums, and discussion groups that enliven Winter Term are part of on-campus projects. Typical off-campus projects include (but are not limited to) career exploration, internships, and community service. Each year, nearly 200 students choose to pursue Winter Term projects abroad.

In this catalog, many departments list information about Winter Term. For students interested in an internship, a career-related or community service project, or a project abroad, advisors and numerous resources are available to assist them in identifying opportunities. Please see the Winter Term web site at www.oberlin.edu/winterterm for detailed information for procedures and deadlines, and a listing of Winter Term Group Projects. Questions about Winter Term requirements should be directed to the Office of the Dean of Studies for students in the College of Arts and Sciences and to the Office of the Conservatory Associate Deans in the Conservatory of Music.

1. **Winter Term Projects**

   - In order to graduate from Oberlin, students pursuing a bachelor’s degree are required to earn three full Winter Term projects.
   - Transfer students must complete one project in each Winter Term during their enrollment at Oberlin, unless this would result in more than three projects.
   - A project may be completed either individually or as part of a group. Individual projects require a written proposal, final report, and a positive assessment of the project by the sponsor. Winter Term projects are evaluated as “completed” (Y) or “not completed” (N);
no letter grades are given. Winter Term project titles and evaluations ("Y" or "N") are recorded on student transcripts.

- Winter Term projects are rated as half or full. Students may participate in one half, two halves, or one full project each Winter Term.
- The time commitment for a half project is three hours per weekday; the commitment for a full project is five to six hours per weekday.
- The required three Winter Term projects may be earned on or off campus, in any combination.
- Students who plan to take a leave of absence for study abroad for an entire academic year should plan to complete Winter Term projects during each of the three years in residence, since they may not register for Winter Term while on leave for the entire year. Students on leave for one semester may register for Winter Term if they are enrolled at Oberlin for the other semester of the year and if their courses of study elsewhere do not overlap with Winter Term.
- Winter Term projects are not the same as semester courses/credits, i.e., Winter Term projects are not included in the required 32 Arts and Sciences courses/128 credits, 168 Conservatory credits, or 214 credits for the double-degree program.
- A student registered for a Winter Term project may not be paid for work associated with his or her project.

2. Winter Term Sponsor
Every project must have an on-campus sponsor. Faculty members and, under some circumstances, members of the Administrative and Professional Staff, may serve as project sponsors. Finding a suitable sponsor is largely a matter of matching student and faculty or staff member interests. The sponsor will help the student design a Winter Term project that is academically relevant, rigorous, experiential, and educationally rewarding.

3. Winter Term Fees
There are no additional tuition or room fees for Winter Term. Students may purchase (or use their Oberlin College identification cards to charge) individual meals at Stevenson during Winter Term. Students may also use flex dollars that remain in their accounts from the fall semester to purchase meals at Stevenson during Winter Term. Some projects require a fee from each participant to help defray expenses.

Winter Term Planning and Advising
Students should discuss their Winter Term plans with their academic advisors and potential project sponsors in October. Early planning is especially important for students who choose an internship or other individual project.

Grading
For students matriculating fall 2004 and later, the following grading policy is in effect
For students who matriculated prior to Fall Semester 2004, another grading policy is in effect. Please see an explanation of grading policies at www.oberlin.edu/reg.

Two grading options are offered: letter grades or Pass/No Pass (P/NP). Each semester undergraduate students may choose to have some or all of their courses evaluated P/NP. To exercise this option, students must file a form, signed by the advisor, in the Office of the Registrar by the last day of the eighth week of classes or the last day of the fourth week of classes for a module course. Once the deadline has passed, no change in the grading option may be made. This means that students must elect the P/NP grading option by the deadline. Similarly, P/NP grading will not be reversed to letter grading after the deadline. If no option card is
submitted, letter grades will be recorded. In addition to a student opting to take a course P/NP, an instructor may declare an entire course graded on the P/NP basis. In this case, the course will be listed as such in the catalog and the student has no option as to which grade option will be used.

**Letter Grades**
The grades recorded and their equivalents in quality points (used in computing grade-point averages) are as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.33</td>
</tr>
<tr>
<td>A</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td>1.67</td>
</tr>
<tr>
<td>D</td>
<td>1.00</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
</tr>
<tr>
<td>W</td>
<td>0.0</td>
</tr>
</tbody>
</table>

To obtain the quality points earned in a course, the numerical equivalent of the grade is multiplied by the number of credits for which the course was taken. The grade-point average is computed by dividing the total quality points by the total number of credits for which letter grades are recorded.

**Pass/No Pass**
All passing work (A+ to C minus) is given the uniform grade of Pass (P). Work below C minus is considered not passing, and is given a grade of No Pass (NP). The grades of P and NP do not enter into the GPA calculation. Departments will have the option of deciding how to handle P/NP grades with respect to credit in the major. Please consult the major requirements in this catalog for specific information regarding P/NP grades.

**Repeating Courses with a D or F grade**
A student may repeat once a course for which a grade of D, F or NP is received. Only one of the repeated courses (with a grade of D or better) may count toward the total number of courses or credits required for graduation, and both courses remain on the transcript and both grades are included in the GPA calculation. Please see the grading policies above for an explanation of how letter or P/NP grades are counted in the calculation of the GPA.

**Withdrawal Grades**
A student may withdraw from a class between the end of the Add/Drop period and the last day of the eighth week of classes (last day of the fourth week of classes for modules). If a student withdraws from a class, the notation W (Withdrawn; no indication of passing or failing) will be entered on the student’s transcript. After the end of the eighth week of classes (fourth week for a module course), a letter grade or P/NP will be awarded. The number of registered credits is not reduced by withdrawing from a course. Thus, students must remain within the maximum courses/credits allowed (five courses/20 credits, with permission, for the Bachelor of Arts; 24 credits for the Bachelor of Music; and 26 credits for the double-degree program), if there is consideration of withdrawing from one course and adding another during the semester.

**Auditing Grades**
Students registered for at least one full course/4 credits are permitted to audit up to two courses/8 credits per semester (whether one chooses to audit full courses/4 credits or half courses/2 credits, two courses is the maximum). Official audits are recorded on transcripts. Students may audit lecture courses in the both the College of Arts and Sciences and the Conservatory with consent of the course instructor and the chair of the department. Auditing is not typically permitted in applied studies courses in the conservatory. Oberlin College reserves the right to determine that a course is not suitable for auditing. A successful audit results in the grade of L. An unsuccessful audit results in the grade of F. Students may not withdraw from an audited course.

**Minimum GPA Required for Graduation**
In order to graduate, a student must have a GPA of at least 1.67. P and NP grades do not enter into the GPA calculation.

**Written Evaluation**
Upon request, a student may receive a written evaluation of his or her work taken under the P/NP
option. Students desiring such an evaluation should obtain the necessary forms from the Office of the Registrar and give them to the course instructor at the end of the semester or course. At the student’s request, such written evaluations may be sent, along with transcripts, to a graduate or professional school and/or a prospective employer.

**Asterisk Grades**

An asterisk grade is used at the end of the first semester to indicate that the work of a course covers two semesters and that no grade can be recorded yet. When the final grade is given at the end of the second semester the asterisk is removed and the grade earned is recorded for both semesters.

**Grading Limitation in Conservatory Courses**

Conservatory majors must register for the following courses for letter grade only: Introduction to Music Theory, Music Theory I-IV, Aural Skills I-IV, Introduction to the History and Literature of Music, and any class taken to satisfy a requirement in secondary applied study.

1. All faculty-taught private applied study (including composition) is offered for letter grades only.
2. Secondary lessons with supervised student teachers are offered for Pass/No Pass grading only.
3. Small ensembles are offered for Pass/No Pass only at the discretion of the individual coach.
4. Oberlin Orchestra, Oberlin Chamber Orchestra, Oberlin Sinfonietta, and Contemporary Music Ensemble are offered for letter grades only.

**Incomplete Grades**

An incomplete grade is a temporary grade, assigned at the end of a semester, to permit students additional time to complete work in a course. Policies regarding incompletes are governed by the division of the course.

For courses in the College of Arts and Sciences there are two kinds of incompletes: educational and emergency. For courses in the Conservatory of Music only emergency incompletes are available. All requests for incompletes and extensions of incompletes in Arts and Sciences courses must be addressed to the Office of the Dean of Studies. Requests for incompletes in Conservatory courses must be addressed to the Office of the Conservatory Associate Deans.

**Midterm Grades**

Each semester, faculty members submit midterm grades to report on the progress of students enrolled in their courses. Midterm grade options are:

- **S** Satisfactory (working at a level appropriate to the current stage of the course)
- **R** Risk of failure (borderline performance)
- **U** Unsatisfactory performance (likelihood of failure unless there is a significant improvement; not working at appropriate level, skipping classes or not submitting work on time)
- **N** Not in attendance (student has never joined the course in person or has informally withdrawn)

Faculty post midterm grades by the end of the day on Tuesday following both fall and spring breaks and students may view midterm grades two days later on Thursday following fall and spring breaks.

**Educational Incompletes**

During their career at Oberlin, students may have a maximum of two educational Incompletes in Arts and Sciences courses—authorized by the course instructor—or educational reasons. Educational Incompletes are not available in Conservatory courses. A student eligible for an Educational Incomplete must begin the process by going to the Office of the Dean of Studies and requesting
a form. Educational Incomplete Forms are available in the Office of the Dean of Studies three weeks before the end of the semester. The student should then bring the form to the instructor and request an Educational Incomplete. An instructor may deny a request for an Educational Incomplete. Approved requests for Educational Incompletes must be submitted to the Office of the Dean of Studies by returning the completed form, signed by the course instructor before the time of the scheduled final exam for the course. The due date for finishing work is determined by the instructor, but it may not be later than the deadline published on the Academic Calendar. (Normally that deadline is no later than three weeks after the last day of classes.) The due date for coursework to be submitted under an Educational Incomplete may be extended only for emergency reasons and only by the Office of the Dean of Studies. If the coursework is not completed within the specified time, a grade will be recorded based on the extent to which the course requirements have been met. Additional educational incompletes (beyond two) may be authorized by the Dean of Studies only under very exceptional circumstances, and only in Arts and Sciences courses.

**Emergency Incompletes**

Emergency Incompletes may be authorized by the Office of the Dean of Studies (for Arts and Sciences courses) or the Office of the Conservatory Associate Deans (for Conservatory courses) for reasons that arise from circumstances beyond the student’s control, usually for medical, psychological, or life-crisis reasons. To request an Emergency Incomplete, students should make an appointment to meet with a dean in the appropriate Dean’s office. Normally, Emergency Incompletes are authorized for end-of-semester work, not for work missed earlier in the semester. The due date for finishing the work is set according to how much time was lost during the final weeks of the semester due to the emergency, but it may not be later than the deadline published on the Academic Calendar. Emergency Incompletes must be requested before the final exam time as scheduled by the Registrar.

Documentation verifying the medical or life crisis reason is required at the time a student makes a request for an Emergency Incomplete. No incomplete grades will be given in private study or ensemble participation in the Conservatory. The due date for coursework to be submitted under an Emergency Incomplete may only be extended only for emergency reasons and only by the appropriate Dean’s office. If the coursework is not completed within the specified time, a grade will be recorded based on the extent to which the course requirements have been met.

**Note regarding incompletes and students approved to march at commencement:**

Faculty members must submit grades to the Registrar’s Office at noon on the Thursday before Commencement; therefore, you must submit work to your faculty member in advance of this deadline if you wish to receive a diploma at commencement. Please consult with your faculty member to confirm when your work is due so that your faculty member is able to meet the grade submission deadline. If you do not complete your work by the agreed-upon date, you may still march at commencement but your diploma will be withheld pending the successful completion of all requirements for your degree.

**Grade Reports**

Semester grade reports are available to students via the online student record system (PRESTO). Consistent with federal law, Oberlin College does not send student grade reports unless the student submits a written request. If a student chooses to authorize release of grades to his or her parents, either the student or the parents must request a copy of the grades each semester from the Office of the Registrar.

**Final Examination/Final Project Regulations**

The final examination schedule is determined by the Office of the Registrar and is posted on the registrar’s website in the summer before the fall semester and by late November for the spring semester. To view the entire final examination schedule and policy, see www.oberlin.edu/regist. An individual student may not take a final examination or submit a final project at other than the
scheduled for that course by the Registrar—not even at the time allocated to other sections of the same course—without special permission from the Dean of Studies (for courses in the College of Arts and Sciences) or the Conservatory Associate Dean for Student Academic Affairs (for courses in the Conservatory).

**Final Examinations:** A final exam may be administered either at the time and place scheduled for that course by the Registrar or as a take-home exam that is due at the time that coincides with the end of the exam time scheduled for that course by the Registrar. The time period for an “in class” final exam is limited to two hours. Take home final exams should not be distributed before the last day of classes.

**Final Projects:** In lieu of a final exam, instructors have the option of designation one academic exercise (a paper, performance or other work) as the course’s final project and making this due at the time that coincides with the end of the exam time scheduled for that course by the Registrar. (The only exceptions to this are certain musical performance examinations, auditions and other Conservatory assessments.)

### Academic Standing

**For Students in the College of Arts & Sciences**

As of the Fall 2013 semester, the graduation requirement for the Bachelor of Arts degree is a minimum of 32 full courses of which a maximum of two of the required 32 courses may be fulfilled by a combination of co-curricular credits. All students are required to complete a minimum of 30 full academic courses. Two half academic courses will count as the equivalent of one full course.

Students are expected to progress toward graduation at a more or less constant rate. Given the requirement of 32 full courses, students should pass an average of four courses per semester to complete 32 courses in eight semesters.

There is a minimum level of accomplishment each semester to maintain good academic standing. Students in their first semester must pass at least three full academic courses or the equivalent; students in each subsequent semester must pass no fewer than three and one half full courses per semester of which three must be full academic courses or the equivalent. The remaining half course may be another academic course or the equivalent in co-curricular courses.

AP, IB, or other courses earned prior to or after matriculation at Oberlin cannot be used to make up for a failed course for the purpose of academic standing.

Students must maintain a minimum cumulative GPA of 1.67 to be in good academic standing. Students who at the beginning of a semester need fewer than 3.5 full courses to graduate are required to complete only the number of courses necessary for graduation. The Academic Standing Committee reviews the records of students whose achievement in a given semester falls below the established minimum; for details, please see http://new.oberlin.edu/office/dean-of-studies/policies/academic-standing.dot. The online chart indicates the possible academic standing sanctions that serve as guidelines for the initial review of a student’s record.

A student who has been suspended or dismissed has the option of appealing the decision of the Academic Standing Committee if he or she believes that there are extenuating circumstances that the Committee should consider. The decision of the Academic Standing Committee regarding the appeal is final.

An academic suspension in the College of Arts and Sciences is for two semesters; a suspended student has the option of appealing to return for the next semester (or after one semester of suspension). The Academic Standing Committee may expect the student to take approved academic courses at another accredited college or university in order to demonstrate readiness to return to Oberlin. A student who is suspended may not take or participate in any Oberlin College courses, live in campus housing, nor may s/he participate in student organizations e.g., teach or take an ExCo course, or work on campus. Requests for exceptions
must be approved by the Office of the Dean of Studies in consultation with the Dean of Students. Conditions to return from suspension will be clearly stated in a student’s suspension letter and must be met or be in process before the student appeals to return.

The Arts and Sciences Academic Standing Committee reviews the records of Arts and Sciences students whose achievement in a given semester falls below the appropriate established minimum. (The records of students who withdraw after the end of the tenth week of classes are subject to review by the Committee.) The decision of the Academic Standing Committee regarding a student’s academic standing is final.

**For Double-Degree Students**
The academic standing of double-degree students is determined jointly by the College of Arts and Sciences and Conservatory of Music Academic Standing Committees. Double-degree students are expected to register for courses in both divisions and progress toward completion of all majors.

**For Students in the Conservatory**
Conservatory students are expected to progress toward graduation and completion of one or more Conservatory majors at a rate consistent with the recommended distribution of requirements (please refer to major grids). Given the degree requirements of 168 credits, students pursuing the Bachelor of Music should pass a minimum of 21 credits per semester in order to complete degree requirements in eight semesters.

**I. To remain in good academic standing, Conservatory students must pass a minimum of 16 credits each semester, maintain a minimum GPA of 1.67, and progress satisfactorily towards completion of a major.**

1. Students who need fewer than 16 credits to graduate are required to complete only the hours required for graduation).
2. Oberlin College academic policy precludes students from retaking a failed course more than once, and therefore any student who earns a grade of F or NP more than once in the same required course is unable to progress towards completion of the major.
3. AP, IB, or other courses earned prior to or after matriculation at Oberlin cannot be used to make up for a failed course for the purpose of academic standing.

**II. When a student fails to achieve good academic standing, the following courses of action are available to the Conservatory’s Academic Standing Committee:**

**PRIVATE-STUDY WARNING**
A private-study warning is issued to students who receive C+, C, or C- in their principal private applied or composition study, or who receive a majority of unsatisfactory grades on the First Major Committee Examination. In such cases, students will be warned that the Dean’s Scholarship may also be in jeopardy.

**DENIAL OF CONTINUATION IN A MAJOR**
1. A student who earns a grade lower than C- in their principal applied or composition study in any semester, or who receives a C+, C, or C- in two consecutive semesters, requires the permission of that department to continue in the major. In such cases, continuation of the Dean’s Scholarship Award is subject to review.
2. A student is not permitted to continue in the major if s/he earns a grade below C- for two consecutive semesters in the principal applied/composition study or receives a majority of unsatisfactory grades in the Second Major Private Study Committee Examination.
3. A student is not permitted to continue in the major is s/he earns a grade of F or NP more than once in the same required course. (N.B.: within this context, MUTH 130 (Intensive Music Theory I) and MUTH 131 (Music Theory I) are considered the same course). Note: A student denied continuation in a major is permitted to enroll for the following semester without a major for the purpose of finding a new major. More than one semester of enrollment without a major is not permitted.
ACADEMIC PROBATION
A student who fails to pass the minimum required number of credits, to achieve the minimum required GPA, or to progress satisfactorily towards completion of the major is placed on academic probation. The student is removed from probation if s/he earns the required minimum number of credits/GPA in the subsequent semester.

SUSPENSION
A student who fails to pass the required minimum number of credits, to achieve the minimum required GPA, or to progress satisfactorily towards completion of the major, and who has been on academic probation in any previous semester is suspended for one or two semesters, at the discretion of the committee. In cases of extenuating circumstances, however, the Committee may elect instead to place the student on academic probation for a second semester.

Note: The Academic Standing Committee may require a suspended student to take approved academic courses at another accredited college or university in order to demonstrate readiness to return to Oberlin. Conditions for return from suspension are clearly stated in a student’s suspension letter and must be met or be in process at the time of the student’s appeal to return to campus.

A student who is suspended may not take any Oberlin College courses, live in campus housing, nor participate in student organizations or campus activities (e.g., secondary or ExCo teaching, ExCo participation, work on campus, etc.). Requests for exceptions from Conservatory students must be approved the Conservatory’s Associate Dean for Student Academic Affairs, in consultation with the Dean of Students.

A student with a documented disability who is recommended by the Office for Students with Disabilities and approved by the Conservatory’s Associate Dean for Student Academic Affairs for part-time status will be expected to complete all courses/credits for which s/he registers in a given semester. Passing fewer courses will result in review by the Academic Standing Committee with possible sanctions of probation, suspension, or dismissal, depending on the student’s previous status and outcome of the review.

III. A student who has been suspended or dismissed has the option to appeal the decision to the Academic Standing Committee if s/he believes that there are extenuating circumstances that the Committee should consider. The decision of the Academic Standing Committee regarding the appeal is final.

Conservatory English Language Proficiency (ESL) Requirement
All undergraduate Conservatory students whose first language is not English are required to submit results of the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) prior to matriculation. Conservatory students must submit a minimum TOEFL score of 550 on the paper-based test, or 80 on the internet-based test, or a minimum IELTS score of 6.5, to be admitted to the Bachelor of Music degree program. Students accepted to the Conservatory without the minimum TOEFL or IELTS score are admitted to the two-year Performance Diploma program and are eligible only for a two-year I-20 Form from Oberlin.

All entering undergraduate students for whom English is a second language are required to take Oberlin’s ESL placement test, regardless of their TOEFL or IELTS scores. Undergraduate non-native English speakers will be placed in an ESOL course based upon their TOEFL or IELTS score and their performance on the Oberlin placement exam. Students in the Performance Diploma program must take the ESOL class they have been placed in while students in the Bachelor of Music program will be provided with a recommendation as to the appropriate level and encouraged to enroll accordingly. See the Expository Writing Proficiency Section of the catalog for more information.

With the permission of the Conservatory’s Associate Dean for Student Academic Affairs,
non-native English speaking Performance Diploma students who have successfully completed ESOL 110 and are enrolled in ESOL 120 may enroll in selected Conservatory courses including theory and aural skills. Non-native English speaking Performance Diploma students will be permitted to enroll in MHST 101 only after successfully completing ESOL 130.

Non-native English speaking Performance Diploma students may request transfer to the Bachelor of Music degree program upon the successful completion of the following requirements: ESOL 130 and submission of a minimum TOEFL score of 80 on internet-based test (or 550 on paper-based test), or a minimum IELTS score of 6.5. To be eligible to transfer to the Bachelor of Music program students must fulfill both requirements before May 15 of their second year in residence. Performance Diploma students who have not satisfied the requirements listed above by the end of the third semester in residence will be required to meet with the Conservatory Associate Dean for Student Academic Affairs and the major advisor to plan the completion of the Performance Diploma program.

Transfer of Credit
General Policy

Within the limits stated below, Oberlin College permits credit earned at other fully accredited colleges and universities to be applied to the requirements for Oberlin bachelors degrees provided that the following two criteria are satisfied:

- The student has earned a minimum grade of C minus or better.
- The coursework falls within the scope of a liberal arts curriculum, for students pursuing the BA, or a conservatory curriculum, for students pursuing the BMus.

The overall limits on transfer of credit for first time college students are:

- **Maximum Pre-Matriculation credit.** Transfer credit earned before matriculation (AP, IB, pre-matriculation college credits) is limited to 5 courses/20 credits. Advanced placement in courses on the basis of work completed prior to matriculation (AP and IB test scores, pre-matriculation college credit) will be determined according to individual department and program policies.

- **Maximum Post-Matriculation credit.** Transfer credit earned after matriculation (excluding credit earned on an approved Academic Leave of Absence—Study Away Program and credit earned while Enrolled-Not-in-Residence) will be limited to 3 courses/12 credits.

- **Separate limits will apply for students who transfer to Oberlin.** Please refer to the Office of the Registrar transfer of credit policies for specific limits for transfer students.

The Office of the Registrar administers the transfer of credit policy. Questions regarding transfer of credit policy, regulations, and procedures should be directed to that office. In the case of questions regarding policy or regulations, the final decision will be made after consultation with the appropriate dean’s office.

Because of the variety of work that students may present for transfer and the policies governing transfer of credit, students are **strongly advised** to consult the transfer of credit policies and procedures on the Registrar’s website before planning to take work elsewhere. The complete policy and procedures can be found here. There are many important considerations that students must address; careful planning on the part of the student will insure that as much credit as possible can be transferred. Following are the major issues that need to be considered before taking a course away from Oberlin; please see the Registrar’s website for complete details.

- Limitations as to the type of credit Oberlin College will accept, and courses or subjects excluded from transfer
- Limitations as to the number of credits Oberlin College will accept, both before and after matriculation
• Limitations as to the time in which credits may be transferred to Oberlin
• How transfer of credit is recorded on the student academic transcript
• Evaluation of credits with regard to full and half academic courses
• How transfer of credit might apply to major requirements
• Fees for transfer of credit
• Credit for “Concurrent Enrollment Programs”

Transfer credit is recorded on the student record; grades earned at other institutions are not calculated in the Oberlin GPA.

A fee applies to the transfer of credit; see the Expenses section of this catalog.

Please see the Registrar’s website (http://new.oberlin.edu/office/registrar/transfer-of-credit/) for full transfer of credit policy.

Leaves and Withdrawals

Academic Leave of Absence
Students participating in off-campus study options not conducted by Oberlin College itself are classified as being on an academic leave of absence. Student applications for leaves are processed by the Associate Dean of Studies and granted by the Off-Campus Study Committee prior to a student’s departure from Oberlin. Information about applying for academic leave of absence is available at www.oberlin.edu/studyaway. Academic leaves are approved when students can demonstrate the value of such leaves for their Oberlin education and meet the following criteria:

• A student must have completed at least two semesters at Oberlin.
• A student must have declared a major.
• A student must be in good academic standing.
• All students must be enrolled as full-time students as defined by the program they attend. Normally, for Arts and Sciences students, this means completion of the equivalent of 4 full academic courses. Conservatory and double-degree students must complete a minimum of 16 credits.
• Normally, students may earn a maximum of 4 full academic courses/16 credits for one semester of work on an approved academic leave of absence, and up to 8 full academic courses/32 credits for a full year (two semesters) of work on an approved academic leave of absence.

Deadline for Applications for Academic Leaves
For academic leaves for the full academic year, the fall semester or spring semester, students must apply by March 15 of the preceding academic year.

Personal Leave of Absence
Students who wish to pursue primarily non-academic activities away from Oberlin may apply for a Personal Leave of Absence through the Office of the Dean of Studies. Work taken at other institutions during a personal leave may be transferred to Oberlin in accordance with the following guidelines: up to two courses/eight credits in one semester (or four credits for each quarter or trimester), for a total number of courses/credits not to exceed the post-matriculation limits in the transfer-of-credit policy. Completed applications for leaves beginning the following semester are due the first Friday in December and the first Friday in May. Requests for extensions of personal leaves must be received by the same deadlines. Applications received after these deadlines will be given consideration; however there is a late filing fee of $300. Information and forms are available at http://new.oberlin.edu/office/dean-of-studies/downloadable-documents/.

Medical Leave of Absence
Students who wish to take a leave from Oberlin for a health-related condition need to apply
for a medical leave of absence through the Office of the Dean of Studies. Students applying for a medical leave must provide appropriate supporting documentation from a healthcare professional. Students who submit applications by 4:30 p.m. on the Friday before the semester begins are eligible for a full refund of semester expenses. (For information on refund of tuition and fees, please see “Expenses” in this catalog.)

Students may submit an application for medical leave at any time during a semester. Students who apply for a leave in the fall, on October 1 or after, are not eligible to apply to return in the subsequent spring semester. Students who apply for a leave in the spring, on March 11 or after, are not eligible to apply to return in the subsequent fall semester. The application deadlines to return in the fall or spring are May 15 and December 1, respectively. (Please see the “Winter Term” section of the catalog for information on leaves and Winter Term.)

From the first day of classes through the end of the tenth week of classes (November 17, 2014; April 19, 2015), the student who is granted a medical leave will be withdrawn from all courses, and W’s will be recorded for those courses on the transcript. Students who submit applications for medical leaves effective for the current semester from the first day of the eleventh week to the last day of classes have two options. First, if the student wishes to complete coursework, he or she can apply for incomplete grades. (Please see “Grading” in this catalog.) In this case, the student will receive grades for all courses. The medical leave will take effect at the end of the current semester. Second, if the student elects not to complete coursework, he or she will be withdrawn from all courses and W’s will be recorded on his or her transcript. The medical leave will take effect immediately, and the student will remain on medical leave through the subsequent semester. Records for students taking a medical leave after the tenth week may be reviewed by the appropriate Academic Standing Committee and may be subject to academic standing action. Students who are granted medical leaves after the first day of the tenth week of classes are not eligible for a refund.

An application for a medical leave received after 4:30 p.m. on the last day of classes will be processed for the subsequent semester; the transcript for the current semester will include the grades assigned by the faculty, and cannot be expunged or altered in any way. Work taken at other institutions during a medical leave may be transferred to Oberlin in accordance with the following guidelines: up to two courses/eight credits in one semester within the transfer-of-credit post-matriculation limit.

Information and forms are available at http://new.oberlin.edu/office/dean-of-studies/downloadable-documents/.

Withdrawal from the College
Students withdrawing permanently from Oberlin must apply through the Office of the Dean of Studies. Conservatory and double-degree students should first consult their principal advisors and the Associate Dean of the Conservatory. All students who receive financial aid from Oberlin College must consult with the Office of Financial Aid before withdrawing. Students who have withdrawn from Oberlin and seek readmission may not transfer credit for courses taken at other institutions while withdrawn. More information is available at http://new.oberlin.edu/office/dean-of-studies/downloadable-documents/.

Suspension and Dismissal
Students may be asked to leave Oberlin for academic or disciplinary reasons. Suspension is usually for a specified period of time and/or until specified conditions have been met. Dismissal is permanent. Additional information about academic standing statuses of probation, suspension, and dismissal is available in the Academic Policies sections of this catalog. Also, please see the document Student Regulations, Policies, and Procedures at www.oberlin.edu/students/links-life/rules-reg.html.

Students who have been suspended and seek reinstatement may transfer courses/credit taken at another institution while suspended only with permission of the dean of studies (for
arts and sciences students) or the conservatory associate dean for student academic affairs (for conservatory students) so long as such credit remains within the limits for post-matriculation transfer-of-credit. Such permission must be granted in advance of taking the course/credit.

**Reinstatement**

In order to return to Oberlin, a student who has been withdrawn or suspended must submit a reinstatement form to the Office of the Registrar. Appropriate forms and materials must be received by July 1 for fall semester and by December 1 for spring semester. No exceptions are made. Relevant offices review the request for reinstatement and the student will be informed about the decision as quickly as possible. The entire reinstatement process is explained at www.oberlin.edu/regist.

A student in the Arts and Sciences who has been suspended by the Academic Standing Committee must also complete an appeal process through the Office of the Dean of Studies. The deadlines for this process are stated in the student’s letter of suspension.

When Conservatory or double-degree students wish to return to the Conservatory of Music, the Conservatory Associate Dean for Student Academic Affairs reviews the academic record with representatives of the appropriate major departments. Students withdrawn for two or more consecutive semesters may be required to re-audition for reinstatement. Those withdrawn for more than four semesters must meet the graduation requirements for the major in effect at the time of their return to the Conservatory of Music.

**Private Readings**

**Private Readings in the College of Arts and Sciences**

Students who wish to pursue a topic not covered in the regular curriculum may register for a private reading. This one-to-one tutorial is normally at the advanced level in a specific field and is arranged with a member of the faculty who has agreed to supervise the student. Approval for a private reading course depends upon the following conditions:

1. Each department establishes its own guidelines concerning Private Readings, and Department or Program chairs give final approval for all Private Readings.
2. Private readings must have a clear academic or artistic focus; under no circumstances should a Private Reading consist only of practical activities like tutoring or entail acting as a research assistant for a faculty member.
3. The subject matter of the private reading course should not duplicate that of a regular course.
4. Private reading courses may not be used to fulfill the Curriculum Exploration, Writing, Quantitative and Formal Reasoning, or Cultural Diversity requirements.
5. A student is limited to one Private Reading per semester for either a half course/2 credits or a full course/4 credits. Exceptions must be approved by the Office of the Dean of Studies.
6. Applied music lessons may not count as private reading courses.

**Private Readings in the Conservatory**

For students enrolled in Oberlin degree programs who wish to study individually and in depth a topic not covered in the regular curriculum, the option of a one-to-one tutorial is available. This work is at an advanced level in a specific field and is coordinated with a member of the faculty who has agreed to supervise the study and who possesses expertise in the area in which the private reading is being undertaken. Approval for a private reading course depends on the following conditions:

1. The student shall have completed the basic courses pertinent to the subject matter of the private reading. As a rule, only juniors and seniors are eligible to undertake private reading courses.
2. The subject matter of the private reading course may not duplicate the work of a regular course.
3. The student is limited to one private reading course per semester for either two or four credits.
4. Private applied study and composition lessons, ensemble playing, other forms of musical performance, and work in elementary and intermediate aural skills may not count as private reading courses.
5. Normally, the faculty supervisor for a private reading course should be a faculty member other than a student’s own applied study or composition teacher. Approval for a private reading course must be given by the student’s advisor, the faculty member supervising the project, and the Conservatory’s Associate Dean for Student Academic Affairs.

Marching At Commencement
To be eligible to participate in Commencement:
• students must be registered at Oberlin for the final semester in residence;
• this registration must be for all remaining course requirements for the degree(s) sought; and
• all non-course requirements must also be completed by the end of classes in order to participate in Commencement.

Students who have permission to finish their work away from Oberlin may participate in Commencement exercises only after all requirements have been completed and the degree awarded. A student may participate in Commencement only one time.

Double-Degree students
A double-degree student completing the two degrees in different semesters may participate in Commencement exercises for the single degree (either B.A. or B.Mus) assuming all marching requirements for that degree are met. Double-degree students may return to participate in Commencement exercises as a double-degree student only after the requirements for the second degree have been met. Double-degree students who choose to participate in commencement a second time are responsible for all expenses related to the second commencement.

Finish Away Policy
College of Arts and Sciences (BA)
A student in the College of Arts and Sciences who lacks at the end of the spring semester a maximum of two courses/eight credits or at the end of the fall semester a maximum of one course/four credits required for graduation may apply in the Office of the Registrar for permission to complete these courses/credits away from Oberlin. A student who has completed at least seven semesters may apply to finish away a maximum of 2 courses/8 credits after either a fall or spring semester, so long as all other requirements, including the residency requirement, have been met, and the courses/credits to be completed away from Oberlin are within the post-matriculation transfer of credit limit. The work may be done at another institution or through Oberlin courses on an Enrolled-Not-in-Residence registration. Study completed while Enrolled-Not-in-Residence is not subject to the post-matriculation limit.

Permission to complete more than two courses/eight credits away from Oberlin will be granted only after careful consideration of educational or personal reasons by the Office of the Dean of Studies, so long as all other graduation requirements have been met and the total number of courses/credits transferred to Oberlin does not exceed the post-matriculation transfer-of-credit limit.

Conservatory of Music (BMus)
A student in the Conservatory of Music who lacks not more than eight credits and has met the residency requirement may request approval of Finish Away status from the Conservatory’s Associate Dean for Student Academic Affairs in order to complete these credits at another institution; if any of these credits are requirements for the student’s major, the major department must also approve completion of requirements for Finish Away status.
Permission to complete more than eight credits away from Oberlin will be granted only after careful consideration of educational or personal reasons by the Conservatory’s Associate Dean for Student Academic Affairs, so long as all other graduation requirements have been met and the total number of credits transferred to Oberlin does not exceed the post-matriculation transfer-of-credit limit.

**Double-degree students (DD)**

Normally double-degree students complete both degrees at the same time. However, under certain circumstances, a student may request permission to finish degree requirements off campus. The double-degree student who is considering completion of the BA degree away from campus after completion of the BMus should consult the finish away policies for students in the College of Arts and Sciences. The double-degree student who is considering completion of the BMus degree after completion of the BA degree should consult the finish-away policies for the Conservatory.

**Enrolled-Not-in-Residence**

This category generally applies to students who are participating in programs sponsored by individual departments of Oberlin College: the Danenberg Oberlin-in-London Program, the Oberlin-in-Italy Program, and the Studies in Spain at the University of Córdoba Program (PRESCHO). Students wishing to participate in these programs apply directly to the appropriate academic department in consultation with their academic advisor (and in the case of double-degree and Conservatory students, the Conservatory Associate Dean). Once accepted to the program, students must file Enrolled-Not-in-Residence forms with the appropriate office. Credits earned in these programs are internal Oberlin credits and no transfer of credit is involved.

Under special circumstances, students may arrange for independent study in appropriate off-campus locations. This independent study status is limited to students who have completed two or more semesters at Oberlin. Such independent study is arranged with and overseen by Oberlin faculty members and is approved in advance by the Associate Dean of Studies for students in the College of Arts and Sciences and by the Conservatory Associate Dean for Student Academic Affairs for Conservatory students. This status is normally granted for less than full-time study. Students pay Oberlin College tuition for this work, which must be completed within a specified semester. Deadlines for application for the following semester are the first Friday in December for a spring program and the first Friday in May for a fall program. In both types of Enrolled-Not-in-Residence, students’ matriculation deposits will be refunded upon graduation. Students are responsible for notifying the appropriate offices of any change in plans and face forfeiture of their matriculation deposits if such notice is not given.
Academic Opportunities

Oberlin College offers many opportunities to its students; this section is intended to provide information about those opportunities. Each opportunity also has policies which govern how and when students may participate. Please see the Academic Policies section of this catalog for detailed academic policy.

The Office of the Dean of Studies

The Office of the Dean of Studies supports students and faculty members in both the College of Arts and Sciences and in the Conservatory of Music. Collaborating with other offices on campus, the primary goal of the Office of the Dean of Studies is to help students succeed in their Oberlin College careers, and to complete their degree programs in a timely way.

More specifically, the Office of the Dean of Studies coordinates academic advising in the College of Arts and Sciences and advises students about curriculum and academic policy.

In addition, for all students, the office offers advice and resources for exploring off-campus study options; advises international students on issues including immigration, cultural adjustment, and academic, career, and personal counseling; and provides information and counseling about Winter Term.

The offices in the Dean of Studies Division include: Winter Term, academic advising, off-campus study, international student services, Bonner Center for Service and Learning; offices of the Registrar, Institutional Research, and the Career Center.

Winter Term

Oberlin provides a Winter Term of four weeks in January to encourage and enable students to discover the value of self-education. This term affords students an opportunity to devise and pursue programs of independent study or research and to undertake, individually or with a group, on or off campus, other projects of educational value that the structured curriculum during the academic year cannot accommodate easily.

Winter Term provides an opportunity for variations and supplements to the usual course offerings, with an emphasis on experimentation and creativity, intellectual independence, and personal responsibility. Projects may be proposed by faculty, students and occasionally by members of the administrative and professional staff and alumni. Many departments offer individual and group projects; students often devise their own projects.

Students who pursue their projects on campus can take advantage of the facilities and opportunities that Oberlin offers. Many concerts, theatrical productions, films, lectures, forums, and discussion groups that enliven Winter Term are part of on-campus projects. Typical off-campus projects include (but are not limited to) career exploration, internships, and community service.

Winter Term policies and deadlines, and a listing of Winter Term Group Projects can be found at www.oberlin.edu/winterterm. Policies regarding winter term can be found in the Academic Policies section of this catalog; please consult that section for guidance on completion of the winter term requirement.

Students should discuss their Winter Term plans with their academic advisors and potential project sponsors in October. Early planning is especially important for students who choose an internship or other individual project.

In this catalog, many departments list information about Winter Term. For students interested in a career-related or community service project, advisors and numerous resources are available to assist them in identifying opportunities. Please see www.oberlin.edu/winterterm for detailed information.
The First-Year Seminar Program
The First-Year Seminar Program (FYSP) offers first-year students a wide variety of low-
enrollment classes to encourage critical thinking, develop discussion and writing skills, and
provide a venue for intellectual exchange between students and faculty. Each seminar is limited
to 14 students. First-year seminars are offered primarily in the fall semester, with a small
number occurring in the spring. Most seminars allow students to satisfy part of the Writing or
Quantitative and Formal Reasoning requirements, as well as part of certain other graduation
requirements as indicated in particular course listings. A full listing of FYSP courses can be
found in the First-Year Seminar Program section of this catalog. Individual departments and
programs also list these courses in their curricula. For further information, please see
www.oberlin.edu/fys.

Experimental College (ExCo)
For students who wish to pursue topics outside the normal course offerings of the College of Arts
and Sciences or the Conservatory of Music, an alternative is available in the Experimental College.
Experimental College (ExCo) is a student-run organization that sponsors courses (for
limited co-curricular credit) taught by members of the Oberlin community: faculty, students,
administrators and townspeople. Each year a list of subjects not found in the regular curriculum
is offered. Students in the Arts and Sciences can earn up to 8 co-curricular credits toward
graduation; these 8 co-curricular credits include but are not limited to those from ExCo
courses. Students in the Conservatory may also earn up to 8 co-curricular credits of which a
maximum of 4 may be from ExCo courses. ExCo courses are typically offered for one credit.
Credits earned in ExCo courses count toward the general graduation requirement; they do not
satisfy any distribution, cultural diversity or other requirement. Experimental College catalogs
are distributed shortly before ExCo registration, which takes place in the first week of each
semester. Students must follow the academic dates and deadlines calendar for registration and
course adjustments for ExCo courses. Students must complete all ExCo course work during the
designated course time. No incompletes are given for ExCo courses.

ExCo also invites applications from individuals who wish to coordinate an ExCo course. The
Experimental College Committee approves applications for courses in advance of the semester
in which the course is to be offered. Student instructors may receive the number of credits listed
for the course, plus one additional hour. Information is available at the ExCo office in Wilder
Hall 302 or by emailing exco@oberlin.edu.

Off-Campus Study (Study Away)
Oberlin College believes that all interested students, regardless of major, should have the
opportunity to spend a semester away from campus on an academic program in a different
part of the country or world through quality off-campus programs. Study Away opportunities
offered by Oberlin or affiliated with the college cover a wide range of geographic areas of the
world, curricular or academic interests and program types. Over 300 Oberlin students each year
participate in approved semester- or year-long study away programs.

Students interested in studying away for a semester or year can choose from Oberlin-
sponsored programs, consortial programs, or over 85 affiliated programs. Students on financial
aid should consult the Office of Financial Aid before planning to participate in an off-campus
program, because not all types of financial aid can be applied. For specific information about costs,
please see the Expenses section of this catalog. Further information about off-campus study (study
away) is available in the Study Away Library (Peters 205) or at www.oberlin.edu/studyaway.
Off-Campus Study Programs Sponsored by Individual Departments

The Danenberg Oberlin-in-London Program offers students the opportunity for intensive disciplinary and interdisciplinary study with Oberlin College faculty. Oberlin students live and study in London, a great, diverse city. The curriculum is designed to take advantage of all that London has to offer. The program was instituted as a memorial to the late Emil Danenberg, eleventh president of Oberlin and a great friend to international education. For further details, see London Program in this catalog or www.oberlin.edu/london.

Studies in Spain at the University of Córdoba. Students of Spanish language, literature and culture may participate for fall, spring or both semesters in the Programa de Estudios Hispánicos en Córdoba (Spain) [PRESCHO]. This program is sponsored by a consortium comprised of Oberlin College, Smith College, and Wellesley College. Córdoba, one-time capital of Roman Spain and seat of the Muslim Caliphate, offers a unique opportunity for on-the-scene study of the Muslim, Jewish and Christian influences on Spanish culture. Courses are offered in literature, history, art, architecture, music, economics, and social and political reforms. (Please consult the catalog section for the Hispanic Studies Department.) In the fall of 2004 PRESCHO was awarded the “Distinción Santo Tomás de Aquino,” by the University of Cordoba. This is the highest honor the University can confer on a group related to the University; the award was for the quality of PRESCHO’s collaboration with the University.

Oberlin-in-Italy is an intensive summer program in Italian language and culture sponsored by the Oberlin Conservatory of Music. This month-long program includes intensive language study and the study of Italian culture. For singers, instrumentalists, and liberal arts students, the program includes musical, vocal and dramatic coaching, and performances of an opera, chamber opera, opera scenes, chamber music, and other concerts. Auditions are required for performers. Application deadline is early February. More complete information about application for this program may be found at www.oberlin.edu/con/summer/italy. No financial aid is available for this program.

Off-Campus Study through Great Lakes Colleges Association Programs

Through its membership in the Great Lakes Colleges Association (GLCA), a consortium of 13 schools in Indiana, Michigan, Ohio and Pennsylvania, Oberlin College allows its students to participate in certain off-campus programs in the United States and in foreign countries. Each program is administered by a member school. Information on these programs is available from the campus liaison for each program and from the Office of the Dean of Studies. Through its membership in GLCA, Oberlin offers students the opportunity for academic leaves of absence to participate in the following:

Overseas Study. GLCA recognizes one-semester or year-long programs in Japan, Kenya and Senegal.

In the United States, GLCA recognizes the following off-campus study programs:

- The Philadelphia Center combines work-study in a community organization with a seminar in urban affairs and an independent study project.
- The Oak Ridge Science semester places students with research scientists working on intensive investigations and provides advanced coursework in the natural and social sciences.
- The Newberry Library Program in the Humanities, based in Chicago, provides an opportunity for seminars and independent study with the Newberry’s rich collection of books and manuscripts.
- The New York Arts semester provides both seminars and internship placements in a variety of arts areas.
• The Border Studies Program based in the Southern Arizona borderlands is offered each semester. It explores the cross-boundary relationships and encounters that now shape the U.S.-Mexico border region.

Further information about consortial study away programs is available at http://new.oberlin.edu/office/study-away/study-away-information/choosing-a-program/.

Other Off-Campus Study Options

Inter-College Exchanges. Oberlin College has entered into an exchange agreement with Sciences Po in Paris, France. Application for these programs should be made through the Office of the Dean of Studies following the Academic Leave of Absence deadlines and procedures. In addition, each year Oberlin welcomes visiting students from Waseda University through the Japan Study exchange program.

Oberlin Affiliated Programs. Oberlin College academic departments and programs have affiliations with over 85 U.S. and international programs and institutions. Oberlin Affiliated Programs are offered in nearly all parts of the world and cover a broad range of curricular opportunities. Affiliation indicates that the program has been recommended by the faculty of a department or program and approved by the Off-Campus Study Committee. In addition, students who receive approval to participate in affiliated programs may apply Oberlin financial aid to the program costs within the specified guidelines. Students who participate in non-affiliated programs may not apply Oberlin financial aid to the program costs.

The Office of the Dean of Studies maintains Study-Away Library and a list of Oberlin Affiliated Programs. Detailed information about these and other programs is available at http://new.oberlin.edu/office/study-away/study-away-information/choosing-a-program/.

The Bonner Center for Service and Learning

In keeping with Oberlin’s historic commitment to thoughtful civic engagement, the Bonner Center for Service and Learning promotes the integration of intellectual inquiry, artistic development and community involvement. The Center’s mission involves working in collaboration with students, faculty, staff, community partners, and alumni to forge and facilitate common efforts that address the most pressing challenges of our time. The Bonner Center for Service and Learning also supports a growing number of faculty-initiated, community-based research and community-based learning experiences that educate students and strengthen the community.

Each year, over half of Oberlin College students serve organizations and individuals in the surrounding communities and beyond. This involvement allows students to explore issues of personal and intellectual concern while learning how to become active citizens. The Bonner Center for Service and Learning connects students with community organizations providing educational community service opportunities that satisfy community needs. Students interested in opportunities for socially relevant research or in developing community-service programs receive consultation and assistance.

The Center also offers several programs that enable participants to better understand how their efforts can contribute to long-term, systemic solutions to social problems.

Examples of current programs include the Bonner Scholars Program (a community service scholarship program), the Community Service Work-Study Program (which includes both America Reads and America Counts), and the availability of community-based learning courses at all levels of study. The Bonner Scholars Program, which accepts 15 participants per year, provides students who have demonstrated outstanding community service with financial support needed to attend college and continue to be involved in the community.

For more information about all of these programs, please see www.oberlin.edu/bcsl.
The Career Center

Oberlin’s Career Center (http://www.oberlin.edu/career/) helps students and recent alumni in the College of Arts and Sciences and the Conservatory of Music identify and achieve meaningful life and professional objectives that build upon their Oberlin education and experiences. The career development process is supported through services that:

- Enhance self-awareness of interests, values, and talents
- Encourage exploration of future paths
- Provide opportunities to acquire knowledge and experience
- Develop skills for effective self-presentation, along with a thorough understanding of the selection processes for internships, advanced degree program admission, fellowship competitions, full-time employment, and professional networking.

Advising Services

- **Career:** Advisors assist students with: choosing a major; career exploration; searching for internship or post-graduate opportunities; developing materials including resumes, cover letters, biographies, personal statements, and applications; preparing for the interview process; negotiating job offers; and researching performance opportunities.

- **Health, Medical, Law, Business and Graduate School:** Advisors support students through the exploration and application processes, which includes providing tools to conduct preparatory research, offering students resources for test preparation, reviewing application materials, preparing for admissions interviews, and, in the case of health and medical school, providing coursework advising.

- **Fellowship:** Coordinating with faculty representatives, advisors assist in selecting appropriate opportunities and provide administrative and other support for applications as needed.

Career Exploration Programs

- **Oberlin Business Scholars:** An intensive winter term project that provides selected Scholars from all majors with a foundation of skills, knowledge, and contacts to successfully compete for jobs and internships in the fields of finance and consulting.

- **Creativity & Leadership:** Entrepreneurship at Oberlin: Open to students of all years and majors, Creativity & Leadership provides students with opportunities to explore entrepreneurship and to begin building a foundation of practical skills essential to planning and launching a venture.

- **Winter Term Internships:** During the Winter Term, a strong network of alumni and friends of Oberlin offer more than 100 challenging internships in a variety of fields

- **The Oberlin Law Scholars Program:** Open to all sophomores and juniors, the program includes an introductory course, summer internships, and a distinguished speakers series.

- **New Exploratory Pilot Programs:** The Career Center is presently creating and piloting a variety of career exploration programs that engage students with alumni volunteers (family members of current students and other friends of the College are also participating) around shared professional interests and across disciplines in the world of work and applied research environments. Pilot programs of varying lengths and at different times of year are currently underway, each with mentoring relationships at their core.
Summer Internship, Post Graduate, Music Festival and Music Competition Opportunities

• ObieOpps, UCAN and LACN: Oberlin’s own database as well as partnerships with two college consortia, the University Career Action Network (UCAN) and the Liberal Arts Career NetWORK (LACN), provide students with access to thousands of internships and post-graduate jobs in a variety of fields and geographical locations.

• Bridge: Resource includes over 3,200 international opportunities for musicians including job announcements, summer festival and competition information, master classes, and young artist programs. The conservatory also regularly provides students with information about other professional opportunities.

• Regional Interview Days: Oberlin College is a member of the Selective Liberal Arts Consortium, which organizes post-graduate job fairs and interview events in several major US urban centers. Opportunities are available in Education, Science, Technology, Publishing, Social Justice, Public Policy, Government, Consulting, Finance, Nonprofit and Media.

Cole-Oberlin Initiative in Electoral Politics

The purpose of the Cole-Oberlin Initiative in Electoral Politics (OIEP) is to identify students with a strong interest in electoral politics, to encourage them to take career paths that include holding elected office, and to help prepare them for this through specific training and concrete experience as well as through academic inquiry and learning. The main components of the Initiative include: the selection of “Cole Scholars” in fall semester; Topics in Electoral Politics, a course taken in the Spring; an eight-week paid summer internship working in a political campaign; and Projects in Electoral Politics, a course taken in the fall in which students write a research paper which draws upon insights from the internship in light of the academic literature on elections. The OIEP also brings to campus experts on topics in campaigns and elections who conduct workshops or give talks to the general campus community. Alumni who hope to run for public office may also apply for grants from the OIEP to attend campaign workshops or conferences on a particular policy topic that will be relevant in their campaign.

Honorary Societies

Phi Beta Kappa. Founded in 1776, Phi Beta Kappa is the oldest academic honor society in the United States. The Zeta of Ohio Chapter of Phi Beta Kappa was established at Oberlin in 1907. Students in the College of Arts and Sciences are elected to membership on the basis of scholarly achievement, broad cultural interests, and good character. Rules of eligibility are established in accordance with regulations of the national society. Among other requirements, students must have completed at least 3 full courses for letter grades at Oberlin in each of the three divisions of the College of Arts and Sciences. AP credits, transferred credits, and courses taken P/NP at Oberlin do not count towards these requirements. 85% or more of the overall credits presented for graduation must be earned with the letter grade option. Starting with the class that matriculates in 2013, students must also complete one course at the 200-level or higher in a language other than English. Most students are elected in the spring of their senior year; spring election for second-semester juniors is also possible for students with exceptional academic records. The total number of students elected from any class will not ordinarily exceed 10 percent of those expected to receive the Bachelor of Arts degree.

Society of Sigma Xi. The Oberlin Chapter of the Society of Sigma Xi was established in 1941 for the promotion of scientific research. Any graduate student who has shown noteworthy achievement as an original investigator in some field of pure or applied science may be elected as a member. Any graduate student or undergraduate student who has shown marked aptitude for research in pure or applied science may be elected as an associate member.
Pi Kappa Lambda. The Theta Chapter of Pi Kappa Lambda National Honor Society was established in 1926 at the Oberlin College Conservatory of Music in order to recognize outstanding achievement in musicianship, musical leadership and scholarly attainment. Pi Kappa Lambda elects the top twenty percent of graduating music majors from the Conservatory and the College of Arts and Sciences.

Nu Rho Psi. The Oberlin chapter of Nu Rho Psi the National Honor Society in Neuroscience was established in 2011 to encourage and recognize excellence in the discipline of neuroscience. Oberlin Neuroscience majors are elected to membership on the basis of scholarly achievement. Majors must have a minimum cumulative college GPA of 3.2 and a minimum departmental GPA of 3.50. Most students are elected in the spring of their junior or senior year.

Oberlin Shansi
Oberlin Shansi is a non-profit educational exchange program partnered with Oberlin College and institutions in China, India, Indonesia and Japan. Shansi believes in empowering people to bring diverse worlds together. To Oberlin College undergraduates it offers Winter Term and summer fellowships to journey to Asia to volunteer with non-governmental organizations, to study languages and cultures, or do research. For recent Oberlin graduates, it offers two-year fellowships at its Asian partners. For Asian faculty and staff, Shansi provides opportunities to do research, study and teach at Oberlin. For Oberlin faculty and staff, Shansi provides grants to lecture and do research at its Asian partners. On the Oberlin campus Shansi sponsors a series of public programs on current Asian and Asian American topics. Further information is available from the Oberlin Shansi website at www.shansi.org.

Oberlin Shansi considers without prejudice, all eligible applicants regardless of race, color, national or ethnic origin, religion, creed, age, sex, sexual orientation, academic major or physical handicaps (where reasonable accommodation is possible). In the selection process the priorities and sensitivities of the host institutions and cultures also will be taken into consideration.

The Office of Undergraduate Research
The Office of Undergraduate Research provides intellectual and administrative support for students conducting faculty-mentored research at Oberlin College. The student-mentor relationships supported by this office have allowed students to transfer their curiosity from the classroom to the library, the laboratory, and field sites across the globe. The opportunity for learning and laboring under faculty supervision provides our students with a first-hand understanding of the rigor and discipline necessary to maintain an active research program. Oberlin College produces more eventual PhDs than any of its peer institutions, and the opportunities for research provided by this office help ensure that Oberlin alumni with PhDs represent the diversity of their alma mater.
Student Life

Important Points

Students in the College of Arts and Sciences and the Conservatory of Music are expected to follow rules established under the Student Regulations, Policies, and Procedures. Information about regulations is given to all students at enrollment. However, students considering application to Oberlin should be aware of the following points which particularly influence the character of student life.

1. In general, Oberlin students are expected to have the good judgment and the sense of responsibility to regulate their lives in such a way as to make a positive contribution to the community in which they live. They are expected to be citizens as well as scholars and to be conscious of and respectful toward the basic needs of others.

2. Students are required to live in Oberlin College residence halls and to take their meals in Oberlin College dining halls through graduation. Limited exceptions to this requirement can be found on the Office of Residential Education and Dining Services website. New students should expect assignment to Oberlin College residence and dining halls.

3. Campus parking facilities are exceedingly limited. First-year students are particularly discouraged from bringing vehicles to Oberlin. Any student who brings a vehicle to Oberlin must register it with the Office of Safety and Security. Inquiries regarding student parking or requests for special parking status must be addressed to the Office of Safety and Security, 159 West Lorain Street, Oberlin, OH 44074, Attention: Student Motor Vehicles. Inquiries or requests for special parking needs may also be faxed to the department at 440-775-8886.

4. There are no fraternities or sororities at Oberlin.

5. The use of drugs and alcoholic beverages is subject to control by law, and Oberlin College does not protect students from prosecution under federal, state, or local laws. Though Oberlin places primary emphasis on a counseling and educational approach to alcohol and drug abuse, members of the Oberlin College community are reminded that the Oberlin College Judicial Charter allows any member of the Oberlin College community to bring a complaint against a student for violation of appropriate standards of conduct or of specific Oberlin College regulations.

Housing and Dining Options

Oberlin offers variety in the architecture and size of its residence halls, which range from traditional housing for 230 students to small, family-like residences for 18 students. Options include single-sex and co-ed floors/halls; program houses (Afrikan Heritage House, Asia House, French House, German House, Hebrew Heritage House, Russian House, Spanish House, Third World House and Women’s Collective); student co-operative houses; and apartment-style village housing (for those of junior status and above).

There is also a wide choice in dining with vegetarian and vegan entrées in each dining hall. In addition to the complete menu offerings of the Oberlin dining halls, eight student-run co-op dining halls serve natural, vegetarian, vegan, and kosher cooking. Membership in co-ops is determined by random lottery.

Residence Hall Occupancy

New students may occupy their rooms beginning the first day of Orientation; continuing students, two days prior to the start of classes. Meal service is provided at no additional cost to new students during Orientation; continuing students may take meals in College dining halls.
on a cash basis until the first regular board-plan meal beginning at dinner of the day returning students are expected to arrive.

Residences and dining halls are closed during Winter Break (the end of the fall semester until the beginning of Winter Term). Dining halls are also closed during fall and spring breaks. All students must leave campus during Winter Break.

**Health Care**

The Office of Student Health Services is located at 247 West Lorain Street, Suite A. The center is staffed by a physician, two nurse practitioners, two registered nurses, and an office manager. Student Health is open for the academic year with some evening and Saturday hours; walk-in hours are scheduled on weekdays. The office is open for limited hours during fall and spring break. The Student Health staff provides a full range of primary care services for Oberlin students including initial diagnostic services for illnesses and injuries, and immediate and follow-up assessment and treatment for most short-term illnesses. Preventive care and wellness services are provided, including immunization services, women’s health services, and wellness-oriented health education outreach programs. Students may receive allergy shots using the antigen supplied by their allergist along with a copy of the physician’s instructions. This must be prearranged by contacting the Office of Student Health Services.

Visits to Student Health are provided at no cost to students. The cost of services (e.g., laboratory tests, xrays, emergency room visits, private Oberlin physicians) not provided at Student Health are not covered under the tuition and will be handled through the student’s own insurance or by direct billing to the student. Referrals to a specialist can be made by the Student Health Services staff. All costs incurred when seen by a specialist are handled through the student’s own insurance and are the student's responsibility. In Oberlin, hospital care is available at the 100-bed Allen Community Hospital, which is fully accredited by the Joint Commission on Accreditation.

Oberlin College offers Student Health Insurance for students who are uninsured or underinsured. The **Student Health Insurance is mandatory for international students and for students without medical insurance from another source.** For specific information regarding this insurance plan as well as other student insurance related questions, call the Student Health Insurance provider, Academic Health Plans, at 1-888-308-7320 or visit their Oberlin College website at www.AHPCare.com/Oberlin. The Office of Student Health Services will be able to answer general questions in regards to insurance coverage at 440-775-8180.

Immunizations are a requirement for enrollment at Oberlin College. Enrollment is withheld until the health form is satisfactorily completed.

For more information about Student Health see www.oberlin.edu/health.

**Support Services**

College is a time of academic and personal growth for students. Most students will need help at various times during their undergraduate years in sorting out the academic, social or personal challenges that inevitably occur in a highly demanding academic environment. In order to help students with these challenges (and other obstacles which arise in times of personal transition), the College provides a number of support services:

**Class Deans**, who are assigned to each incoming first-year class, are available to help students solve both personal and practical problems, and to help students make sensible and informed decisions about academic and related matters. In emergencies, during evening and weekend hours, the dean-on-call system can be activated by calling the Office of Safety and Security.

The **Office of Student Academic Services** at Oberlin College provides academic support, special advising, Learning Assistance courses, and related services to all students enrolled in the College of Arts and Sciences and in the Conservatory of Music. In addition to the services
provided to all students, focused services are directed to first-generation students, low-income students, and students with disabilities through a TRIO program funded by the US Department of Education.

The Counseling Center is located at 247 West Lorain Street, Suite D. The Center’s purpose is to provide psychological support for students as they pursue their academic and personal goals. To this end, the staff of psychologists offers assessment, short-term individual counseling, group therapy, biofeedback, and psychological testing. Referrals for private psychotherapy and psychiatric consultations are also provided. For additional information regarding the Counseling Center’s services, please see www.oberlin.edu/counsel.

The Office of Student Wellness provides programs and services to foster balance and well being. Through integrative health promotion programming, we support and educate the individual and work to create a healthy campus community by enhancing leadership skills in the field of public health education and by advocating for healthier lifestyle choices. Programs provided include peer health advocates, health education theater, and other wellness-related activities and services.

The Office of Residential Education and Dining Services, the Multicultural Resource Center, and the Office of Religious and Spiritual Life provide support of a more general nature in handling most of the day-to-day challenges that may occur on any residential college campus.

Disability Services
The Oberlin campus is small in area and level in terrain. Most students with disabilities related to mobility will find it reasonably accessible, though not barrier-free.

All personnel at Oberlin are committed to complying with Federal Public Law 101-336, Americans with Disabilities Act, effective July 1990, as well as Section 504 of the 1973 Rehabilitation Act, and eliminating procedural and physical barriers that may discriminate against persons with disabilities in academic, student services or employment areas.

To accomplish this goal, all personnel seek to meet the needs of persons with disabilities on an individual basis. The Office of Disability Services can assist with the educational needs of students with visual, auditory, or mobility impairments or learning disabilities. In addition, the Director can help ensure that suitable housing is obtained, can assist whenever special arrangements for registration or testing are needed, and can serve as a liaison and special advisor if difficulties or barriers are encountered.

Religious Activities
Campus groups and programs as well as local houses of worship, prayer, study and meditation--representing Christian, Jewish, Muslim, Buddhist and Hindu traditions--welcome the participation and involvement of students. The Office of Religious and Spiritual Life, located in Wilder Hall, is a center for religious counseling; coordination and support of religious activities and spiritual life, including prayer; study and meditation groups; service projects; winter term projects; retreats; and liturgical services.

Multicultural Affairs
The Division of Student Life is committed to a vision of diversity and multiculturalism that fosters the academic and personal growth of students by creating more seamless connections between the co-curricular and the curricular experiences of students. This vision of diversity and multiculturalism supports the needs of historically underrepresented student populations and, at the same time, provides educational opportunities for all students in order to realize a more socially just Oberlin College community.

The Multicultural Resource Center (MRC) serves as a resource for students who have been historically underrepresented in higher education--in particular students of color, LGBTQ
students, first-generation, and lower-income students. The MRC’s work includes: producing and supporting projects and programs on diversity and multiculturalism; providing educational resources and workshops for those generally interested in issues of social justice; collaborating closely with academic departments and programs; connecting students with alumni; and linking students with local communities and resources.

**The Edmonia Lewis Center for Women and Transgender People (ELC)** is a collective of students, staff and administrators doing the work of transforming existing systems of oppression based on sex, gender, race, class, sexuality, age, ability, size, religion, nationality, ethnicity, and language. The ELC’s work includes: creating and maintaining safe space; initiating and funding programming; and serving as a resource for the Oberlin College community. The ELC strives to maintain a space that will allow for support and advocacy for those disenfranchised on the basis of gender and gender identity and expression.

Both the MRC and the ELC collaborate with important academic and administrative resources beyond the Division of Student Life. Some of the resources include, but are not limited to: academic departments and programs such as Comparative American Studies and African American Studies; Oberlin College Dialogue Center; Alumni Affairs; and Oberlin Shansi.
The College of Arts and Sciences

Liberal arts education stands at the center of undergraduate work in the College of Arts and Sciences, and is the basis of the Bachelor of Arts (BA) degree. For students interested in earning the BA in conjunction with other undergraduate degrees, Oberlin offers the double degree, a five-year program leading to the BA in the College of Arts and Sciences and the Bachelor of Music (BMus) degree in the Conservatory of Music. Students may also earn the Oberlin BA in conjunction with a Bachelor of Science (BS) degree in Engineering by spending three years at Oberlin and two at an engineering school. See below for more information on both of those joint degree programs.

The core of the College of Arts and Sciences is a faculty dedicated to the liberal arts model of excellent teaching combined with ongoing engagement in scholarship and creative work. The curriculum offered by this faculty is notable for its extensive involvement with inherited and evolving forms of knowledge.

The Arts and Sciences curriculum is organized into three divisions and more than thirty departments and programs:

Arts and Humanities Division: Art, Cinema Studies, Classics, Comparative Literature, Creative Writing, Dance, East Asian Studies, English, French and Italian, German, Hispanic Studies, Jewish Studies, Musical Studies, Philosophy, Religion, Rhetoric and Composition, Russian, and Theater.


Natural Sciences and Mathematics Division: Biology, Chemistry and Biochemistry, Computer Science, Geology, Mathematics, Neuroscience, and Physics and Astronomy.

For the most part, courses offered by departments are offered within the principal division of the department. Many interdisciplinary departments and programs also offer courses within more than one division. For a full listing of the courses offered within the College of Arts and Sciences, see the Courses section of the catalog.

Though not listed as part of the three divisions of the College, classes in the Athletics and Physical Education Department allow participation in physical activities and the study of physical education. Students are encouraged to take advantage of these opportunities.

Students in the College of Arts and Sciences, working closely with faculty advisors and following the requirements below, take responsibility for their education in designing an educational program appropriate to their interests, needs, and long-term goals.

The BA Degree

The BA is a liberal arts degree that recognizes both the breadth and the depth of a student’s work. An Oberlin BA graduate has spent four years pursuing a rich and balanced curriculum that has provided many opportunities for students to pursue fields of interest in ways reflecting the characteristics of breadth and depth typical of a liberal education. By selecting a major, students engage in the study of a particular discipline, or field, in depth. Breadth in an Oberlin education comes from the opportunity to explore a number of different fields of inquiry.

In order to assist in achieving breadth, Oberlin has a curriculum exploration requirement to encourage students to become familiar with a range of scholarly approaches in different subject areas by exploring the curricula in each of the three broad divisions of the College (arts
and humanities, social and behavior sciences, and natural sciences and mathematics). Before graduating, Oberlin students also must develop writing and quantitative and formal reasoning abilities as well as to study cultures different from his or her own. Students are also encouraged to achieve proficiency in a foreign language. These and other requirements are explained in more detail below.

To achieve intensive training in a chosen area of knowledge, BA students must pursue a major in one of more than forty areas of specialization. Students decide upon a major by the end of the second year of study. This allows time in the first two years to take a variety of courses, to discuss areas of interest with faculty members and other students, to rediscover a forgotten interest, or to explore a new field. Some students design their own major under the Individual Major program.

In many departments, students may also declare a minor, which involves less coursework than the major. Students may also pursue a concentration, an integrated, interdisciplinary program of study, which may complement or strengthen a traditional major by extending some of its content or methodology across other disciplines.

In order to earn a BA degree, or pursue a major, minor, or concentration in Arts and Sciences, a student must be enrolled in the College of Arts and Sciences.

The requirements for the BA are described below under Graduation Requirements for the College of Arts and Sciences.

**Combined Liberal Arts and Engineering Program**

The 3-2 Engineering Program is designed to develop within students not just the requisite grounding in science and mathematics, but also the creativity, effectiveness in communication, and sensitivity to real-world problems that are hallmarks of successful engineers. In the program, students pursue studies in the liberal arts, including mathematics and sciences, during three years at Oberlin and then complete an accredited schedule of engineering courses during two years at an affiliated engineering school. At the end of five years, students receive two degrees: a BA from Oberlin and a BS in Engineering from the engineering school. The latter degree allows recipients to sit for the professional licensing examination for engineers. Oberlin’s partners for the 3-2 program are Case Western Reserve University (Cleveland), the California Institute of Technology (Caltech; Pasadena, California), Columbia University (New York), and Washington University (St. Louis).

To ensure fulfillment of entry requirements at partner engineering schools, students are encouraged to discuss their interest in the program as early as possible with Oberlin’s engineering advisor. Because students in this program spend only three years at Oberlin, they must satisfy modified general requirements for the Oberlin degree:

1. A minimum of 24 full courses or the equivalent/96 credits, of which 22 courses/88 credits must be full academic courses (two half academic courses are the equivalent of one full course). Up to 2 courses/8 credits of the required 24 courses/96 credits may be fulfilled by a combination of co-curricular credits.
2. Two Winter Term projects.
3. At least four semesters in residence at Oberlin or on Oberlin College programs, completing no fewer than 16 full courses/64 credits of work at Oberlin College. Ordinarily, the last 4 full courses/16 credits of Oberlin work must be completed while in residence.
4. The following general requirements are more completely specified in the section “Graduation Requirements for the College of Arts and Sciences” in this catalog:
   - Curriculum Exploration;
   - Writing;
   - Quantitative and Formal Reasoning;
   - Cultural Diversity.
5. A minimum GPA of 1.67.
The BA Degree and Pre-Professional Development

An Oberlin BA degree is excellent preparation for a wide variety of careers. Oberlin graduates frequently pursue some form of graduate study. Those interested in graduate work in Arts and Sciences find their work in their major and related fields excellent preparation for graduate school. Students interested in attending professional schools can rely on the depth and breadth of their liberal arts education as well as specific support from the institution as they prepare for careers in business, law, medicine, and education.

Business Careers. Many Oberlin graduates pursue graduate programs or careers in business. Graduate schools of business welcome Oberlin applicants as students with a solid liberal arts background. Interested students should be aware that some graduate-level business programs require full-time employment experience in a business-related field as a required element of qualification. An undergraduate degree in business is neither required nor, in many cases, desired for acceptance into these schools. Students considering graduate work in business may major in virtually any area of the liberal arts. They are advised to take introductory courses in economics, mathematics, and computer science—areas often required for admission to, and recommended as preparation for, graduate programs in business. Please see the Career Center for further advice.

Pre-Law. Many Oberlin students enter law school after graduation. Information on general requirements for law admissions can be found in the Career Center or by asking faculty designated as pre-law advisors. A list of these advisors is available in the Career Center and the Office of the Dean of Studies. Normally, a student is expected to take the Law School Admission Test (LSAT) in either the second semester of the junior year or in the first semester of the senior year. No one major, including the Law and Society Major, should be considered as key for preparing for the study of law. However, students interested in law school may wish to look over the core courses, core research seminars, and related courses listed under “Law and Society.” These courses contain subject matter relevant to the law, and are helpful in developing analytic skills essential to the study of law.

Pre-Medical. Students planning to apply to medical school may major in any subject provided they also complete pre-medical requirements. Early in their academic careers at Oberlin they should discuss their plans with one of the Health Careers advisors. For a list of advisors and other information, please see http://www2.oberlin.edu/career/students/school_medical_deciding.html.

Most medical schools require one year of biology with laboratory, one year of physics with laboratory, and chemistry with laboratory through at least bioorganic chemistry. Students also need one semester of statistics and may need other courses as described below. Courses providing content in introductory psychology, sociology, or anthropology are also helpful in preparing for the Medical College Admissions Test (MCAT). Students are encouraged to take at least one such course.

Students intending to take this work at Oberlin should note:

1. Chemistry 101, 102, 205, and 254 normally are chosen to complete the chemistry requirement. An alternative to Chemistry 254 is Chemistry 325.

2. Biology 100 (formerly 100/101) and 213 (formerly 213/214) will meet minimum biology requirements. Premedical students often elect additional biology courses, especially Biology 200 (formerly 102) and 312.

3. The Physics 103, 104 sequence is the most common means of satisfying the physics requirement. An alternative sequence is Physics 110, 111.

It is neither necessary nor advisable to take more than two mathematics or science courses in either semester of the first year.

Students should consult the appropriate departmental listings for descriptions of these offerings and their prerequisites. Most medical schools also require a year of English and some
require one or two semesters of mathematics. A year of calculus or a semester each of calculus and
statistics usually satisfies the mathematics requirement. A few schools specify or recommend
one or more courses not mentioned above. To determine requirements of specific medical
schools students should consult the most recent edition of the Medical School Admissions
Requirements (MSAR) published by the Association of American Medical Colleges. This
publication is available in the Science Library and the Career Center.

The required Medical College Admissions Test (MCAT) is administered at Oberlin and
elsewhere most often in April through August. Information about the test, including deadlines for
filing applications and application forms, is available from the Career Center. Students intending
to enroll in medical school immediately after graduation must complete the minimum science
requirements listed above by the end of their junior year and take the MCAT by June of that
same year. Many students defer the MCAT and applications to medical schools until the senior
year or later in order to complete premedical requirements and explore other interests.

Education Careers. Although there is no department of education at Oberlin, students are
offered a number of opportunities to pursue an interest in teaching and other careers in education.
For courses related to the role of education in society, the role of education as a profession,
and educational pedagogy, please see the section of the course listings entitled “Education.”
Supervised experience in tutoring and classroom teaching is also possible. The Bonner Center
for Service and Learning (www.oberlin.edu/csl), and the Career Center (www.oberlin.edu/
career) may also be consulted.

Graduation Requirements for the College of Arts and Sciences

Students are responsible for compliance with the institutional graduation requirements stated in
the Oberlin College Course Catalog in effect when they first matriculate at Oberlin, unless action
by an appropriate faculty body specifically directs otherwise.

The Bachelor of Arts degree is conferred upon students who have successfully completed the
following requirements:

1. Minimum course requirement. Students must successfully complete a minimum of 32
full courses or the equivalent, of which at least 30 must be full academic courses (two half
academic courses will count as the equivalent of one full course). Up to 2 of the required
32 courses may be fulfilled by a combination of co-curricular credits. (Co-Curricular
classes are listed here in the catalog.) This minimum course requirement is subject to the
requirements and limits below.

2. A major.

3. Three Full Winter Term projects. See the Academic Policies section of the catalog.

4. General course requirements. The following requirements, Curriculum Exploration,
Writing, Quantitative and Formal Reasoning, and Cultural Diversity, must be
satisfied with courses successfully completed at Oberlin College with exceptions
for transfer students (students who matriculate at another institution and then transfer to
Oberlin College) as noted below. Individual courses may be counted simultaneously toward
more than one General Course Requirement providing they carry the appropriate divisional
attributes and/or designations.

   a. Curriculum Exploration requirement. There are two parts to this requirement.

      i. Students are required to complete two full academic courses or the
equivalent in each of the three divisions of the college, Arts and
Humanities, Mathematics and Natural Sciences, and Social Sciences, with
courses in two different departments or programs within each division, as
determined by the course prefix. Courses in the Conservatory will count
towards the Arts and Humanities division. One full academic course or the
equivalent must be completed in each division by the end of four semesters.
For double degree students, one full academic course or the equivalent must
be completed in each division by the end of six semesters. Transfer students may count towards this requirement up to one full academic course or the equivalent in each division, from the courses they transfer to Oberlin College. Transfer students must complete at least one full academic course or the equivalent in each division at Oberlin College. Collectively, the courses counted towards this requirement must be in two different departments or programs within each division, as determined by the course prefix.

ii. Students are also required to complete two additional full academic courses or the equivalent outside their maximal division (the division in which the greatest number of courses is completed).

b. Writing requirement. Students are required to complete two Writing courses, either W-Intensive (W-Int) or W-Advanced (W-Adv), by the end of the second year of study if at all possible. A third writing course, W-Adv, is strongly recommended. Transfer students may petition to count one transferred course with a comparable focus on writing toward this requirement. Courses carrying the W-Int designation involve explicit instruction in writing, are generally limited in size to allow such instruction, and require multiple writing assignments. These courses are designed to help students develop, compose, revise, organize and edit prose appropriate to the discipline or course. Courses carrying the W-Adv designation aim at helping students develop as writers within a discipline, employing the conventions and styles appropriate to that field and demonstrating the depth and engagement with disciplinary practices typical of knowledgeable practitioners. Students are encouraged to complete one course designated W-Adv in relation to their major field of study. In most cases, these courses will be upper-level or capstone courses geared toward a major, and some may be appropriate for majors in related fields.

c. Quantitative and Formal Reasoning (QFR) requirement. Students are required to complete two QFR courses, at least one of which must be completed by the end of the 4th semester (6th semester for Double Degree students). Transfer students may petition to count one transferred course with a comparable focus on quantitative and formal reasoning toward this requirement. In QFR courses, students spend a substantial amount of course time developing the ability to use tools, algorithms, or strategies to solve problems, make decisions, or evaluate evidence. Examples include: organizing and graphing data, performing and interpreting statistical tests, designing experiments and observational studies, and developing formal models (logical, computational, mathematical, or statistical). QFR skills also include formally critiquing and testing models and arguments and understanding the type of evidence needed to adequately evaluate them.

d. Cultural Diversity requirement. Students must complete at least three full academic courses with the Cultural Diversity (CD) designation. The three courses must be earned in at least two different departments or programs, as indicated by the course prefix. Students who study away in a full-semester, credit-bearing international program will receive CD credit equal to one course. Students who study away in a full-semester, credit-bearing U.S. program that directly addresses diversity may petition the Diversity Studies Committee to receive CD credit equal to one course. Courses carrying the CD designation must fall into at least one of the following categories:

i. courses whose primary focus of inquiry is on a disenfranchised group (or groups) in the United States
ii. courses whose primary focus of inquiry concerns national and/or transnational cultures outside the United States
iii. courses whose focus of inquiry includes substantial attention to methods of inquiry analyzing and interpreting cultural differences courses taught in a language other than English

5. A minimum GPA of 1.67.
6. Residence requirement. Students must spend at least six semesters in residence at Oberlin or enrolled in Oberlin programs. Work completed during an approved academic leave of absence counts towards the residency requirement. Ordinarily the last semester must be spent in residence at Oberlin.

1 Some labs, mini courses and modules, and some private readings will be half courses.
2 Co-curricular classes are classes such as ExCo, Athletics, Creativity & Leadership, and some others as appropriate.
3 For the purposes of this requirement, London Program courses will be considered courses completed at Oberlin College, since they are taught by Oberlin College faculty.

Major and Minor Study

Major
To provide depth in their education, students must, before completion of 16 full courses or the equivalent, elect a department or program in which to do major study. Those who have not declared a major after completing 16 full courses or the equivalent will be allowed to enroll only with the permission of the Dean of Studies. A student may subsequently elect a different major and drop the previously declared major with the consent of the heads of the departments or programs involved. Students may elect to do major work in more than one department.

The major allows students to pursue their learning beyond the introductory level, through advanced courses in a discipline, and in many cases in seminars or research courses. Most of the departments and programs offer students one or more majors. Interdisciplinary majors are offered in a number of other curricular areas, such as Archaeological Studies, Environmental Studies, Gender, Sexuality, and Feminist Studies, Latin American Studies, Law and Society, Russian and East European Studies, and Third World Studies. Concentrations are offered in International Studies, Cognitive Sciences, and Peace and Conflict Studies. There is no thesis requirement at Oberlin, but many majors require students to engage in an extended project of research or creative activity.

Each department or program determines the detailed requirements for completion of the major or majors in that department or program. The requirements that apply to a student are those published in the most recent edition of this Catalog at the time a student completes the second semester of his or her sophomore year. These requirements may be altered as necessary in individual cases by the departments or programs. All majors consist of no fewer than 8 full courses or the equivalent including prerequisites.

Students also can pursue an Individual Major in an area that cannot be encompassed in an existing major. With the help of at least two faculty advisors, students wishing to pursue an Individual Major propose their own program of study. Such proposals are normally submitted by the end of the sophomore year. The program must consist of at least 10 full courses or the equivalent with no more than 2 full courses or the equivalent below the 200 level, must include courses from more than one department, and usually must not have more than two-thirds of the total full courses or the equivalent in any one department. For further requirements and guidelines for the Individual Major, consult the Individual Major Handbook available in the Office of the Dean of Studies or at www.oberlin.edu/dstudies/im.

Minor
The minor is a way to focus and record a significant area of a student’s work, without the more stringent requirements of a major in that field. Normally a minor consists of at least four full
courses or the equivalent and includes at least two components of work above the introductory level. Students pursuing minors declare the minor with the Office of the Registrar prior to graduation. The completion of a minor is noted on the transcript.

**Concentrations**

Students may choose to pursue a concentration in addition to a major. A concentration is an integrated, interdisciplinary program of study, which may complement or strengthen a traditional major by extending some of its content or methodology across other disciplines. Students may choose a concentration unrelated to their major. Students graduating from Oberlin must also fulfill the requirements of a major; if they choose, they may complete a concentration, but it does not substitute for a major. The completion of a concentration is noted on the transcript. There are currently concentrations in Cognitive Sciences, International Studies, and Peace and Conflict Studies.

**Honors**

Many departments and programs offer Honors Programs to students of proven ability and independence. Departments and programs may, if they desire, open their Honors Programs to students other than their own majors. Students wishing to enter the Honors Program should consult the chairperson of their major department no later than the beginning of the second semester of the junior year.

Honors projects vary but always involve independent work. This may be done in seminars or private readings, in research, in the preparation of a thesis, exhibition, or performance, always under the supervision of appropriate faculty advisors. Students in the program are eligible for certain academic privileges such as release from tests and examinations and access to special library and laboratory facilities. At the end of the senior year, Honors candidates may be excused from final examinations and final projects for courses in the department in which they are doing honors work and, at the discretion of the instructor, in courses in closely related subjects. Every candidate for Honors must pass a special examination near the end of the senior year (written or oral or both). Outside examiners may be invited to conduct the final examination of candidates.

An Honors candidate whose project demonstrates the requisite degree of excellence is awarded the BA degree with Departmental Honors, High Honors, or Highest Honors. Recommendations for the award of honors are made to the Office of the Dean of Arts and Sciences by departments, by programs with majors, or by the Individual Major Committee. A department or program may recommend any student for Honors if that department’s criteria are met, regardless of the student’s specific major. The Individual Major Committee may make such recommendations only for students whose Honors work is in the field of their individual majors. The Office of the Dean of Arts and Sciences makes the final decisions on all recommendations for Honors, maintaining reasonably uniform standards for the award of Honors at graduation.

**Senior Scholars**

Exceptional students who wish to pursue independent study and research during their senior year may apply to the Office of the Dean of Arts and Sciences for Senior Scholar status, no later than the beginning of the second semester of the junior year. Successful candidates must have an outstanding record during their first three years and an unusual capacity for independent work, including a 3.5 minimum GPA and a strong endorsement from at least one faculty member familiar with their work. Senior Scholars must have completed all requirements for a major unless waived by the relevant department or program or by the Individual Major Committee. Senior Scholars are subject to the normal graduation requirements, and must have completed the following requirements prior to their senior year: curriculum exploration, writing, quantitative and formal reasoning, and cultural diversity. Candidates are selected in the spring of their junior year on the basis of applications submitted to the Office of the Dean of Arts and Sciences. The designation “Senior Scholar” on the diploma will be granted by the Office of the Dean of Arts and Sciences when the quality of work merits graduation with distinction.
Advising

Each Oberlin student has an academic advisor for help in planning an educational program consonant with the student’s interests and goals. The advisor can offer guidance in evaluating academic strengths and weaknesses and provide information on Oberlin’s curriculum and regulations. Entering students are assigned faculty advisors, usually in areas of stated interest. A student may change advisors at any time by asking another faculty member to serve and by notifying the Office of the Dean of Studies. Students who have declared a major are advised by a member of the department in which they are majoring.
Africana Studies

Meredith M. Gadsby, Associate Professor of Africana Studies, Chair
Yvelin Alexis, Assistant Professor of Africana Studies
Henryatta Ballah, Visiting Assistant Professor of Africana Studies and History
Pamela Brooks, Associate Professor of Africana Studies
Johnny Coleman, Professor of Africana Studies and Art
Justin Emeka, Assistant Professor of Africana Studies and Theater
Caroline Jackson Smith, Professor of Africana Studies and Theater
Darko Opoku, Assistant Professor of Africana Studies
Booker C. Peek, Associate Professor of Africana Studies
Adenike M. Sharpley, Lecturer and Artist-in-Residence, Africana Studies and Theater and Dance

The Africana Studies Department is a multidisciplinary program of study that seeks, through the humanities and social sciences, to explore key aspects of the Black experience in a systematic and structurally integrated fashion. Its broad educational purposes are to engender among all students an intellectual appreciation of life, culture and history in Africa, the Americas and the Diaspora; to enrich the Oberlin College curriculum; and to increase the relevance of an Oberlin education to a culturally diverse world. Thus, the Department strives to provide the general student body with substantive knowledge of the Africana experience and to provide majors with a range of critical, intellectual, artistic and evaluative skills useful in any of their future pursuits. The department is aided in its efforts by the Afrikan Heritage House, which serves as the College’s African Diasporan communal and cultural center.

Curriculum

The Africana Studies Department curriculum offers extensive study of the Black experience in a diasporic setting, including but not limited to, Africa, North America, and the Caribbean. These offerings are arranged in three categories: introductory, intermediate, and advanced. All introductory courses are open without prerequisite, except as indicated in the course description. Africana Studies 101 and other beginning courses may serve as prerequisites to all intermediate and advanced courses.

Major

The requirements for the major in African American Studies are consistent with our view of the field as a multidisciplinary and area studies program. Major prerequisites are designed to provide students with a comprehensive understanding of the African Diasporan experience, as well as a firm grounding in a single field of study. Both breadth and depth in the field are to be obtained by majors.

The major consists of a minimum of 10 full courses or the equivalent. In consultation with their major advisor, students are expected to develop a balanced program of study and to supplement their work with courses in fields related to their special needs and interests:

1. As the introduction to the discipline, African American Studies 101 is required of all majors and should be taken in the freshman or sophomore year.

2. All majors are required to take at least one course in each of the three following areas: African, African American, and Caribbean Studies.

3. All majors are required to take courses within the department that total not less than two full courses or the equivalent in the humanities and two full courses or the equivalent in the social science divisions of the major, as multidisciplinary training. Students must also ensure that these courses are drawn from at least three of the five core fields (Education, History, Literature, Politics, and Fine Arts), with a minimum of one full course or the equivalent in each chosen field.
4. An additional three full courses or the equivalent, including the Senior Seminar, are to be taken in a single field of specialization in one of the following areas: education, history, literature, politics, and the fine arts (art, music, theater or dance). Students are required to show a balance between introductory and advanced courses in their specialization.

5. All majors (beginning with the class of 2013) are required to take the Intermediate Seminar in their sophomore or junior year, as well as the Senior Seminar in their junior or senior year. Majors in the Class of 2013 were made aware of the new requirements, and have already been advised to complete coursework that aligns with this revision to the major. Students in the classes of 2011 and 2012 are exempted from the new requirements, but are strongly encouraged to take AAST 350 Intermediate Seminar in preparation for AAST 450 Senior Seminar. Exceptions will be granted as needed during this transition at the discretion of the Department.

6. Up to two full courses or the equivalent may be gained from cross-listed or cross-referenced courses (such as ENG 261, MHST 290, 291, POLT 221, 224, RELG 284, 384, FYSP 144 and SOCI 277, 403) or from approved cognate courses.

Courses in which a student has earned a letter grade lower than a C-, CR or P cannot be used to fulfill the requirements of the major. Students and advisors track accomplishments in the major in a portfolio.

The Department’s curriculum is designed for students to achieve the following goals:

1. To acquire research skills related to all of our core disciplinary areas, with particular attention to use of primary and secondary sources, electronic research methodologies, field work, bibliographic skills and citation practices.
2. To acquire the skills to think and write critically, in addition to developing oral and performative skills in relation to areas of specialization.
3. To engage in study-away, travel, mentorship, and internships in Africa and the African Diaspora that foster civic engagement and purposeful volunteerism.
4. To appreciate and/or practice art forms as they relate to the history and cultures of Africa and African-descended peoples. To develop an appreciation for an African-centered perspective in the practice of intellectual and artistic work.

**Minor**

A minor in the field consists of a minimum of 5 full courses or the equivalent in African American Studies. In addition to the introductory survey course, student minors are expected to take at least one full course or the equivalent from three of the five fields of: education, politics, history, literature or fine arts. All minors are required to take at least one full course or the equivalent in each of the three following subject areas: African, African American, and Caribbean Studies.

**Honors**

I. General Description

The honors program offers an opportunity for majors of proven ability and independence to extend their competence in the field of African American Studies.

Students have the option of writing a research paper or completing a special arts or community-based project supervised by AAST Department faculty members, who assist students in defining the nature of their honors work. Each student and her/his advisor decide upon two additional faculty members who will form the student’s honors
committee. One committee member may be drawn from another Oberlin academic department. In some cases, an outside examiner may be selected to aid in evaluation of the student’s honors work.

The Honors Program builds on the 200 and 300 level courses offered within the Department. Students are urged to begin enrolling in advanced courses as early as possible if they want to be considered for the Honors Program. Because academic performance is a criterion for selection into the Honors program, students should also work at sustaining a GPA in the stipulated range.

Once students are accepted into the Honors Program, their work in AAST 350 (the Intermediate Seminar) and AAST 450 (the Senior Seminar) will comprise the first two components of the Honors Program. The third component will be completed in AAST 502, in the spring of senior year. The fourth and final component of the AAST Honors Program is a public talk and/or presentation given by the student, and oral examination given before the student’s committee.

II. Admission to Honors

The Honors Program is open to officially declared African American Studies majors who meet the standards of the College and Department. Grade point averages of 3.1 (B) overall and 3.5 (A-) in Department courses are the minimum expectations for selection into the Honors Program. Candidates for the Honors Program would normally have completed six full courses or the equivalent in the Department.

The AAST faculty will evaluate the performance of third year students between the first and second semester of junior year, ideally before enrollment in AAST 350 (the Intermediate Seminar). Students who are identified as possible Honors students will be invited into the Program, and begin their Honors work as Provisional Honors students in the Intermediate Seminar.

III. The Intermediate Seminar (AAST 350) and Junior Honors

For most students, the Intermediate Seminar will serve as their Junior Honors work. While all majors are required to take AAST 350, those who are Provisional Junior Honors students will use this work as the basis for their Honors program.

Those juniors who have already taken Intermediate Seminar in their sophomore or second year can use either their Intermediate Seminar work or new work in AAST 500 (Junior Honors) as the basis for invitation into the Senior Honors Program.

Project-oriented Provisional Junior Honors students needing preparatory work beyond the scope of Intermediate Seminar may continue such work by enrolling in AAST 500 (Junior Honors) with their main advisor.

IV. Department Review and Invitation to Senior Honors

Before admission to Senior Honors, Provisional Junior Honors work and continuing attainment of appropriate GPA’s will be evaluated by the AAST faculty at the end of students’ third or junior year.

V. Senior Seminar and Senior Honors

After being invited into the Senior Honors program, students will ideally enroll in AAST 450 (the Senior Seminar) in the fall, and will utilize the requisite seminar paper (35-50 pages) as the first component of Senior Honors. AAST 501 (Senior Honors) will only be used in the case of students who, for valid reasons, are not able to follow the normal trajectory of the Honors Program.
At this time, students will form their three-member supervisory faculty committee and report the names to the Chair and/or Honors Coordinator by mid-semester. The primary faculty advisor will be joined by two other faculty members, one of whom may be from another academic department. If an outside examiner is recommended by the student’s committee, this will also need to be reported before mid-term.

In the spring of the senior or fourth year, Senior Honors students will complete an additional written or project component of the Honors Program by enrolling in AAST 502 (Senior Honors) with her/his primary advisor. This final component may be in the form of an additional research paper (35-50 pages), building upon their seminar work or an artistic or community-based project. Students doing projects will write a 15-20 page reflection paper in addition to bibliographic or appended information, after their project is complete.

VI. Public Talk/Presentation and Oral Examination

The third and final component of Senior Honors will be a public talk and/or presentation given by the student, based on his/her work in the Honors Program. This talk/presentation will be advertised to the campus community and should last about an hour, including a question and answer period. This will be followed by an oral examination by the student’s faculty committee, possibly including an outside examiner.

VII. Grading Processes in the Honors Program

Following the oral examination, the committee will determine if the student’s work in the Honors Program has met the standards for recommendation of Honors to the College-wide Faculty Honors Committee. Students may qualify for Honors, High Honors or Highest Honors, depending upon the quality of their Honors work and their final GPA’s. Students will not be notified of the results until Commencement.

The faculty supervisory committee will also consult with the primary faculty member on the student’s grade in AAST 502.

The student should leave a record of her/his Honors work in the African American Studies office as part of the Departmental archive.

VIII. Failure to Complete or Pass the Honors Program

Being dropped from the Honors Program, or dropping out, or failing to pass the Honors exam does not necessarily entail a failing grade in any of the honors courses or the loss of academic credit. The only consequence is that a student does not receive Departmental Honors at Commencement. Students are graded separately for their work in the Intermediate and Senior seminars, which also count as major requirements, and for any other Honors courses they have undertaken and completed satisfactorily, retaining those grades regardless of performance in the Honors Program.

Thus, the African American Studies Honors Program consists of four (4) components:

1. Successful work in AAST 350 (Intermediate Seminar)
2. Successful work in AAST 450 (Senior Seminar)
3. Successful work in AAST 502 (Senior Honors)
4. Successful work in the Public talk/presentation and Oral Examination

Note: AAST 500 and 501 will only be utilized in some cases where needed. For most students, the Honors Program is complete without them.
Study Away Opportunities
Study opportunities are available in the English-speaking countries of Ghana, Kenya, South
Africa, and Tanzania where students are placed at universities or accommodated in international
programs like those offered by the School for International Training (SIT) or the Bard program
in South Africa. Similar opportunities exist for students proficient in French at the Universities
of Dakar, and Sheikh Anta Diop, in Senegal. A number of study-abroad opportunities also exist
in the Caribbean and South America. Domestic programs like the Philadelphia Center or GLCS
Arts/NY can also be relevant to the African American Studies major. Students on financial aid
should consult the Director of Financial Aid before planning to participate in the program.

Transfer of Credit
Students transferring credits in African American Studies from courses taken at other institutions
may apply a maximum of three full courses or the equivalent toward the major with the
approval of the department. Individual cases for students who transfer into the College after their
sophomore year will be reviewed by the department.

Winter Term
The African American Studies faculty will sponsor individual projects, on- or off-campus, in
African and African American art, dance, education, history, literature, politics, and theater, as
well as occasional on- or off-campus group projects.

Private Reading
Students may schedule a private reading course during their junior or senior years. No more than
one reading course may be taken in any one semester, nor more than two during the undergraduate
program. Normally the private readings may not duplicate regularly scheduled course.

African American Studies Department Online
(new.oberlin.edu/arts-and-sciences/departments/
african_american/)
For more information on courses, instructors or Afrikan Heritage House (the cultural center),
please visit our home page at: new.oberlin.edu/arts-and-sciences/departments/african_american/

Cross-Referenced Courses
The following cross-referenced courses count toward the African American Studies major and minor:
CRWR 295, ENG 261, ENG 330, ENG 363, HIST 331, POLT 221, 224, THEA 306
• MHST 290 - Introduction to African American Music
• MHST 291 - Introduction to African American Music
• RELG 284 - The History of the African-American Religious Experience
• SOCI 277 - Race and Ethnic Relations
• SOCI 403 - Seminar in Social Psychology: African-American Personality
• THEA 306 - Special Topics: Acting Brecht

Introductory Courses
• AAST 101 - Introduction to the Black Experience
• AAST 118 - Ritual and Performance I: The World According to the Yoruba and their
  Descendants in the New World
• AAST 122 - Caribbean Survey: Cuba, Haiti, and the Dominican Republic Part II: Introductory
• AAST 123 - Caribbean Survey: Cuba, Haiti, and the Dominican Republic Part II: Introductory
• AAST 125 - Modern African History
• AAST 131 - Traditional African Cosmology and Religions: Shifting Contours and Contested Terrains
• AAST 132 - Introduction to African Studies: Patterns, Issues and Controversies
• AAST 141 - The Heritage of Black American Literature
• AAST 161 - Capoeira Angola I
• AAST 171 - Introduction to African American Music I
• AAST 172 - Introduction to African American Music II
• AAST 190 - West African Dance Forms in the Diaspora I: Survey
• AAST 191 - West African Dance Forms in the Diaspora II: Cuba
• FYSP 110 - Black Women and Liberation
• FYSP 129 - Coming of Age in African Literature

Intermediate Courses
Majors are given priority for enrolment in all intermediate and advanced courses.

• AAST 202 - African American History Since 1865
• AAST 220 - Doin’ Time: A History of Black Incarceration
• AAST 227 - Saint Domingue/Haiti in the Atlantic World
• AAST 229 - Radical Thinkers and Movements in the Caribbean
• AAST 231 - African American Politics
• AAST 232 - Africana Philosophy
• AAST 235 - Government and Politics of Africa
• AAST 236 - Politics and Society in Africa since the 1980s
• AAST 244 - Modern African Literature
• AAST 245 - The Harlem Renaissance
• AAST 258 - Talking Book
• AAST 261 - Framing “Blackness”: African Americans and Film In The United States 1915 to the Present
• AAST 262 - Capoeira Angola II
• AAST 264 - African American Drama
• AAST 271 - Youth and Social Movements in Africa
• AAST 281 - Practicum in Tutoring

Advanced Courses
Majors are given priority for enrolment in all intermediate and advanced courses.

• AAST 320 - Practicum in Social Justice Education: Oberlin-Grafton Education Exchange
• AAST 321 - Seminar: Black Feminist Thought: A Historical Perspective
Anthropology

Erika Hoffmann-Dilloway, Associate Professor of Anthropology; Department Chair
Crystal Biruk, Assistant Professor of Anthropology
Jennifer Fraser, Assistant Professor of Musicology and Anthropology
Jason Haugen, Assistant Professor of Anthropology
Amy Margaris, Assistant Professor of Anthropology
Baron Pineda, Associate Professor of Anthropology

Anthropology represents a broad field of study encompassing four subdivisions: cultural anthropology, linguistic anthropology, prehistoric archeology, and biological anthropology. Courses listed below offer comprehensive approaches to anthropology’s diverse subject matter and provide an important component of a liberal arts education for both majors and non-majors. A major will gain excellent preparation for graduate study in anthropology or as part of a pre-professional education. Additionally, anthropology majors can gain preparation for a wide variety of careers. Students majoring in anthropology are strongly urged to pursue work beyond the introductory level (101, 102, 103) in each of the subfields.

Major

A major in anthropology consists of the following:

1. a. A minimum of 8 courses in the department, including Anthropology 101, 102, 103.
   b. Anthropology 353.
   c. At least one seminar in Anthropology.

At least 5 of the 8 hours required for the major must be from courses above the 100 level.

2. Courses in several other disciplines, including those in the social and natural sciences and the humanities, complement a major in Anthropology. The particular pattern of courses chosen will vary, depending on the plans and interests of the students. The particular pattern should be worked out in close consultation with the major advisor.

Courses in which a student has earned a letter grade lower than a C-/CR or P cannot be used to fulfill the requirements of the major.

Minor

A minor in anthropology consists of 5 courses in which at least 3 courses are at the 200 level or above, and 2 of the 3 introductory courses are completed. No more than one transfer course can be counted towards the requirements of the minor.

- AAST 328 - Seminar: African Women in Comparative Perspective
- AAST 337 - African Capitalists and African Development: Seminar
- AAST 347 - Culture, History, and Identity: Caribbean Literature and the Politics of Survival
- AAST 350 - Intermediate Seminar: Research and Practice in Africana Studies
- AAST 357 - Empire and Resistance in the Caribbean (Haiti, Jamaica, Grenada, & Trinidad)
- AAST 368 - Black Arts Workshop II: African Diasporan Culture in Performance from Blues to Hip Hop
- AAST 450 - Senior Seminar
- AAST 995F - Private Reading - Full
- AAST 995H - Private Reading - Half
Off-Campus Programs for Credit
Summer fieldwork in projects sponsored by Oberlin College or by other institutions is encouraged. Such projects may be undertaken in archeology, ethnography, or linguistics. By approval of the department, students may count a maximum of two courses toward the major. Students interested in archeological projects should contact Ms. Margaris. Those interested in ethnographic projects should contact a department staff person. Students interested in anthropology credit for programs sponsored by the Great Lakes Colleges Association should also speak with the chair.

Honors
The department invites a small number of qualified majors to participate in the Honors Program. Honors work may begin as early as the sixth semester or may commence at the beginning of the senior year. Students may receive one or two courses of credit per semester of Honors. Honors work requires a thesis based on original research and an oral examination on the thesis.

Gallaudet Exchange Program
The department sponsors an exchange program with Gallaudet University, the nation’s only liberal arts college for the deaf, located in Washington, DC. In a school of about 500 students, the program offers a unique opportunity for students interested in communication disorders, deaf education, and related issues. The program is open to both majors and non-majors. Sophomores and juniors with good academic standing are eligible to apply. The exchange is for one semester and students receive transfer credit toward their degree at Oberlin College. Tuition is normally billed by Oberlin College; room and board by Gallaudet. Some students find Exco classes offered in sign language to be good preparation for a semester at Gallaudet.

Transfer of Credit
Students transferring credits in anthropology from courses taken at other institutions and/or from off-campus programs such as summer field work may apply a maximum of two courses toward the major with the approval of the department chair.

Private Reading
Students may schedule a reading course during their junior or senior year in accord with college rules on private readings. No more than one reading course may be taken in any one semester.

- ANTH 995H - Private Reading - Half
- ANTH 995F - Private Reading - Full

Cross-Referenced Courses
- The following courses not in the Anthropology Department will be accepted for credit toward the Anthropology major. See the department/program in which the courses are listed for full description.
- CMUS 103 - Introduction to the Anthropology of Music: Case Studies from around the World
- ETHN 100 - Introduction to Musics of the World
- SOCI 203 - Desire to be Modern: Sociology of Sexuality
Anthropology

Introductory Courses

• ANTH 101 - Introduction to Cultural Anthropology  
• ANTH 102 - Human Origins  
• ANTH 103 - Introduction to Archaeology

Intermediate Courses

• ANTH 204 - Introduction to Linguistic Anthropology  
• ANTH 212 - Ecological Perspectives on Small-Scale Societies  
• ANTH 227 - Medical Anthropology  
• ANTH 251 - Gender and Language  
• ANTH 291 - Anthropology of the Middle East  
• ANTH 321 - Language and the Body  
• ANTH 353 - Culture Theory  
• ANTH 382 - Archaeological Lab Methods  
• ANTH 976F - London: The Global City  
• ANTH 976H - London: The Global City

Upper-Level Seminars and Honors Courses

Upper-level seminars are open to juniors and seniors who have completed four courses in anthropology. In some instances this requirement will be reduced for non-majors otherwise qualified. Please note also specific course prerequisites for some seminars. Anthropology 415, 490, 491, and 995 do not fulfill the seminar requirement. Enrollment Limit: 10 per seminar.

• ANTH 450 - Seminar on Gender in Cross-Cultural Perspective  
• ANTH 406 - Frontier: Anthropology of Creativity and Innovation  
• ANTH 438 - Literacies in Social Context  
• ANTH 456 - Seminar in Culture Contact and Colonialism  
• ANTH 482 - Anthropology of Good Intentions  
• ANTH 970F - Culture Clash: Ethnographic Case Studies in Contemporary Great Britain  
• ANTH 970H - Culture Clash: Ethnographic Case Studies in Contemporary Great Britain
Arabic
Oberlin currently offers courses in beginning and intermediate modern standard Arabic, as well as topical courses on Arab culture and society taught in English. There is no major in Arabic at this time. Students wishing to take Arabic language courses who have previous exposure to Arabic should consult with the instructor about placement.

Archeological Studies

Susan Kane, Professor of Art
Archeology is the study of the past through material remains. Archeological Studies at Oberlin is based on a program of interdepartmental offerings that covers a range of cultures—from prehistoric to early historic—in both the Old and New Worlds. This program of study also introduces students to the analytic tools that facilitate archeological research.

The Archeological Studies major is an interdisciplinary major administered by the Curricular Committee on Archeology. The major is interdisciplinary in two respects. First, it requires students, regardless of their specific interests, to become acquainted with a range of different archeological research perspectives among those represented in the College curriculum. Second, it permits students to explore the interrelations between archeology and science in a manner that is consistent with current trends in both study and research.

Majors will design their own curriculum in close consultation with their advisor according to the specific area of concentration within the discipline.

The core curriculum will consist of a selection of courses drawn from the regular offerings in Anthropology, Art, Classics, and Religion, and supplemented by appropriate courses in related disciplines such as Biology, Chemistry, Computer Science, Environmental Studies, Geology, Mathematics, and Physics.

Major
An Archaeological Studies major consists of at least 10 full academic courses to be distributed as follows:

1. Introduction to Archeology (Anthropology 103) is required of all majors.

2. In addition, at least 4 full academic courses from the following departments: Anthropology, Art, Classics, Religion. There should be at least 2 courses in 2 of these departments. These courses may include: Anthropology (relevant courses), Art (ancient art courses in the 200 - 400 ranges); Classics (103, 104, and courses with a material culture emphasis in the 200 range); and Religion (courses with a material culture emphasis). Among these, students must take at least one seminar.

3. Three full academic courses in natural science, mathematics. Geology 120 and a course in statistics are strongly recommended and to be taken as early in the major as possible. Majors may also find GEOL 235 Applied GIS useful (this course has a prerequisite of GEOL 120). Other courses should be selected in close consultation with the major advisor and may include relevant courses in: Biology; Chemistry; Computer Science; Environmental Studies (courses that have the NS designation); Geology; Mathematics; and Physics.

4. One full academic course or equivalent of field or laboratory experience (Archaeological Studies 200 or equivalent). This experience can be gained through internships or participation in an archeological field school.

5. Senior Project: All majors are required to undertake a research project during one semester of their senior year. Senior projects may be pursued either within the context of existing seminars or as independent study courses. In either case, students must enroll
in Archeological Studies 300 in consultation with the project advisor. An invitation from the Curricular Committee on Archaeology to participate in the Honors Program would replace the senior project requirement.

Please consult individual departmental listings for full course descriptions and availability in a given semester and year. Not all of these courses are offered every year. Students who wish to apply courses from departments not on this list to the major may petition the Curricular Committee on Archeology for approval to substitute.

In addition, students may choose to concentrate in Classical Archaeology, in which case Latin or Greek 202 (or the equivalent) and Classics 103-History of Greece and Classics 104-History of Rome are required. This concentration will be registered on the student’s transcript.

Those students planning to study Archaeology at the graduate level should plan to have a reading knowledge of appropriate foreign languages and a familiarity with all relevant computer applications. It is recommended that Statistics be taken as early in the major as possible.

**Minor**

There is no minor offered in Archeological Studies.

**Honors**

Participation in the Honors program is by invitation of the Curricular Committee on Archeology.

**Winter Term**

Winter Term projects, mini-courses, colloquia, and lectures are sponsored by the Curricular Committee. As in the College Individual Major Program, students may take reading courses as a means of integrating their interests.

For further information about the archeological studies major, students should contact Susan Kane (Art Department).

**Course Listing**

- ACHS 200 - Archaeological Field Course
- ACHS 210 - Archaeological Field School Proseminar
- ACHS 250 - Advanced Archaeological Field Course
- ACHS 300 - Senior Project
- ACHS 400 - Honors
Art

Bonnie Cheng, Associate Professor of Art History and East Asian Studies; Department Co-Chair
Johnny Coleman, Associate Professor of Art and African American Studies; Department Co-Chair

Art History

Bonnie Cheng, Associate Professor
Sarah Hamill, Assistant Professor
John Harwood, Associate Professor
Erik Inglis, Professor
Susan Kane, Professor
Christina Neilson, Assistant Professor

Studio Art

Julia Christensen, Assistant Professor
Johnny Coleman, Associate Professor
Don Harvey, Visiting Assistant Professor
Pipo Nguyen-Duy, Professor
John Pearson, Eva and John Young-Hunter Professor of Studio Art
Sarah Schuster, Associate Professor

The Department of Art faculty consists of a nearly even number of artists and art historians. These numbers underscore the department’s interest in, and commitment to, a balanced study of the visual arts in a liberal arts curriculum. The Allen Memorial Art Museum is an important resource for art students. Courses routinely meet there and students have the opportunity to participate in the Museum’s Docent program. Introductory courses—whether in studio or art history—presuppose that the student has no prior experience in art. The three majors offered—art history, studio, and visual arts—are designed to offer individuals a solid preparation for graduate school or a career in art-related fields.

Majors in the Art Department

The Department of Art insists that its programs of major study be deeply integrated with the overall liberal arts education that Oberlin both endorses and offers. In planning their programs of study, students should therefore keep in mind the fact that all three major programs may be completed within the two final years of work towards the BA degree. Requirements for the three majors are as follows:

Major in Art History

The department offers four levels of art history courses. Courses with 100 numbers provide a broad introduction to the field and are open without prerequisite. Courses with 200, 300 and 400 numbers comprise the core of the major in Art History, and are available only to students who have completed the prerequisites or have received the instructor’s consent to enroll. At the 300- and 400-levels, students pursue advanced topics that provide training in art-historical research and writing. Some majors complete their work in the department in the year-long Honors (500-numbered) Program.

- 100-numbered courses provide entry into the Art History curriculum by introducing students to the methods and concepts of the discipline. Broad in geographic and temporal scope, they place particular emphasis on acquiring the visual skills necessary for the close, analytical scrutiny of works of art. The 100- and 200-numbered courses give access to 300-level courses.
- 200-numbered courses are designed primarily for majors and are intended to be taken early in the major. 200-level courses deepen the students’ understanding of the discipline and prepare them for advanced work at the seminar level.
For the most current catalog and course information, consult the online catalog at http://catalog.oberlin.edu.

• 300-numbered courses focus on the major periods and styles in the art-historical fields taught in the Department.
• 400-numbered courses include seminars that focus on selected problems in art history in a discussion-oriented format with emphasis on individual presentations and research.
• 500-numbered course is the Honors sequence, available by departmental invitation or student petition to seniors (see “Honors”).

An art history major consists of a total of at least 11 full courses and language competency.

**Major requirements within the department (9 full courses):**
- one – two 100-level courses
- Methods course (200-level) must be taken in the sophomore or junior year
- three 300-level courses
- two 400-level seminars
- one course in Studio Art

**Stipulations:**
- No more than 2 courses at the 100-level may count toward the major (unless prior approval is received from the chair).
- The Methods course must be taken in sophomore or junior year and is a prerequisite to any seminar.
- At least one art history course must focus on non-western art.
- A course must be taken in at least 4 of the 7 areas offered by the art history faculty (Ancient, Medieval, Renaissance-Baroque, Modern-Contemporary, Architectural History, East Asian, African).
- Honors does not count toward the 9-course requirement
- Private readings will be HC and do not count towards the 9-course requirement

**Major requirements outside the department (2 Full Courses plus language competency):**
- Two courses outside of the Art Department (these should be chosen in consultation with your advisor to reflect your special geographic or chronological area of interest or a thematic focus in art history).
- A demonstrated ability to read a foreign language at the level of competence equal to two semesters of introductory language study at Oberlin. Students may meet this requirement in a number of ways, including but not limited to: (1) completing a two-semester introductory language course at Oberlin; (2) placing above the first-year level on a placement test administered by one of the language departments; or (3) transferring the equivalent of an Oberlin introductory language course taken elsewhere.

For students who are considering graduate work in Art History, the department strongly recommends advanced language courses. In general, within the first year of graduate study in any field of Western art, students are expected to demonstrate reading competency in French and German; for East Asian Art students will need a working knowledge of Japanese and/or Chinese. Depending on the area of specialization, other languages may also be necessary, e.g. Greek, Latin, or Italian.

Courses in which a student earned a letter grade below a C-or P cannot be used to fulfill the requirements of the major.

**Minor in Art History**
Students with 5 full courses in Art History may graduate with a minor in Art History entered on their transcripts. No more than 1 full course may be transferred for the minor in Art History; departmental approval is required for such transfers (see section on Major or Minor Credit for off-campus study).

Note: Students are responsible for notifying the Office of the Registrar if they wish to have the minor in Art History entered on their transcripts.
Major in Studio Art
For those students considering a major in Studio Art, it is recommended that you make every effort to take four courses towards your major by the end of your sophomore year.

No fewer than 11 full courses or the equivalent. A Studio Art major must have taken at least one course with at least four different studio instructors before enrolling in the capstone seminar.

Required courses are:

a. Two “Materials and Methods” courses composed of four modules.
b. One “Introductory Level” course: “Introduction to (Discipline)” courses.
c. Three “Problems: [in (Discipline): (Title)]” courses (These courses may be repeated one time only for credit with the consent of the instructor).
d. Two courses in Art History, one of which must be in 19th- and/or 20th-century art, and one in an earlier field or “Approaches to Western Art.” It is recommended that students interested in majoring in Studio Art take the 19th and 20th century course in Art History as early in their program as they can.
e. Four “Advanced Level” courses, composed of the capstone seminar (year-long course, involving both fall and spring semesters) or any two “Advanced Level” courses.
f. Courses in African American Studies “Talking Book”, “Blues Aesthetic: Continuity and Transformation”, and “Something From Something” may be counted towards Studio majors and minors.

Courses in which a student earned a letter grade below a C-or P cannot be used to fulfill the requirements of the major.

Minor in Studio Art
Students with 5 or more full courses or the equivalent in Studio Art may graduate with a minor in Studio Art entered on their transcripts. These Studio Art courses must be taken in at least three fields with three instructors. No credit may be transferred to the minor in Studio Art.

Note: Students are responsible for notifying the Office of the Registrar if they wish to have the minor either in Art History or Studio Art entered on their transcripts.

Major in Visual Art
This major is offered within the Studio Division of the Art Department. It allows individual students greater flexibility for pursuing an interdisciplinary approach to the study of the visual arts. Concentrations in this major permit students to study art within a particular social or historical context: urban studies, environmental studies, critical theory, museum studies, or art conservation. In addition this major can serve students wishing to pursue projects in the creative arts that may incorporate creative writing, theater, dance, music, performance art, or architectural design. The major may also be designed to accommodate students who wish to study more wide-ranging topics such as environmental aspects of art and/or architecture, art in the context of another discipline such as psychology, sociology, philosophy, critical or cultural studies, art and the law, arts management, multi-media work in computer science, music, or geology.

Requirements of the Visual Art Major:
The Visual Arts major consists of 13 full courses or the equivalent. Students should be aware that 3 of the required 13 courses make up the Concentration for the Visual Arts Major and are taken outside of the Art Department. Students should therefore consult with an additional advisor in the appropriate department or program offering the coursework for this concentration. Students interested in this major must consult with members of the Studio Art division in the Art Department for further information.

A Visual Arts major must be grounded in Studio Art coursework. Eight courses must be within the Studio division of the Art Department, with an additional two in Art History. Of those 10 courses, students are required to take the following:

a. Two courses of “Materials and Methods”.
b. Two “Problems [in: (Discipline): (Title)]” course.
c. Two courses in Art History, one of which must be in 19th-and/or 20th-century art, and one in an earlier field or “Approaches to Western Art”. It is recommended that students interested in majoring in Studio Art take the 19th and 20th century course in Art History as early in their program as they can.
d. Four “Advanced Level” courses, composed of the capstone seminar (year-long course, involving both fall and spring semesters).
e. Three courses in the area of concentration outside the Art Department.

Only courses with a grade of C–/P or better may be counted toward the Visual Arts major.

**Minor**

There is no minor in Visual Art.

**Advanced Placement**

A grade of 5 on the AP exam in Art History may be transferred as one full course to the Oberlin transcript. However, the department offers no major credit, and no exemption from major requirements, for AP work in Art History. The Department offers no credit and no exemption for AP work in Studio Art.

**Transfer of Credit/Major Credit for Off-Campus Study**

The Art Department’s preliminary approval must be obtained before beginning work away from Oberlin if this work is to be counted as credit for the major. Students must receive tentative prior approval from the Chairperson of the Art Department before leaving campus. On return, students must supply both an official transcript and evidence of the nature of the work done. Such requests, as well as those of transfer students, will be handled on an individual basis. The department is not obliged to give credit for work that fails to fit the general patterns of the Oberlin curriculum or that fails to come up to Oberlin’s standards, no matter how valuable a student feels the experience has been, or how much time and effort has been expended.

**Art History:** No more than 3 full courses or the equivalent may be transferred to an Art History major, unless the courses were taken in an Oberlin-affiliated program. Students should submit transcripts, syllabi, class notes, term papers, and examinations in order to obtain final approval for credit.

**Studio Art:** No more than 3 full courses or the equivalent may be transferred to a Studio Art major. Students should submit transcripts and Syllabi to their advisors to obtain major credit for work completed at other accredited institutions.

**Visual Arts:** No more than 3 full courses or the equivalent of studio art may transfer towards this major.

**Honors Program**

Admission to the Honors Program is at the discretion of the department. There are two paths to honors in the Art Department, dependent on one’s major, Art History, Studio Art. The Visual Art major is a component of the Studio Art Program.

**Art History**

The Honors Program is intended to recognize the outstanding achievement of Art History majors. Students are afforded the opportunity to formulate a serious art-historical research agenda and learn the craft of carrying out independent and original work. The result is generally a substantial Honors Thesis of 30-40 double-spaced pages, which must meet high standards of intellectual rigor, imagination, and skill in research and presentation. Enrollment in the Honors Program requires a two-semester senior-year commitment and sustained work during Winter Term in the area of study.
Admission to Honors occurs during Spring semester of Junior year by invitation of the Art History faculty. We encourage students who are interested in pursuing Honors to discuss the details of the program and potential topics with any member of the Art History faculty. Faculty members are likewise urged to encourage qualified students to consider applying for Honors. A proposal must be submitted to the Art Department’s art history faculty by the instructor who will sponsor the Honors project by the end of the spring semester of the junior year. Students who are away from Oberlin in this semester may submit a proposal on the last Friday before orientation begins in the fall. Final credit will depend upon effective presentation of the results of such studies.

**Studio Art and Visual Art**

Studio Art and Visual Art majors may apply for honors using the following paths. Students must declare their interest in honors with their art department advisor, following which he or she may then approach a specific instructor whose interests coincide with the student’s. In most cases honors will take place within the context of the program capstone Senior Studio and Thesis. If the instructor agrees, the student collaborates with the instructor to develop a project proposal. This proposal must be submitted to the Art Department faculty by the instructor(s) who will sponsor the Honors project before spring break of the junior year. Final honors credit will be dependent upon effective presentation of the results of such studies. There are other advanced course options for majors who do not take senior studio.

**GLCA Arts Program in New York**

The program consists of a semester of work, normally in the junior year, combining an internship in an artist’s studio, or one of a variety of other art-connected organizations and agencies, with a seminar in the arts of the city, and an independent study. Successful completion earns 15 hours of credit towards graduation; these credits cannot count as major credit towards any of the departmental majors.

**Winter Term**

Various Winter Term projects, including off-campus projects such as gallery or museum internships or studio assistantships with artists, and on-campus ones such as supervised individual or group research projects, are typically sponsored by members of the Art Department.

**Preparation for Further Professional Study**

Students interested in preparing for graduate studies in Studio Art, Museum Studies, and Art Conservation should consider the following programs of study:

1. **Studio Art.** It is suggested that studio art majors who wish to prepare for graduate study leading to the MFA degree take as many studio courses as allowed and it is strongly recommended that they enroll in Senior Studio and Thesis. Many of the candidates competing for the limited number of placements in graduate schools will have received the BFA (studio) degree (not offered at Oberlin) and have earned a substantially higher number of studio credits than those required for the studio major at Oberlin.

2. **Museum Studies.** Students wishing to pursue a museum career are advised to consult with the curatorial staff of the Allen Memorial Art Museum at their earliest convenience. There are both research and teaching opportunities as curatorial interns and docents available to interested and qualified students. Either an Art History or a Visual Arts major would provide suitable pre-graduate school preparation for this field. Knowledge of a relevant foreign language (French, German, Chinese, Japanese) is essential for museum curatorial work and helpful preparation for other areas of the museum profession, such as administration or education.

3. **Conservation of Art.** It is suggested that students who wish to prepare for graduate study in Art Conservation fulfill the requirements for the BA with a major in either Art
History, Visual Arts, or Studio Art. Most schools of conservation require between 18 to 21 hours of art history, between 8 and 15 hours of studio, and a portfolio. Additionally, most schools require: a reading knowledge of German, French or Italian, two classes in organic chemistry with labs, and an additional one or two science courses with labs. The following may also be useful: Physical Chemistry 309; GEOL 201 Mineralogy, PHYS 103-104 or PHYS 110, 111. For further information, consult with Mr. Inglis.

4. Classical Archeology. Students interested in classical archeology as a profession should note the availability of a concentration in classical archeology within the Archeological Studies Major. For further information, see the separate listing under Archeological Studies above, or consult Ms. Kane in the Art Department.

Art History - 100-Level Courses
- ARTS 100 - Themes in Western Art
- ARTS 150 - Approaches to Western Art
- ARTS 151 - Approaches to Western Architectural History
- ARTS 152 - Approaches to Chinese and Japanese Art

Art History - 200-Level Courses
- ARTS 220 - Conservation of the AMAM King Sculpture Court
- ARTS 299 - Methods of Art History

Art History - 300-Level Lecture Courses
Courses require one 200-level course or an equivalent as a prerequisite.
- ARTS 302 - Art from 1900-1960
- ARTS 309 - Egypt & Ancient Near East
- ARTS 310 - Medieval Art
- ARTS 316 - Monastic Art of the Middle Ages and Renaissance
- ARTS 317 - Jefferson Architectural Books Collection
- ARTS 328 - Modern Chinese Art
- ARTS 349 - The Art of the High Renaissance and Mannerism
- ARTS 355 - The Art of Japanese Prints
- ARTS 373 - History of Photography
- ARTS 379 - Critical Theory and Aesthetics
- ARTS 348 - Art of the Italian Renaissance

Art History - 400-Level Seminars
- ARTS 428 - Antiquity and its Interpreters
- ARTS 431 - Sculpture and Photography
- ARTS 452 - Image/Object: Material and Mediation in East Asian Art
- ARTS 463 - Love, Lust, and Desire in Renaissance and Baroque Art

Art History - 400-Level Advanced
- ARTS 599 - Honors in Art History
Studio
The aim of all studio courses is to enhance students’ awareness of and sensitivity to the visual arts through engaging in the actual intellectual and technical processes by which works of art come into being. Students learn to perceive the world in visual terms and to conceptualize their perceptions through their own work. They also become familiar with selected techniques of artmaking and with examples of those techniques by significant artists through the study of the art both past and present.

Students planning to complete their studies with the Bachelor’s degree in art should recognize that the fine arts curriculum at Oberlin is designed primarily as an integral part of the liberal arts program of the College, and not as specialized technical training. Studying art at Oberlin does provide a solid foundation for students who wish to proceed into formal professional training at the graduate level or to continue their development as artists on their own.

The purchase of textbooks is not usually required for studio courses. It is necessary for each student to purchase expendable supplies as required and/or to pay a fee for expendable materials supplied by the department. Students should realize that studio art practices can often be quite expensive.

The size and facilities of the department are limited. Therefore, it is impossible to offer work in every field of student interest; however, credit can be arranged for off-campus study in areas not available at Oberlin. A program of study must have the prior approval of the department. See Introduction: Major or Minor Credit for Off-Campus Study.

Students absent from the first studio session in any course will be dropped from the enrollment list.

Introductory Gateway Courses for the Studio Art Major

- ARTS 020 - Materials and Methods

Visual Concepts and Process Courses

Read the following course descriptions carefully. The courses listed below are designed to offer students an introduction to art by encountering a diverse range of concepts, attitudes, and approaches through the direct “hands-on” procedure of exploring a wide variety of art media and processes. General focus will be upon the disciplines specified in the course title suffix, but coverage will not be limited to the conventional assumptions about these disciplines. These courses may be repeated if taken with a different instructor.

- ARTS 040 - Visual Concepts and Processes: Drawing
- ARTS 048 - Visual Concepts and Processes: What’s Natural Isn’t Real
- ARTS 052 - Visual Concepts and Processes: Photography
- ARTS 057 - Visual Concepts and Processes: Drawing and Space
- ARTS 058 - Visual Concepts and Processes: Color Theory

Courses With Prerequisites or Consent of Instructor:

“Problems in: (Discipline/Title)”

Material covered in these courses will correspond generally with the boundaries as specified in the course descriptions listed below. The instructors in each course will pay special attention to the individual requirements of each student. Courses in this sequence may be elected more than once. These courses may be taken only by consent of the instructor.
• ARTS 060 - Problems in Drawing
• ARTS 069 - Problems in: Re-imagining the Book
• ARTS 076 - Problems in Photography: Mixed Media

**Advanced Studio Courses**

• ARTS 096 - Problems in Advanced Integrated Media Projects
• ARTS 099 - Problems in Painting: The Contemporary Portrait
• ARTS 095F - Senior Studio and Thesis - Full
• ARTS 095H - Senior Studio and Thesis - Half

**Senior Studio and Thesis**

Visual Arts and Studio Arts majors are strongly urged to apply for the Senior Studio and Thesis (SST) course. Admittance to SST, a one-year production/seminar course, is by portfolio only. Students interested in Senior Studio and Thesis are strongly encouraged to take at least one course with at least four different studio instructors before enrolling in Senior Studio and Thesis. In order to adequately prepare for admittance to SST, students must consult their Art Department advisor in the first semester of their junior year. Applications are available in the Art Department Office.

• ARTS 095H - Senior Studio and Thesis - Half
• ARTS 095F - Senior Studio and Thesis - Full

**Athletics and Physical Education**

Natalie Winkelfoos, Delta Lodge Director of Athletics, Dept. Chair
Adrian Abrahamowitz, Instructor, Head Baseball Coach
Constantine Ananiadis, Instructor, Head Women’s Tennis Coach
Jehu (Jay) Anderson, Lecturer, Asst. Football Coach
Raymond Appenheimer, Instr.; Head Men’s & Women’s Cross Country/Track & Field
Anna Baeth, Instructor, Head Women’s Field Hockey Coach
Andrew Brabson, Instructor, Head Men’s & Women’s Swimming & Diving Coach
Betsy L. Bruce, Director of Recreation & Club Sports
Timothy A. Carver, Lecturer; Director of Sports Medicine
Isaiah Cavaco, Instructor, Head Men’s Basketball Coach
Michael Cracas, Lecturer, Asst. Women’s Soccer Coach
Jillian Dixon, Lecturer, Asst. Women’s Field Hockey Coach
Chelsea Doohan, Visiting Instructor
Lori Flood, Wellness Director
Ronald J. Gresco, Visiting Instructor
Christopher Grossman, Instructor, Head Men’s Lacrosse Coach
Jason D. Hudson, Instr.; Asst.Cross Cntry/Assoc.Head Men’s & Women’s Track &Field
Danielle Hunt, Lecturer, Asst. Cross Country/Track Coach
Eric Ishida, Instructor, Head Men’s Tennis Coach
Kerry Jenkins, Instructor, Head Women’s Basketball Coach
Audrey Kolb, Visiting Instructor
Eric Lahetta, Assistant Athletics Director-Intercollegiates
Meredith (Mimi) Mahon, Instructor, Head Women’s Softball Coach
Lynda McCandlish, Instructor, Head Women’s Lacrosse Coach
Jacqueline McDevitt, Instructor, Head Women’s Lacrosse Coach
Blake New, Instructor; Head Men’s Soccer Coach

For the most current catalog and course information, consult the online catalog at http://catalog.oberlin.edu.
Oberlin takes pride in the fact that since 1896 physical education has been considered an important part of a liberal arts education. To accomplish this goal, the Athletics and Physical Education Department has a five part structure: 1) general recreation; 2) physical activity courses; 3) intramurals; 4) club sports and 5) varsity intercollegiate sports for men and women.

Physical Activity Program

It is the purpose of the activity program to contribute to the liberal education of students through experiences in movement and to encourage their physical and mental well being. A broad program of aquatics, dance, sports, and body integrating experiences is offered to help the students develop skills, attitudes, and other resources that will enable them to lead an active and productive life.

Members of the department welcome consultation with students regarding the selection of experiences that will best meet their needs and interests. Any course change after registration must be made through the Department of Athletics and Physical Education office.

All courses in the general activity program are offered for Credit/No Entry or Pass/No Pass grading only.

Students are permitted to receive a maximum of two credit hours in any one activity course. Since most activity courses are 0.5 credit, a course can be taken a total of four times. Should students wish to receive more than two credit hours in a particular course, they must petition the Physical Education Curriculum Committee with a specific request/justification. Varsity Athletic credit is exempt from the two-credit hour limit.

Independent Fitness. In limited numbers, students may choose Independent Fitness activities. In consultation with a Department of Athletics and Physical Education staff member, students “contract” a fitness activity for a minimum of three hours per week. Participants will be required to report their weekly activities either through a log or meeting with the instructor as agreed upon. Credit is limited to one-half hour per module, and staff members are limited to no more than 15 such students per module. A maximum of two credit hours of Independent Fitness may be applied toward graduation.

General Physical Activity Program

Physical activity courses are offered each module. Full semester activity courses bear one hour of credit while modular activity courses bear one-half hour of credit. The Divisional Distribution is EX, Extra Divisional. Courses offered by the Department of Athletics and Physical Education in the general activity program are all coed unless otherwise noted and include the following:

- ATHL 100 - Fitness For Life
- ATHL 110 - Waterfront Lifeguarding
- ATHL 116 - American Red Cross First Aid and CPR
- ATHL 117 - Hatha Yoga
- ATHL 119 - Vinyasa Yoga
- ATHL 123 - Women’s Strength Training
- ATHL 124 - Women’s Fitness
• ATHL 126 - Strength Training I
• ATHL 127 - Running Conditioning
• ATHL 128 - Coed Indoor Soccer
• ATHL 129 - Strength Training II
• ATHL 132 - Badminton
• ATHL 133 - Cardio Kickboxing
• ATHL 139 - Boxing Fitness
• ATHL 142 - Cardio Tennis
• ATHL 144 - Bowling I
• ATHL 145 - Core Training
• ATHL 146 - Golf Instruction
• ATHL 147 - Horseback Riding
• ATHL 148 - Speed Training
• ATHL 149 - Mat Pilates
• ATHL 150 - Racketlon
• ATHL 151 - Racquetball
• ATHL 152 - Tennis I
• ATHL 156 - Basketball Offensive Skills
• ATHL 157 - Women’s Lacrosse Skills
• ATHL 159 - Individual Baseball Skills Training
• ATHL 162 - Circuit Training
• ATHL 163 - Frisbee Golf
• ATHL 180 - Basic Self Defense for Women
• ATHL 181 - Advanced Self Defense for Women
• ATHL 182 - Fad Fitness
• ATHL 191 - Volleyball I
• ATHL 197 - Beginning Swimming
• ATHL 203 - Swim Conditioning
• ATHL 244 - Bowling II
• ATHL 328 - Coed Floor Hockey
• ATHL 600 - Independent Fitness

**Varsity Sports — Men**

• ATHL 400 - Varsity Basketball-Men
• ATHL 401 - Varsity Cross Country-Men
• ATHL 402 - Varsity Football-Men
• ATHL 403 - Varsity Soccer-Men
• ATHL 404 - Varsity Swimming-Men
• ATHL 405 - Varsity Outdoor Track-Men
• ATHL 406 - Varsity Baseball-Men
• ATHL 407 - Varsity Tennis-Men
• ATHL 408 - Varsity Lacrosse-Men
• ATHL 409 - Varsity Indoor Track-Men

Varsity Sports — Women
• ATHL 451 - Varsity Cross Country-Women
• ATHL 452 - Varsity Field Hockey-Women
• ATHL 453 - Varsity Volleyball-Women
• ATHL 454 - Varsity Swimming-Women
• ATHL 455 - Varsity Basketball-Women
• ATHL 456 - Varsity Outdoor Track-Women
• ATHL 457 - Varsity Lacrosse-Women
• ATHL 458 - Varsity Tennis-Women
• ATHL 459 - Varsity Indoor Track-Women
• ATHL 460 - Varsity Soccer-Women
• ATHL 461 - Varsity Softball-Women

Biology
Mary C. Garvin, Professor of Biology; Department Chair
Taylor Allen, Associate Professor of Biology
Jane Ellen Bennett, Lecturer in Biology and Laboratory Instructor
Yolanda Paje Cruz, Robert S. Danforth Professor of Biology
Katherine E. Cullen, Lecturer in Biology and Laboratory Instructor
Aaron Goldman, Assistant Professor of Biology
Marta Laskowski, Professor of Biology
Roger H. Laushman, Associate Professor of Biology
Michael J. Moore, Associate Professor of Biology
Maureen A. Peters, Associate Professor of Biology
Angela J. Roles, Assistant Professor of Biology
Laura Romberg, Associate Professor of Biology
Robin S. Salter, Associate Professor of Biology
Keith A. Tarvin, Professor of Biology

The biology major at Oberlin has three learning goals. 1) Graduates will have knowledge of key biological concepts and underlying fundamentals and will be able to apply these across all levels of organization. 2) Graduates will have critical thinking and functional skills needed to carry out the scientific process from inception through communication of results. 3) Graduates will have an understanding of the ways in which biology interrelates with other sciences, disciplines, and society.

Many biology majors proceed to study and work in the life sciences, including fundamental research, medicine and related fields, conservation, agriculture, and environmental studies. By a proper selection of biology and other science courses in consultation with a departmental advisor, a student majoring in biology can prepare for graduate study in a wide range of areas such as animal behavior, biochemistry, biophysics, botany, cell biology, community and population ecology, conservation biology, developmental biology, genetics, environmental sciences, evolutionary biology, forestry, immunology, marine biology, molecular biology,
morphology, microbiology, mycology, parasitology, physiology, population biology, systematics, virology, and wildlife biology.

**Advanced Placement**

Students earning a score of 4 or 5 on the Advanced Placement Biology exam (AP Bio) or a score of 6 or 7 on the International Baccalaureate Biology Higher Level exam will receive 1 full course of natural science credit, as BIOL 604, applied toward graduation requirements, but not toward the Biology major.

**Entry-Level Course Sequence Suggestions**

Students with a strong high school science background find taking introductory Biology and Chemistry courses simultaneously in the first semester both useful and challenging. Other students benefit from taking only one of these courses during their first semester at Oberlin. Prospective Biology majors are urged to consult with a Biology faculty member during advising period to discuss these options.

**Major**

The biology major consists of a minimum of 7 life science courses in categories I through III below and 4 additional cognate coursework in category V. A minimum of two 200- or 300-level Biology lecture courses exclusive of the core must be completed at Oberlin. No more than two courses of advanced coursework may be transfer credits. Courses in which a student has earned a letter grade lower than a C– may not be used to fulfill the requirements of the Biology major. Students must complete at least five lab experiences, three from the required core courses (category I), and two from upper-level courses (categories II, III, IV).

**Requirements for the Biology Major**

I. Three core Biology courses:
   A. Biology 100 (Organismal Biology, lecture and lab);
   B. Biology 200 (Genetics, Evolution and Ecology, lecture and lab);
   C. Biology 213 (Cell and Molecular Biology, lecture and lab).

II. Two 200- or 300-level lecture courses (exclusive of the core) offered by the Biology Department. At least one must have an associated lab component.

III. Two additional upper-level courses (or the equivalent of two courses) to bring the total number of courses in the life sciences to at least 7. The following may be counted: 200- or 300-level courses (exclusive of the core) in Biology, 200- or 300-level courses in Neuroscience, Environmental Studies 316 (Systems Ecology), Environmental Studies 340 (Environmental Systems Modeling), Chemistry 374 (Biochemistry), Geology 320 (Paleontology) and Geology 370 (Paleobiology). Up to one full course of a 400-level Biology seminar, 400-level Neuroscience seminar, or Chemistry 407 may be counted toward the major, as may be Biology 501/502 (Research; up to one full course). Private readings do not count for major credit.

IV. One additional laboratory experience in the life sciences, which may come from either section II or section III, above, or from a semester of research taken for Biology credit (Biology 501/502, half or full course). (Each lab course or course that includes a lab counts as a single lab experience regardless of the number of lab meetings per week.)

V. Cognate courses:
   A. Chemistry 101 and 102 (or 103 or AP equivalent);
   B. Chemistry 205;
   C. One of the following: Calculus (Math 132 or 133), Chemistry (Chem 254), Physics (103 or 110), Statistics (Psyc 200 or Math/Stat 113 or 114), Computer Science (CSCI 140 or 150).
Minor
There is no minor offered in Biology.

Honors
Candidates for Honors in Biology enroll as seniors in BIOL 501 and 502, carry out a research project in consultation with a faculty committee, write and defend a thesis based on completed work, and give a required research seminar. Students interested in this program should initiate a discussion of research possibilities with any member of the staff during the junior year. Students are not accepted formally into the Honors Program until their proposed research is reviewed by the department at the beginning of their first semester of research, fall of their senior year.

Off-Campus or Summer Study
Students planning off-campus study are advised to consult first with their advisor and then with the Chair to determine acceptability of courses to the major. The department offers limited scholarships for summer course work at approved field (inland and marine) stations in the United States. Applications for these scholarships are invited early in the spring semester; awards are made in May.

Transfer of Credit
Credits in biology earned elsewhere may be applied to the Oberlin biology major with the approval of the department chair, as long as at least half of the minimum courses in biology (full courses or equivalent), including two full courses or equivalent of advanced course work (defined as 200- or 300- level courses, exclusive of 213 and 200, offered by the Biology Department) are completed at Oberlin.

Winter Term
Preparation for Post-Graduate Education

Medical School, Dental and Veterinary Medicine. Please see the sub-section “Pre-medical” in the section “The BA degree and Pre-Professional Development.”

Graduate Schools. Most graduate schools in biology expect a major in the biological sciences to include:

1. Two years of Chemistry with laboratory.
2. One year of Physics with laboratory.
3. College-level Mathematics (Calculus and Statistics).
4. Courses in Computer Science.

Certain deficiencies in course work may be made up in graduate school but generally not for graduate credit. Students planning to pursue an advanced degree should consult individual admission requirements of the schools and graduate departments in which they are interested. The qualifying examination for most graduate schools is the Graduate Record Examination (GRE) which consists of two parts, the General Examination and an Advanced component in biology. The majority of graduate schools require the General Examination for admission but there is variation with respect to the Advanced requirement. Students are strongly urged to consult with members of the Biology Department in preparing for graduate work.

First-Year Seminars

- FYSP 165 - Feeding the World
- FYSP 181 - Selfishness or Altruism? The Evolution of Sociality in Humans and Other Animals
- FYSP 197 - Cats, Cattle, and Corn: On the Origin of Domesticated Species
- FYSP 199 - Designer Babies and Other Possibilities

Introductory Courses for Non-majors and Prospective Majors

- BIOL 090 - Human Biology
- BIOL 100 - Organismal Biology
- BIOL 103 - Environmental Biology

Intermediate and Advanced Courses

- BIOL 200 - Genetics, Evolution, and Ecology
- BIOL 202 - Plant Ecology
- BIOL 213 - Molecular Biology, Cell Biology, and Biochemistry
- BIOL 304 - Mechanisms of Plant Adaptation
- BIOL 305 - Experiments in Plant Growth and Development
- BIOL 306 - Microbiology with Laboratory
- BIOL 307 - Microbiology
- BIOL 308 - Disease Ecology
- BIOL 309 - Ornithology
- BIOL 310 - Genetics
• BIOL 311 - Epigenetics
• BIOL 312 - Physiology
• BIOL 315 - Behavioral Ecology
• BIOL 318 - Evolution
• BIOL 322 - Genetics of Populations
• BIOL 323 - Plant Systematics
• BIOL 324 - Plant Systematics Laboratory
• BIOL 327 - Immunology
• BIOL 336 - Genomics
• BIOL 403 - The Cell and Molecular of Biology Pathogen-Host Interactions
• BIOL 406 - Seminar: A Gene’s Eye View of Sociality
• BIOL 407 - Origin(s) of Life
• BIOL 411 - Seminar: Conservation Biology
• BIOL 416 - Seminar: Cellular Basis of Human Disease
• BIOL 423 - Seminar: Biogeography

Pre-Requisites for Biology Courses
Each course in the Biology department which requires a pre-requisite will indicate the specific course that is required for admission to the course. A minimum grade of C-, CR or P is required in the pre-requisite. A student may also consult with the instructor if special preparation for a course might be considered as a substitute for the pre-requisite.

Chemistry and Biochemistry
Rebecca J. Whelan, Associate Professor of Chemistry, Department Chair
Jason M. Belitsky, Associate Professor of Chemistry
Matthew J. Elrod, Professor of Chemistry
Cortland S. Hill, Lecturer in Chemistry; Laboratory Instructor and Manager
Albert R. Matlin, Donald R. Longman Professor of Chemistry
Manish A. Mehta, Professor of Chemistry
Michael W. Nee, Associate Professor of Chemistry
Catherine M. Oertel, Associate Professor of Chemistry
Lisa M. Ryno, Assistant Professor of Chemistry
Jesse L.C. Rowsell, Assistant Professor of Chemistry
Robert Q. Thompson, Professor of Chemistry

Modern chemistry is an interdisciplinary subject with roots in physics and mathematics and with applications in biology, geology, neuroscience, environmental science, and a wide range of technology. Biochemistry integrates chemical principles with modern molecular biology. Biochemistry courses provide students with the tools to study the chemistry of life and biology in atomic detail. The courses for chemistry and biochemistry majors are designed to emphasize the fundamental principles of the science and their application to observed phenomena. These courses develop chemical reasoning and experimental skills, reflect chemistry’s and biochemistry’s interdisciplinary nature, and prepare students for success in graduate or professional programs.
Chemistry and biochemistry are experimental sciences. Graduate study in chemistry and
biochemistry is centered on the research thesis, and most chemists/biochemists engage in research themselves or make use of the results of research. Physicians and others who use chemical material should have some experience in research in order to evaluate the results of research. Accordingly, opportunities are provided, and students are strongly encouraged to gain research experience through an in-term research project, summer research, a Winter Term project, or a combination of these.

A major in chemistry or biochemistry can lead to a variety of careers besides chemical or biochemical research. Among these are medicine, teaching, patent law, business, and interdisciplinary sciences such as molecular biology, environmental science, pharmacology, toxicology, materials science, geochemistry, and chemical physics.

**ACS Approved**

The Department of Chemistry and Biochemistry is approved by the American Chemical Society and certifies graduates who satisfy the ACS guidelines. For certification, chemistry majors must take, in addition to the minimum major requirements: Chemistry 254, and one course equivalent of research (Chemistry 525-526). For certification, biochemistry majors must take, in addition to the minimum major requirements, one course equivalent of any combination of any 300 level or above Chemistry courses and one course equivalent of research (Chemistry 525-526).

**Advanced Placement**

Entering students who have scored 4 or 5 on the Chemistry Advanced Placement (AP) examination of the Educational Testing Service or scored 6 or 7 on the Higher Level International Baccalaureate (IB) Chemistry exam can receive transfer credit equivalent to Chemistry 101 (one full course) and begin college chemistry with 102 or 103. Students will have to relinquish AP or IB credit if the corresponding coursework is repeated at Oberlin.

Students with A-levels scores of A*, A, or B can begin college chemistry with 103.

Students with exceptional high school preparation in mathematics and chemistry, and either an AP score of 4 or 5 or an IB higher-level chemistry exam score of 6 or 7 may petition the department chair to enroll in Chemistry 205, Organic Chemistry. Upon successful completion (C- or better) of 205, the student would also receive credit for 103 instead of 101.

**Entry-Level Course Sequence Suggestions**

Most students who major in a science and most premedical students begin their study of college chemistry in the first year with Chemistry 101, 102 which are open also to other students who want a thorough introduction to the subject. Students with very good preparation in chemistry and advanced placement (see section above) or an acceptable score on the chemistry placement exam (offered during orientation in the fall) may enroll in Chemistry 103, a one-semester course that takes the place of 101, 102. For further details, please refer to the full course description for 103. Exceptionally prepared students may start with Chemistry 205, Organic Chemistry (see section above). Chemistry 045, 050, and 051 are courses of general interest, which do not presume any prior knowledge of chemistry, and are aimed at non-science majors. Chemistry 045, 050, and 051 may serve as a bridge to 101 for students who have not had high-school chemistry.

Students who are considering a major in either chemistry or biochemistry should consult the Majors Handbook (http://new.oberlin.edu/dotAsset/4496996.pdf) for detailed information on planning an appropriate sequence of courses. All potential majors are strongly advised to complete 101, 102 (or 103) and at least Mathematics 133 in the first year. Potential chemistry majors should take Physics 110, 111 (or 103, 104) in the sophomore year and should complete Mathematics 134 by the end of the sophomore year. Potential biochemistry majors should take Biology 100/101 or 102 no later than the sophomore year and should complete the mathematics and physics requirements as early as possible.
All majors should take careful note of prerequisites for later courses. For example, physical chemistry depends upon prior work in mathematics and physics as well as a background in general chemistry. Majors who plan to take advanced courses in chemistry or in other sciences, including research courses, find their senior-year schedules most manageable if they take physical chemistry in the junior year.

**Major**

The Chemistry and Biochemistry Department offers two majors, chemistry and biochemistry.

**Chemistry.** minimum major in chemistry requires Chemistry 101, 102 (103 may replace 101, 102), 205, 211, 213, and 339. An additional 2.5 courses or their equivalent from the following list are required, including at least 0.5 course from each of Categories I and II, and one advanced laboratory course (327, 341, or 349). Category I: 254, 325, 327, 405; Category II: 323, 341, 349, 361. The major also requires Mathematics 134 and Physics 110, 111 (or 103, 104). Courses in which a student has earned a letter grade lower than a C- or P cannot be used to fulfill the requirements of the major, with the exception that one chemistry course in which a student has earned a grade of D may be used to fill the requirements of the major. No courses in which a student has earned a D grade may be counted as prerequisites.

**Biochemistry.** The minimum major in biochemistry requires Chemistry 101, 102 (103 may replace 101, 102), 205, 211, 213, 254, (339 or 349), and 374; Biology 213; Mathematics 134; Physics 110, 111 (or 103, 104). Students may not count toward the major more than one chemistry course in which they received a D. No D grades may be counted towards courses used as prerequisites.

The minimum major in chemistry or biochemistry will prepare students for graduate study. However, the best preparation for competitive graduate programs involves additional advanced courses and laboratory work, related courses in other departments, and research experience. The latter may be accomplished through a summer research experience, a semester or two of research (Chemistry 525, 526), or an on-campus or off-campus Winter Term project. Chemistry 525 and 526 may only be taken P/NP. In the course of fulfilling the biochemistry major, students also simultaneously complete all science coursework typically required by medical schools.

Chemistry and biochemistry majors are encouraged to take additional mathematics courses such as multivariable calculus, linear algebra, differential equations, and statistics. Majors planning to pursue graduate studies in biochemistry or molecular biology should consider upper level biology courses such as immunology and microbiology. The specific courses chosen will depend in part on the intended area of specialization.

Each semester the department sponsors a program of Wednesday afternoon research seminars by visiting chemists and biochemists. Majors are expected to attend.

**Minor**

Majors in other departments or programs (but not chemistry or biochemistry majors) may earn a minor in chemistry by completing general chemistry (101 and 102, or 103) and at least 2.5 courses or their equivalent from chemistry courses at the 200 through 400 level. Courses in which a student has earned a letter grade lower than a C- or P cannot be used to fulfill the requirements of the minor. Two of the elective courses must be taken at Oberlin. A formal chemistry minor may be helpful to non-chemistry majors seeking entry-level jobs in chemical industry, secondary-school teaching, or science journalism, as well as those students who plan further education in technological aspects of law, art, or other disciplines.
Honors
Students with outstanding records are invited to participate in the Honors Program. Seniors in the program elect a minimum of 1.5 full courses of Chemistry 525-526 (with at least one half course in the first semester) and work year-long (including Winter Term) on a research project. Honors students write a thesis based on their research and take an oral examination. Further details may be found in the Majors Handbook.

Related Programs

Pre-Medical. Pre-medical students planning to major in chemistry or biochemistry should arrange a conference with the campus pre-medical advisor no later than their fourth semester. See the pre-medical statement earlier in this catalog.

3-2 Engineering. Students who are interested in a career in chemical engineering should consider the Combined Liberal Arts and Engineering Program. This five-year program is described in this catalog under the heading Engineering. The department chair can provide advice on courses that lead to both the Combined Program and a chemistry major. Students interested in academic careers in chemical engineering should discuss appropriate undergraduate schedules with the chair.

Transfer of Credit
Prior approval is required for chemistry course work taken away from Oberlin. Without explicit approval from the Chemistry and Biochemistry Department, no major may complete more than half of the full courses (or equivalent) required for the major while away from Oberlin. Normally, transfer credit for chemistry courses numbered 300 and above will not count toward the requirements of chemistry or biochemistry majors. The detailed procedure and required forms for the transfer of credit process can be found at http://new.oberlin.edu/chemistry under the Transfer of Credit link.

Winter Term
Each chemistry faculty member is willing to sponsor Winter Term projects as indicated. 
J. Belitsky: Laboratory projects in bioorganic chemistry. M. Elrod: Laboratory projects in atmospheric chemistry. C. Hill: Laboratory projects in general chemistry. Off campus projects involving experience in social service, medical research (UNC Chapel Hill), fire ant research (Florida), and environmental remediation (Florida). A. Matlin: Laboratory projects in organic chemistry. Readings in the history and philosophy of science. M. Mehta: Laboratory projects in biophysical chemistry. M. Nee: Laboratory projects in organic chemistry. C. Oertel: Laboratory projects in experimental inorganic chemistry. J. Rowsell: Laboratory projects in experimental inorganic chemistry. R. Thompson: Laboratory and reading projects dealing with chemical analysis and forensic science, beginning chess. R. Whelan: Laboratory projects in bioanalytical chemistry.

First-Year Seminar
• FYSP 053 - Materials at the Museum

Courses of General Interest
• CHEM 045 - Chemistry and Crime
• CHEM 050 - Basic Chemistry
• CHEM 051 - Chemistry and the Environment
**Introductory Courses**
- CHEM 101 - Structure and Reactivity in Chemistry
- CHEM 102 - Principles of Chemistry
- CHEM 103 - Topics in General Chemistry

**Core Courses**
- CHEM 205 - Principles of Organic Chemistry
- CHEM 211 - Analytical Chemistry
- CHEM 213 - Inorganic Chemistry
- CHEM 339 - Quantum Chemistry and Kinetics

**Advanced Courses, Category I**
- CHEM 254 - Bioorganic Chemistry
- CHEM 325 - Organic Mechanism and Synthesis
- CHEM 327 - Synthesis Laboratory
- CHEM 405 - Topics in Organic Chemistry

**Advanced Courses, Category II**
- CHEM 341 - Trace Analysis
- CHEM 349 - Chemical and Statistical Thermodynamics

**Other Advanced Courses**
- CHEM 374 - Biochemistry

**Chinese** (please see the department of East Asian Studies)

**Cinema Studies**

*Geoff Pingree, Director,* Cinema Studies Program; Associate Professor of Cinema Studies and English

*EunJung Grace An,* Associate Professor of French and Cinema Studies

*Rian Brown-Orso,* Associate Professor of New Media and Cinema Studies

*William Patrick Day,* Professor of English and Cinema Studies

*Daniel Goulding,* Emeritus Professor of Film Studies and Theater Arts

*Burke Hilsabeck,* Visiting Assistant Professor of Cinema Studies

*Jeffrey Pence,* Associate Professor of English and Cinema Studies

*Alberto Zambenedetti,* Visiting Assistant Professor of Cinema Studies and Mellon Postdoctoral Fellow

**Conceptual Framework**

Cinema, modern culture’s primary art form, is also the central component of the media traditions and industries that structure contemporary society. We cannot understand fully how music, painting, literature, and other artistic practices have developed without seeing them in relation to cinema, and we cannot begin to comprehend the full significance of the media in our lives.
without first studying cinema. Movies, as well as novels, magazines, radio broadcasts, television shows, art installations, and the Internet (to name just a few) comprise what we think of, loosely, as media. Each profoundly influences how we understand and experience the actual world; each stands, in some meaningful way, between us and that world -- past, present, and future.

Oberlin’s Cinema Studies Program encourages its students to consider cinema and media within this framework and to explore the “in between” -- to think, more precisely, about what mediates the relations among authors and readers, artists and audiences, filmmakers and spectators. It encourages them to pursue the meanings of cinema and other media in the broadest, most interdisciplinary ways, considering movies, for example, as works of art, as cultural forms, and as industrial practices.

Cinema and other media are material forces that enable a global exchange of information, ideas and stories. From the Guttenberg press to Kindle wireless reading devices, from Morse Code to short-wave radio broadcasts, from magic lanterns to movie projectors, from typewriters to computer word processors, from town criers to YouTube, media have integrally shaped human history and society.

Students majoring in Cinema Studies explore not only the “how” of this influence (how, for instance, an ancient poem or a contemporary television program is composed, gains influence, and both reflects and shapes social and cultural attitudes and behaviors), but the “what” as well. They study the materials of art and communication -- whether as words spoken, texts written, canvases painted, or celluloid exposed to light -- that mediate their understanding of the world, of their own experience, of each other. And they consider media’s “how” and “what” in order to enrich their reflection upon its “why” -- upon its moral, political, and cultural purposes, justifications, and effects.

Practical Requirements and Opportunities
Cinema Studies at Oberlin thus addresses the broad processes of critical understanding and creative production that lie at the heart of liberal arts education – processes that involve paying close attention not only to the values and assumptions we bring to our encounters with different artistic and communicative structures, practices, and artifacts, but also to our engagements with the individuals, communities, and traditions that give them human significance.

We study cinema and other media, in other words, so that we might become more reflective not only about the forms that structure our world, but about our own actions as creators, critics, and consumers of those forms. On the idea that to genuinely understand cinema and other media one must learn to create media forms as well as analyze them, then, majors have the opportunity to enroll in both hands-on media production as well as critical studies courses.

And on the belief that to fully grasp media’s role in structuring social relations and shaping communities one must engage in concrete ways with one’s own community, students have the opportunity to translate their experience with cinema and media into community outreach and service learning through the Apollo Outreach Initiative, a year-round media literacy outreach program housed in Cinema Studies whose central mission is to provide sustainable educational outreach and media literacy opportunities for public school students of all ages. Through the Program’s AOI Workshop course, students can work with local public elementary, middle, and high school students to help them grow as artists, citizens, and leaders by mentoring them in the use of media, especially film, as a force for local and global education, understanding, community building, and change.

Overview of Courses
First-Year Seminars
Part of the College’s First-Year Seminar Program, these courses do not count toward the major. Several are taught by Cinema Studies faculty, however, and in addition to providing foundational
learning experiences for first-year students, they provide one way to satisfy the prerequisite for Cinema Traditions Courses.

**General Interest Courses**

These courses are intended mainly for students not planning to major in Cinema Studies. 100-level Cinema Studies courses can be counted as elective critical studies courses. Only one 100-level course can be counted toward the Cinema Studies major requirements.

**Introductory Core Courses**

CINE 290 - *Introduction to the Study of Cinema* is required for all Cinema Studies majors and is a prerequisite for all advanced courses in the major (for those who declared before July 2012, CINE 299 Persistence of Vision fulfills this requirement). Students interested in majoring in Cinema Studies should take CINE 290 as early as possible -- no later than the end of their sophomore years, before they declare the Cinema Studies major, and before studying abroad/away. Students may not take CINE 290 in either of their final two semesters at Oberlin and still count it toward the major.

CINE 295 *Cinematic Storytelling Workshop*, a foundational course that explores narrative and its role in cinema, is not required, but students are encouraged to take it (and take it early in the major). Students are encouraged to take CINE 290 before taking CINE 295.

Production courses are not required for graduation in the major. After taking CINE 290, students who wish to pursue production must begin with CINE 298 *Video Production Workshop I*, which is the prerequisite for all advanced production courses (see Advanced Courses below for the listing of advanced production courses). Students may take no more than one production course in a given semester at Oberlin (students in the Prague, Tisch, or other production programs are exempt). Production courses are selective and enroll during the first week of classes; interested students should consult with advisors and/or course instructors prior to applying for admission. Production courses require specific equipment and include lab fees. In addition, students must sign and abide by a Facilities Use Contract to gain access to Cinema Studies production facilities.

**Cinematic Traditions Courses.**

*Cinematic Traditions Courses* count as electives toward the major. They include many 200-level courses taught by the Cinema Studies faculty listed above, as well as film courses from various other College and Conservatory departments or programs (see the heading Cross-Referenced Courses below). Either a First-Year Seminar, CINE 115, CINE 116, or CINE 290 is suggested as preparation for Cinematic Traditions Courses. Courses cross-referenced with other departments may have different requirements noted in the catalog section of the listing department.

**Apollo Outreach Initiative Workshop**

The *AOI Workshop*, geared for students who are interested in learning through teaching and community involvement, is specially designed to prepare majors to participate in the Apollo Outreach Initiative (AOI). Students may enroll in the *AOI Workshop* as many times as they wish, but they may count it towards the major only once (either as a 200-level elective, if taken once, or as a 300-level production course, if taken more than once).

Students taking the *AOI Workshop* for the first time must register for the full course (CINE 284F). Students repeating the *AOI Workshop* are encouraged to register for the full course but may, for scheduling reasons, register for the half course (CINE 284H).

Successful completion of CINE 284F is required for students who wish to work as staff at the Apollo Outreach Initiative’s Summer Media Workshop.

**Advanced Courses**

*Advanced Courses* are classes taught by Cinema Studies faculty at the 300 level. Although additional prerequisites vary (see course descriptions for details), all *Advanced Courses* require
CINE 290, and all *Advanced Courses* that are also production courses require CINE 298 as well. Many *Advanced Courses* require consent of the instructor. Majors must take at least four *Advanced Courses* to graduate, three of which must be taught by the Cinema Studies faculty (the fourth may be from a study away program); at least one of these must be completed before the senior year, and at least two must be in critical studies, not production courses.

All graduating Cinema Studies seniors may submit senior projects in production or critical studies to be considered for award recognition at the end of their senior year.

**Major**

To graduate in Cinema Studies, students must take eight full course equivalents (thirty-two credits) in Cinema Studies, including

- **CINE 290 - Introduction to the Study of Cinema**, which should be taken by the end of the sophomore year, before declaration of the Cinema Studies major, and before studying abroad/away, and which may not be taken in either of the final two semesters at Oberlin and still count toward the major;
- at least four 300-level courses, three of which must be taught by the Cinema Studies faculty (the fourth may be from a study away program), and one of which must be taken before the senior year (two semesters of the *AOI Workshop* will count as one 300-level production course for this requirement);
- three critical studies courses in addition to CINE 290 (two of which must be 300-level courses offered by Cinema Studies faculty; the third may be at any level and can be a *General Interest Course* or a *Cross-referenced Course*); and
- electives chosen by the student in consultation with his or her advisor.

Courses in which a student has earned a letter grade lower than a C- cannot be used to fulfill the requirements of the major. Grades of P can fulfill some major requirements but should be taken sparingly.

**Film Production**

To allow students the opportunity to explore the various dimensions of cinema and to become familiar with a broad spectrum of media, the Cinema Studies curriculum includes production as well as critical studies courses.

Our production and post-production facilities, most of which are housed at the renovated Apollo Theater, include fully outfitted shooting studios with green screen and professional lighting capabilities, an equipment Depot that lends to students a wide range of digital video, HD, Super 8, and (Bolex and Arriflex) 16mm film cameras, tripods, digital audio recording tools, projectors, Blu-ray decks, and more. The Apollo also includes a flatwork and animation suite and advanced sound recording equipment, booths, and studios. Our editing lab is fully equipped with Final Cut Pro, After Effects, Photoshop, ProTools, and other post-production software. There is a vast collection of DVDs and films housed in the Oberlin Library system that are available to students for classes and research.

Students in production courses are required to purchase their own external hard drives and A/V supplies, including tape stock, memory cards, and DVDs. In addition, production courses require a lab fee.

**Fall Semester at Prague Film School, Prague, Czech Republic**

The Cinema Studies Program has a consortial arrangement with the Prague Film School. Students interested in the fall semester at PFS should consult with the Director of Cinema Studies, or his or her designate. Both CINE 290 and CINE 298 should be taken before studying...
abroad. All film courses offered at PFS, including those in film production, may count toward the Cinema Studies major. Students may earn up to 14 credits during a semester at PFS, which will count as electives towards the Cinema Studies major. In addition, students may substitute these credits for one 300-level production course for the major.

Spring Semester at New York University’s Tisch School of the Arts
The Cinema Studies Program has a consortial arrangement with the Film Program at New York University’s Tisch School of the Arts. Students interested in the spring semester at Tisch should consult with the Director of Cinema Studies, or his or her designate. Both CINE 290 and CINE 298 should be taken before studying away. All film courses offered at Tisch, including those in film production, may count toward the Cinema Studies major. Students may earn up to 14 credits during a semester at Tisch, which will count as electives towards the Cinema Studies major. In addition, students may substitute these credits for one 300-level production course for the major.

Transfer of Credit
No more than four full courses or the equivalent of transfer credit may be applied to the Oberlin Cinema Studies major. At least three full courses in advanced work (Advanced Courses) must be taken within the Cinema Studies Program. For approval of transfer credit toward the major and/or toward meeting prerequisites for upper-level courses, students should consult with the Director of Cinema Studies (or his or her designate), preferably with syllabi in hand.

Winter Term
Winter Term projects will be sponsored by Cinema Studies faculty according to their interests and availability. Students are encouraged to propose group projects that, with an approved sponsor, they will direct.

First-Year Seminar Program
First-Year Seminars do not count toward the major. Cinema Studies faculty teach several of these small, intensive courses, however (FYSP 128 Media and Memory, FYSP 157 The Sense of Time and Place, and FYSP 171 Media and Meaning are examples), which are invaluable to first-year students in the College as they develop skills in critical and creative thinking, reading, viewing, analysis, writing and discussion. Successfully completing a first-year seminar is one means of preparation for Cinematic Traditions Courses.

  • FYSP 113 - Re-envisioning Russia
  • FYSP 128 - Media and Memory

General Interest Courses
These courses are intended mainly for students not planning to major in Cinema Studies. 100-level Cinema Studies courses can be counted as elective critical studies courses. Only one 100-level course may count toward the Cinema Studies major requirements.

  • CINE 115 - Film Experience: The Cinematic Century
  • CINE 116 - Film Experience: The Cinematic World
**Introductory Core Courses**

CINE 290 *Introduction to the Study of Cinema* is required for all Cinema Studies majors and is a prerequisite for all advanced courses in the major (for those who declared before July 2012, CINE 299 *Persistence of Vision*, fulfills this requirement). CINE 290 should be taken as early as possible -- 1) by the end of the sophomore year, 2) before declaring the major, and 3) before studying abroad/away. CINE 290 may not be taken in either of the final two semesters at Oberlin and still count toward the major.

CINE 295 *Cinematic Storytelling Workshop*, a foundational course that explores narrative and its role in cinema, is not required, but students are encouraged to take it (and take it early in the major). Students are encouraged to take CINE 290 before taking CINE 295.

Production courses are not required for graduation in the major. After taking CINE 290, students who wish to pursue production must begin with CINE 298 *Video Production Workshop I*, which is the prerequisite for all advanced production courses (see **Advanced Courses** below for listings of advanced production courses). Students may take no more than one production course in a given semester at Oberlin (students in the Prague, Tisch, or other production programs are exempt). Production courses are selective and enroll during the first week of classes; interested students should consult with advisors and/or course instructors prior to applying for admission. Production courses require specific equipment and include lab fees. In addition, students must sign and abide by a Facilities Use Contract to gain access to Cinema Studies production facilities.

Recommended preparation for CINE 295: CINE 290

Prerequisite for CINE 298: CINE 290

- CINE 290 - Introduction to the Study of Cinema
- CINE 295 - Cinematic Storytelling Workshop
- CINE 298 - Video Production Workshop I

**Cinematic Traditions Courses**

*Cinematic Traditions Courses* count as electives towards the major. They include many 200-level courses taught by Cinema Studies faculty as well as cross-referenced courses from other departments in the College and Conservatory (see the heading, **Cross-Referenced Courses** below).

*Prerequisites:* Either a *First-Year Seminar*, CINE 115, CINE 116, or CINE 290 is recommended as preparation for *Cinematic Traditions Courses*. Courses cross-referenced with other departments may have different requirements noted in the catalog section of the listing department. Unless otherwise noted, *Cinematic Traditions Courses* are open to students who have completed any Writing Intensive (WINT) course in the Humanities. They are also open to those who have achieved a 5 on the AP exam in English Language/Composition or English Literature/Composition; or a score of 710 or better on the SAT II writing test; or a score of 6 or 7 on the International Baccalaureate (IB). Other students may be admitted by consent of the instructor, with the understanding that students should be able to demonstrate the ability to handle writing, discussion, and analysis in ways typically taught in Writing Intensive classes.

- CINE 244 - Masters Of World Cinema: Focus On Fellini
- CINE 245 - Masters Of World Cinema: Focus On Kieslowski
- CINE 250 - French Cinema: National Traditions, Global Horizons
- CINE 255 - Across Multiple Borders: The Cinema of Turkey
- CINE 257 - The Cinemas of Italy: Histories, Genres, Auteurs

For the most current catalog and course information, consult the online catalog at http://catalog.oberlin.edu.
Apollo Outreach Initiative Workshop
The AOI Workshop, geared for students who are interested in learning through teaching and community involvement, is specially designed to prepare majors to participate in the Apollo Outreach Initiative (AOI). Students may enroll in the AOI Workshop as many times as they wish, but they may count it towards the major only once (either as a 200-level elective, if taken once, or as a 300-level production course, if taken more than once).

Students taking the AOI Workshop for the first time must register for the full course (CINE 284F). Students repeating the AOI Workshop are encouraged to register for the full course but may, for scheduling reasons, register for the half course (CINE 284H).

Successful completion of CINE 284F is required for students who wish to work as staff at the Apollo Outreach Initiative’s Summer Media Workshop.

- CINE 284F - AOI Workshop-Full
- CINE 284H - AOI Workshop-Half

Advanced Courses
Advanced Courses are classes taught by Cinema Studies faculty at the 300 level. Majors must take at least four Advanced Courses to graduate, three of which must be taught by the Cinema Studies faculty (the fourth may be from a study away program); at least one of these must be completed before the senior year, and at least two must be in critical studies, not production courses. Many Advanced Courses require consent of the instructor.

All graduating Cinema Studies seniors may submit senior projects in production or critical studies to be considered for award recognition at the end of their senior year.

Prerequisite for Advanced Courses that are also critical studies courses: CINE 290 or consent of instructor.

Prerequisites for Advanced Courses that are also production courses: CINE 290, CINE 298, and consent of instructor.

- CINE 311 - Silent Cinema: Technology, Industry, Modernity
- CINE 320 - Video Production Workshop II: Documentary Production
- CINE 322 - Video Production Workshop II: Experimental Short Film
- CINE 360 - Strange Cinema
- CINE 363 - Bodies of Laughter: The Slapstick Film Comedy
- CINE 381 - Hopeful Monsters: (Mixed-)Media Studies

Private Readings
Private Readings are available to those who have completed introductory coursework in the Program. Students seeking to arrange Private Readings should contact professors directly.

- CINE 995F - Private Reading - Full
- CINE 995H - Private Reading - Half
Cross-Referenced Courses
These courses count towards the Cinema Studies major as elective Cinematic Traditions Courses. Students should register for them using the number in the department or program of origin. For course descriptions and prerequisites, please find the relevant department or program in this catalog.

- AAST 261 - Framing “Blackness”: African Americans and Film In The United States 1915 to the Present
- CRWR 360 - Screenwriting Workshop
- EAST 118 - Modern Japanese Literature and Film
- MHST 332 - History of Film Music
- TECH 201 - Electro-acoustic Studio Techniques

Classics
Benjamin T. Lee, Associate Professor of Classics, Chair
Kirk W. Ormand, Professor of Classics
Christopher V. Trinacty, Assistant Professor of Classics
Thomas Van Nortwick, Nathan A. Greenberg Professor of Classics
Andrew Wilburn, Associate Professor of Classics

Introduction
Due to the early and central position of Greek and Roman civilization in the development of the western tradition, acquaintance with classical thought and culture is an important part of a liberal arts education.

The department offers courses in Classical Civilization covering aspects of literary creation, historical and social process, and the Greek and Roman contribution to areas such as philosophy, religion, and government. No knowledge of Greek or Latin is required. These courses provide a broad background for all areas of literary and humanistic study.

The department offers courses in Greek and Latin language and literature for students who wish to develop a deeper understanding of ancient Greece and Rome. Acquisition of the languages is a prerequisite for advanced work. Elementary courses in the languages are designed to enable students to approach significant material as soon as possible.

Advanced Placement and International Baccalaureate Exams
Students who have been enrolled in the AP or IB programs in high school will be assigned advanced placement in accordance with the results of the qualifying examinations. A score of 4 or 5 on the AP Latin examination, or a 6 or 7 on the Latin IB Examination, is required for the award of college credit. Students will need to show the chair a syllabus and samples of their work in Latin to determine what level of class they will place into at Oberlin. Credits earned from the AP or IB exam do not count towards the number of language courses required for the majors in Greek and Latin, or towards the Classics and related courses for the Classical Civilization major.

Entry-Level Course Sequence Suggestions.
Students just beginning to approach the classics should begin with Classics 111 (Greek and Roman Epic), or Classics 112 (Greek and Roman Drama), or with Latin 101 or Greek 101. Students are encouraged to enroll in any language course for which they are qualified. All
entering students who have studied Latin or Greek previously should consult with a member of
the department before enrolling in any course in Latin or Greek.

Students with four years of secondary-school Latin (including Vergil) will ordinarily be
eligible for Latin 202 (Cicero) offered in the second semester. Such students especially should
consider beginning the study of Greek in the fall semester. Students with two or three years
of secondary-school Latin will ordinarily be eligible for Latin 201 (Vergil).

Students who have had less than three semesters of Latin will be advised to enroll in or audit
Latin 101, or to devote a Winter Term to review in order that they may enroll in Latin 102. Well-
motivated students have done the equivalent of Greek 101 or of Latin 101 during a Winter Term
and have then participated successfully in Greek 102 or Latin 102 in the spring.

Students considering a major in Greek or Latin should include in their freshman and
 sophomore programs four semesters of work in the language, Classics 111 or Classics 112, and
either Classics 103 (History of Greece) or 104 (History of Rome). Students who plan to major in
Classical Civilization should take Classics 111 or 112, Classics 103 and 104, and two semesters
of either Greek or Latin as early as possible. Early consultation with the Classics Department
concerning proposed plans of study is advisable, particularly for those who contemplate
spending part of the junior or senior year in Rome or in Athens.

Major

A major in classics can serve as the central focus of a widely ranging undergraduate curriculum
since it includes many areas of human activity and creativity, and it has so served to students
who have gone on to careers in medicine, law, writing, etc.

Classics as a major or as a component part of an interdisciplinary or double major is
preprofessional training for those who intend to engage in research and teaching at the university
or college level in such fields as classics, classical archeology, comparative literature, religion,
linguistics, medieval studies, philosophy, and many others. An undergraduate major in classics
in whole or in part is also preparation for those who intend to teach languages, literatures, or
humanities in junior colleges or secondary schools. Interested students are advised to consult
with the chairperson in devising a major or partial major program which will meet with their
needs and desires. The majors are designed with a high degree of flexibility.

The Department of Classics offers three majors: Classical Civilization, Latin Language and
Literature, and Greek Language and Literature.

1. The major in Classical Civilization will include: one of two introductory literature
courses (Classical Civilization 111 or 112); both Greek and Roman History (Classical
Civilization 103 and 104); at least two courses in Greek or Latin, and lastly, six
additional courses in Classics or “Related Courses.” Among these must be at least one
course in ancient Art and/or Archaeology, and at least one course on a relevant topic
offered by another department (typically Art, English, History, Philosophy or Religion;
courses from other departments may be substituted with the approval of the Chair. See
below for a list of approved related courses.) Additional courses in the ancient languages
will also count towards these six additional courses, but credits for courses from the AP
or IB exams will not count towards this requirement. Students with a preprofessional
interest should select one of the majors below. Work in the other language and literature
is strongly recommended. Attention is called to the possibility of a minor in the other
language and literature (see below).

2. The major in Latin Language and Literature will include: four courses in Latin above
Latin 102; one of three introductory literature courses (Classical Civilization 111 or
112); and Roman History (Classical Civilization 104); and three additional courses in
Classics or “Related Courses.” Among these must be at least one course in ancient
Art and/or Archaeology, and at least one course on a relevant topic offered by another
department (typically Art, English, History, Philosophy or Religion; courses from other departments may be substituted with the approval of the Chair. See below for list of approved related courses.) Additional courses in the ancient languages will also count towards these three courses. Credits for courses from the AP or IB exams will not count towards the 4 courses required in Latin above 102.

3. The major in Greek Language and Literature will include: four courses in Greek above Greek 102; one of two introductory literature courses (Classical Civilization 111 or 112); Greek History (Classical Civilization 103), and three additional courses in Classics or “Related Courses.” Among these must be at least one course in ancient Art and/or Archaeology, and at least one course on a relevant topic offered by another department (typically Art, English, History, Philosophy or Religion; courses from other departments may be substituted with the approval of the Chair. See below for list of approved related courses.) Additional courses in the ancient languages will also count towards these three courses. Credits for courses from the AP exams will not count towards the 4 courses required in Greek above 102.

With the permission of the major advisor, appropriate courses from other departments in the College may be substituted for some of the above.

Courses in which a student has earned a letter grade lower than a C- or P cannot be used to fulfill the requirements of the major.

**Minor**

Students may receive a minor in Greek or Latin upon completion of approved programs of study. Such programs will consist of at least 15 hours of courses in Classical Civilization, Greek Language and Literature, Latin Language and Literature, ancient philosophy, and classical art and archeology, and will ordinarily include Greek 202 or the equivalent for the minor in Greek and Latin 202 or the equivalent for the minor in Latin. Interested students are advised to consult the chair.

**Honors**

To be eligible for admission to the Honors Program, a student must have completed by the end of the junior year:

1. Two 300-level courses in either Greek or Latin and at least the 102-level course in the other classical language; or one 300-level course in Greek and one 300-level course in Latin; and

2. Classical Civilization 103 (Greek History) or 104 (Roman History); and

3. Classical Civilization 111 or 112, plus two more courses in Classical Civilization.

The department may invite qualified students to apply at the end of their junior year, but would also welcome applications from interested majors. Admission is based on overall academic distinction and outstanding work within the department.

To be awarded Honors, a student must:

1. Complete a major in Latin or Greek;

2. Complete satisfactorily in the first semester of the senior year, a reading list devised in consultation with a member of the department and approved by the department which includes primary (ancient) and secondary (critical, historical) readings;

3. Pass (at the level of B+ or better) at the end of the first semester a written translation examination on the primary sources in Greek or Latin;

4. Complete satisfactorily a research project designed in consultation with members of the department;
5. Pass an oral examination on the reading list and research project. (This examination may be conducted by an outside examiner, who would also pass judgment on the Honors project.)

Students participating in the Honors Program should register for Greek or Latin 502 for three units of credit each semester.

**Related Courses**
The Classics Department normally awards major credit for selected courses with material related to Classical antiquity in the following departments and programs: Archaeology, Art, English, History, Philosophy, Politics, and Religion. Below is a list of courses that have been approved as related courses in recent years; other courses may be approved through consultation with the Chair.

**Anthropology**
- Anth 103 Introduction to Archaeology

**Archaeological Studies**
- Achs 200 Archeological Field Course
- Achs 250 Advanced Archeological Field Course

**Art**
- Arts 309 The Ancient Near East
- Arts 311 Egyptian Art and Architectures
- Arts 324 Story of Mediterranean Archeology
- Arts 326 Technology of Greek and Roman Architecture
- Arts 340 Greek Art and Architecture
- Arts 365 Greek and Roman Painting
- Arts 429 Greek Sanctuaries
- Arts 465 Greek and Roman Sculpture

**Comparative Literature**
- Cmpl 200 Introduction to Comparative Literature

**English**
- Engl 293 Medieval and Renaissance Lyric
- Engl 301 Chaucer
- Engl 310 Early Medieval Literature: from Epic to Romance

**History**
- Hist 101 Medieval and Early Modern European History
- Hist 204 Medieval Intellectual History
- Hist 303 Historical Consciousness in Medieval and Early Modern Europe

**Jewish Studies**
- Jwst 131 Jewish History from Biblical Antiquity to 1492
- Jwst 205 Hebrew Bible in its Ancient Near Eastern Context

**Philosophy**
- Phil 215 Ancient Philosophy

**Politics**
- Polt 235 Debating Democracy
Religion

Relg 102 Introduction to Religion: Roots of Religion in the Mediterranean World
Relg 202 The Book of Job and its History of Interpretation
Relg 205 Hebrew Bible in its Ancient Near Eastern Context
Relg 208 New Testament and Christian Origins
Relg 217 Christian Thought and Action: Early and Medieval
Relg 218 Christianity in the Late Medieval World: 1100-1600
Relg 317 Selected Topics in Medieval Christianity: Augustine of Hippo

Theatre

Thea 252 Western Theater History I

These courses are approved for related courses and are offered in 2014-2015

- ARTS 309 - Egypt & Ancient Near East
- HIST 101 - Medieval and Early Modern European History
- HIST 131 - Self and Other in Jewish Antiquity and Middle Ages
- JWST 131 - Self and Other in Jewish Antiquity and Middle Ages
- JWST 205 - Hebrew Bible in its Ancient Near Eastern Context
- POLT 231 - European Political Theory: From Plato to Rousseau
- POLT 235 - Debating Democracy
- RELG 102 - Introduction to Religion: Roots of Religion in the Mediterranean World
- RELG 205 - Hebrew Bible in its Ancient Near Eastern Context
- RELG 218 - Christianity in the Late Medieval World: 1100-1600
- RELG 304 - History and Literature of the Ancient Near East
- THEA 252 - Western Theater History I

Art/Archaeology Requirement

All majors are required to take at least one course in ancient Art or Archaeology. These may be courses at Oberlin or offered by various programs abroad. The following courses fulfill this requirement; others may be substituted with the approval of the Chair.

Anthropology

ANTH 103 Introduction to Archaeology

Archaeological Studies

ACHS 200 Archeological Field Course
ACHS 250 Advanced Archeological Field Course

Art

ARTS 309 The Ancient Near East
ARTS 311 Egyptian Art and Architectures
ARTS 324 Story of Mediterranean Archeology
ARTS 326 Technology of Greek and Roman Architecture
ARTS 340 Greek Art and Archaeology
ARTS 365 Greek and Roman Painting
ARTS 429 Greek Sanctuaries
ARTS 465 Greek and Roman Sculpture

Classics
CLAS 203 The City in Antiquity
CLAS 306 Egypt after the Pharaohs

Archeology
Students interested in classical archaeology as a profession should note the availability of a concentration in Classical Archaeology in the Archaeological Studies program. This concentration requires both the relevant courses in classical art and archaeology and basic training in the classical languages and literatures. For further information, see the separate listing under Archaeological Studies above, or consult Ms. Kane or Mr. Wilburn in the Art Department.

Study Abroad
Oberlin College is a participating member of the Intercollegiate Center for Classical Studies in Rome. A semester of study in Rome during the junior or senior year is available for qualified students majoring in the department, either at the Intercollegiate Center or other accredited Classics programs in Italy. There are also affiliated programs in Athens. Consult the chair for details.

Transfer of Credit
No more than half the hours credited toward the major may be granted for work at other recognized institutions.

Winter Term
The following faculty are particularly interested in sponsoring Winter Term projects as indicated. Mr. Wilburn: intensive beginning Greek; Mr. Lee, intensive beginning Latin; many other topics are also possible.

The Martin Classical Lectures
The Martin Classical Lectures are delivered annually at Oberlin College by an eminent visiting scholar. Please contact the department chair, or see our web page for details about this year’s lectures.

Classical Civilization
• CLAS 103 - History of Greece
• CLAS 104 - History of Rome
• CLAS 111 - Greek and Roman Epic
• CLAS 112 - Greek and Roman Drama in Translation
• CLAS 201 - Magic and Mystery Ancient World
• CLAS 203 - The City in Antiquity
• CLAS 209 - The Ancient and Modern Novel
• CLAS 210 - Greek and Roman Mythology
• CLAS 222 - Ovid and the Middle Ages
• CLAS 401F - Honors - Full
• CLAS 401H - Honors - Half
• CLAS 995F - Private Reading - Full
• CLAS 995H - Private Reading - Half

Greek
• GREK 101 - Elementary Greek
• GREK 102 - Elementary Greek II
• GREK 201 - Homer’s Iliad
• GREK 202 - Herodotus
• GREK 305 - Sophocles
• GREK 306 - Homer’s Odyssey
• GREK 311 - Euripides
• GREK 314 - The End of the Iliad
• GREK 401F - Honors - Full
• GREK 995F - Private Reading - Full
• GREK 995H - Private Reading - Half

Latin
• LATN 101 - Elementary Latin
• LATN 102 - Introduction to Latin Prose
• LATN 201 - Introduction to Latin Literature: Vergil’s Aeneid
• LATN 202 - Cicero
• LATN 307 - Latin Love Elegy
• LATN 308 - The Roman Historians
• LATN 309 - Apuleius
• LATN 315 - Lucretius and Seneca
• LATN 401F - Honors - Full
• LATN 401H - Honors - Half
• LATN 995F - Private Reading - Full
• LATN 995H - Private Reading - Half

Cognitive Sciences Concentration
The Cognitive Sciences Concentration at Oberlin focuses on the study of human cognition from many perspectives ranging from the investigation of single neurons in the brain, to the analysis of the cognitive process of the individual, to the examination of complex decision making in social groups. The concentration is intended to familiarize students with the different methodological approaches used to investigate human cognition. Given the concentration’s interdisciplinary nature, students will be required to take relevant courses from several fields of inquiry including psychology, neuroscience, computer science, economics, philosophy and anthropology.
Concentration Requirements
The following core courses in psychology and neuroscience are required for the concentration. Note that NSCI 201 or 204 can act as the prerequisite for PSYC219

Core Courses
- NSCI 201 - The Brain: An Introduction to Neuroscience
- PSYC 207 - Memory and Learning
- PSYC 209 - Complex Cognition

Elective Courses
In addition to the core course requirement, students must take four electives. To ensure breadth, each of the four elective courses must be from a different department. Students should be aware that some of the below listed elective courses have prerequisites and should plan their schedules accordingly. An appropriate private reading or other non-listed course offering may count as one of the electives upon approval by the Cognitive Sciences Chair.

Anthropology (ANTH)
- ANTH 204 - Introduction to Linguistic Anthropology
- ANTH 251 - Gender and Language

Computer Science (CSCI)
- CSCI 364 - Artificial Intelligence

Neuroscience (NSCI)
- NSCI 319 - Neurophysiology: Neurons to Networks to Cognition
- NSCI 320 - Neuroanatomy
- NSCI 325 - Neuropharmacology
- NSCI 331 - Hormones, Brain and Behavior
- NSCI 360 - Cognitive Neuroscience

Philosophy (PHIL)
- PHIL 200 - Deductive Logic
- PHIL 201 - Reason and Argument
- PHIL 228 - Philosophy of Mind

Psychology (PSYC)
- PSYC 303 - Advanced Methods in Cognitive Psychology
- PSYC 305 - Advanced Methods in Human Psychophysiology

Additional Information
Any student, regardless of major or minor, can pursue a Cognitive Sciences Concentration. The Cognitive Sciences Concentration does not substitute for a major or minor. Its completion will be noted on the student’s final transcript along with majors, minors, and Honors. Courses in which a student earned a letter grade below a C-or P cannot be used to fulfill the Cognitive Sciences Concentration. For further information or to see recent updates, see our web site at www.oberlin.edu/cogsci.
College Music (please see Musical Studies)

Colloquia and Other Small Classes for First- and Second-Year Students

Colloquia
Colloquia are designed to give students at the beginning of their college careers the opportunity to enroll in small courses which explore specific themes or texts in an interdisciplinary manner. These seminar-style courses offer a uniquely personal setting for student-faculty and student-student interactions. Colloquia provide an opportunity to sharpen analytical skills, to deal clearly with abstract concepts, and to improve writing and oral skills.

Enrollment in each colloquium is generally limited to about 15 students, with 10 places reserved for first-year students and five places for second-year students. Students may elect only ONE colloquium per year. Enrollment in some colloquia is limited to first-year students only. The following is a partial listing of the colloquia that will be available in 2007-2008. (Other small classes limited exclusively to first-year students are found in the “First-Year Seminar Program” section of this catalog.)

African American Studies
- AAST 118 - Ritual and Performance I: The World According to the Yoruba and their Descendants in the New World

Hispanic Studies
- HISP 306 - Introduction to Literary Analysis

Politics
- POLT 122 - Colloquium: Israel-Palestine Conflict

Comparative American Studies
Wendy Kozol, Professor of Comparative American Studies and Program Director
Rick Baldoz, Associate Professor of Sociology and Comparative American Studies
Eric Estes, Vice President, Dean of Students and Associate Professor of Comparative American Studies
Janet Fiskio, Assistant Professor of Environmental Studies and Comparative American Studies
Evangeline Heiliger, Visiting Assistant Professor of Comparative American Studies
Daphne John, Associate Professor of Sociology and Comparative American Studies
Shelley Lee, Associate Professor of Comparative American Studies and History
Pablo Mitchell, Professor of History and Comparative American Studies
Gina Pérez, Associate Professor of Comparative American Studies
Meredith Raimondo, Associate Professor of Comparative American Studies (on administrative leave)
Renee Romano, Professor of History Comparative American Studies
Harrod Suarez, Assistant Professor of English and Comparative American Studies
Steven Williams, Mellon Post-Doctoral Fellow of Native Studies and Visiting Assistant Professor of Comparative American Studies
Comparative American Studies examines the range and diversity of American experiences, identities and communities. From interdisciplinary perspectives, students study social, political, economic and cultural processes within the United States as well as explore the role of the nation in a global context. By placing the United States in a transnational and comparative framework, the program invites students to consider the relationship of different communities to the nation-state, ranging from issues of colonialism and empire building to social justice movements. Courses investigate power, inequality and agency through the analysis of intersecting structures of race, gender, class, sexuality and citizenship. Central to these studies are examinations of the relationship of theory and practice in a range of historical and contemporary contexts.

Comparative American Studies faculty approach the study of the United States with expertise drawn from a range of interdisciplinary fields, including American Studies, Ethnic Studies, Gender and Sexuality Studies, and Media Studies. The program has particular strengths in transnational approaches to Asian American Studies, Feminist Studies, Latina/o Studies, and Lesbian, Gay, Bisexual, Transgender, and Queer Studies.

**Major**

Students wishing to declare a Comparative American Studies major should select a faculty advisor who is a member of the Comparative American Studies Program Committee or consult with the Program Director. In consultation with the advisor, students should propose a program of study for review by the Program Director.

The Comparative American Studies major consists of a minimum of 9 ½ courses (nine full courses and one half course) that include required program courses (3.5), the concentration area requirement (4) and electives (2).

In addition to program courses, students majoring and minoring in Comparative American Studies may count certain courses in other departments and programs toward their Concentration Area Requirement and Electives. A list of cross-referenced courses that qualify is posted on the program’s website under the rubric “Courses (Cross-Referenced).”

**Required Program Courses: 3 1/2 courses**

- CAST 100: Introduction to Comparative American Studies
- CAST 300: Situated Research, recommended to be taken by the end of the junior year
- CAST 301: Situated Research Practicum (1/2 course) taken simultaneously with 300
- CAST 400: Research Seminar: Expanding the Archive

**Concentration: 4 courses (minimum)**

The Comparative American Studies program encourages students to personalize the major by choosing an individual focus within one of three concentrations. Students select classes that address their interests within a framework of course offerings designed to build conceptual and practical skills. The program particularly emphasizes critical thinking, writing and communication as aspects of civic engagement. Courses must be taken in at least two different departments/programs.

Concentrations in the Comparative American Studies program include:

- Identity and diversity
- Globalization, transnationalism and nation
- Histories and practices of social change

**Electives: 2 courses (minimum)**

Students may fulfill the remaining course requirements for the major by taking elective courses in either program courses or approved cross-referenced courses.
Other Information

- Program and cross-referenced courses may count toward the Concentration Area and Elective requirements for the major and the minor.
- No more than 3 full courses can be at the introductory level.
- Students may transfer up to 3 full courses taken at other institutions towards the major.
- Courses in which a student has earned a letter grade lower than a C- or P cannot be used to fulfill the requirements of the major.

Course Sequencing Suggestions

The program offers a variety of introductory and intermediate level courses for potential majors and non-majors. These 100 and 200 level courses provide an introduction to American Studies scholarship. While courses at the 300 and 400 level typically do not have prerequisites, prior coursework in CAST or a related field is strongly recommended before enrolling in these courses.

All forms for the major and minor (Petition, Advising, Concentration) can be found on the CAS website (http://new.oberlin.edu/comparative_american) under the link: “Declaring a Major”.

Minor

Students wishing to minor in Comparative American Studies must have their proposals approved by the Program Director. The Comparative American Studies minor consists of:

- 5 full courses, including CAST 100: Introductions to Comparative American Studies.
- At least one of the courses in the Concentration Area must be a program course (course with a CAST Prefix and CRN).
- No more than 2 full courses may be taken at the introductory level, including CAST 100.
- No more than one full course may be transferred from another institution toward the minor.

Honors

Senior Comparative American Studies majors may conduct independent, original research or a creative project through the Honors Program. Consideration for admission to the Honors Program takes place during the second semester of the junior year, by invitation of the Comparative American Studies faculty or by self-nomination. Faculty are encouraged to urge qualified students to consider applying for the Honors Program. Honors students must enroll in CAST 501/502: Honors Seminar (both semesters) and are exempt from the CAST 400 requirement.

Winter Term

When on duty, faculty members with appointments in Comparative American Studies sponsor Winter Term projects.

Off-Campus Programs for Credit

Students are encouraged to broaden their educational experience by taking advantage of off-campus programs, preferably sometime during their junior year. A maximum 3 courses may be applied toward the major (1 course for the minor).

First-Year Seminars

- FYSP 180 Exploring Chicago
Comparative American Studies Courses

- CAST 100 - Introduction to Comparative American Studies
- CAST 201 - Latinas/os in Comparative Perspective
- CAST 211 - Lesbian, Gay, Bisexual and Transgender Identities
- CAST 216 - Native America Collected
- CAST 223 - Surviving America: Introduction to Native Studies
- CAST 235 - Debating Citizenships
- CAST 252 - The Politics of Indigeneity
- CAST 256 - Immigration in U.S. History
- CAST 260 - Asian American History
- CAST 267 - The Nature of Sexualized Identities: Gender, Race, Queerness, and Environmental Justice
- CAST 286 - Latina Feminisms
- CAST 300 - Situated Research
- CAST 301 - Situated Research Practicum
- CAST 338 - The Problem of Citizenship: From Aristotle to Arizona
- CAST 340 - Queer Money Matters: The Costs of Being LGBTQI in America
- CAST 342 - Race, Gender & American Social Movement
- CAST 345 - Narratives of Passing
- CAST 400 - Research Seminar: Expanding the Archive
- CAST 443 - Colloquium: Crisis of Confidence: American History and Culture in the 1970s
- CAST 447 - Queer Positions
- CAST 501 - Senior Honors
- CAST 502 - Senior Honors
- CAST 976F - London: The Global City
- CAST 976H - London: The Global City
- CAST 977F - Immigrant London
- CAST 977H - Immigrant London
- CAST 995F - Private Reading - Full
- CAST 995H - Private Reading - Half

Cross-Referenced Courses

In addition to program courses, students majoring or minoring in Comparative American Studies may count certain courses in other departments and programs toward their Concentration Area Requirement. A list of courses that qualify is posted on the program’s web site (http://new.oberlin.edu/comparative_american) under the rubric “Comparative American Studies Courses in Various Disciplines.”
Comparative Literature

Jed Deppman, Associate Professor of Comparative Literature and English; Program Director

Comparative literature (CMPL) is the study of literature, theory, and criticism across the boundaries of language, nation, culture, artistic medium, genre, and historical period. Faculty in Oberlin’s program are drawn from the humanities, arts, and social sciences, and the curriculum emphasizes these important areas of the discipline:

- Literary Theory
- Literature and the Other Arts
- East-West Studies
- European Languages and Literatures
- Translation

Comparative literature enables students to integrate their studies in more than one discipline at once. Because the major requires a combination of depth, breadth, and creativity, students consult with advisors to create individualized curricular pathways that match their specific interests, demonstrate advanced proficiency in at least one other language besides English, and culminate in a capstone or honors project.

Program alumni have attended top graduate programs, received numerous Fulbrights and other fellowships, and gone on to successful careers in such fields as academia, journalism, film, non-profit organizations, publishing, libraries, the arts, and teaching at all levels.

Curriculum Overview

Comparative literature offers coursework for the major and minor. Students with an interest in the discipline should consult early on with their advisor and the program director to define an individual area of emphasis or inquiry. Majors are able to shape their course of study from a wide range of possible material. Because many different programs and departments contribute courses for the major and minor, advising plays an especially important role in student planning. Be sure to talk with the program director and or department staff if you are interested in this field of study. You may also use our planning sheet to assist in this process.

Students must take at least one 400-level course in a foreign language taught in the original language such as French, Spanish, or Russian. For the following four languages, the required level is 300: Greek, Latin, Chinese, or Japanese. Several courses presented for the major might focus on a specific period or movement (the Renaissance, modernism, surrealism), a genre (tragedy, lyric poetry), a problem (literature and the other arts, translation) or an approach (feminism, post-structuralism).

Outside of the classroom, majors and others may attend our Translation Symposium and Lecture that brings in prominent comparatists to share their works and observations. Guest lecturers are also available to assist you in your study of a wide variety of literary works and learn about challenging, contemporary issues. We encourage students to study abroad for a semester or a year in one of the many Oberlin-affiliated programs. Study abroad will enhance your understanding of literature as it relates to language and culture.

Major

A minimum of ten courses (eleven for Honors) to be distributed as follows:

1. Comparative Literature 200, one course.
2. At least one course at the 400 level in a foreign literature taught in the original language (300 in Greek, Latin, Chinese, or Japanese).
3. A comparative reading course the senior year to be supervised jointly by faculty members from appropriate departments. (Honors students must complete two courses over two semesters.)
4. Six or more total courses in literature, theory, criticism, and cultural studies, chosen to include comparative study within or among courses. Up to three courses in related areas may be counted, e.g. history and theory of art, music, film, theater, and dance.

5. At least six courses counted toward the major must be earned at Oberlin College. Students preparing for graduate work in comparative literature are advised to select at least five courses in two foreign literatures taught in the original languages.

Courses in which a student has earned a letter grade lower than a C-/CR or P cannot be used to fulfill the requirements of the major.

**Minor**

A minimum of five courses to be distributed as follows:

1. Comparative Literature 200, one course.

2. At least one course at the 400 level in a foreign literature taught in the original language (300 in Greek, Latin, Chinese, or Japanese).

3. Three or more additional courses in literature, theory, criticism, and cultural studies chosen to include comparative study within or among courses.

4. No more than two of the courses required for the minor can also be counted toward requirements for another major or minor. Three of the four courses other than CMPL 200 should have some clear thread of connection: they might be from the same century in different literatures, study the same genre (tragedy, fiction), pursue a single theme or topic, etc. At least three of the courses must be earned at Oberlin College. Under normal circumstances a minor must be declared by the beginning of the second semester of the junior year.

**Honors**

Students who wish to pursue Honors should apply by April 15 of the junior year. Admission will be granted on the basis of the grade-point average in the college and the major, faculty recommendations, and a written proposal. The project will be for two courses during the two semesters of the senior year, normally under the supervision of two faculty members from different departments. Interested majors should consult the director.

I) Requirements

- GPA: Minimum GPA in the major and in the college: 3.5.
- Faculty Support: The student must have support from two faculty members willing to advise the project.

II) How to Apply

By April 22 of the junior year, students must submit a proposal to the Comparative Literature program director. Proposals should be submitted to Jed Deppman, Rice Hall 28, and include the following:

- Name
- Declared major(s) and minor(s)
- Current GPA overall and in CMPL
- Tentative project title
- 4-6 page project narrative
- 1-2 page preliminary bibliography (annotations optional).
- Statement of faculty support from two potential advisors.

III) The Project Narrative

The narrative is the most significant part of the proposal. There is no standard format, but the following questions must be addressed:
• What do you propose to study, and why? (Describe your research topic and how you came to it.)
• What is your background in the areas you propose to study? (Describe relevant coursework, language levels, and other significant experience or training that has prepared you for this project.)
• What are the theoretical grounds for the comparison? (Describe the theories, methodologies, and frameworks you intend to use.)

IV) Statement of Faculty Support
The proposal is not complete unless it includes letters (or emails) from two faculty members in areas relevant to the project. Faculty members must confirm 1) that they consider the project to be valuable and feasible and 2) that they are willing to serve as advisors if it is approved.

V) Completing the Honors Project
Fall Semester:
• “Substantive progress” report. By November 1, advisors must send a brief message to the CMPL director describing whether or not the student has made “substantive progress” on the honors project. If yes, then the student will enroll for 3 credit-hours for the spring semester to finish the project. If not, then the Honors project will revert to the required 3-hour senior project. The November 1st deadline is early enough that the project can be reconceived on a smaller scale.
• In each case, the two faculty advisors are responsible for determining what constitutes substantive progress. This may vary depending on the nature of the project, but in all cases the student will have met with both advisors, shown work in progress, and discussed the feasibility of the remaining proposed work.

Spring Semester:
• Students submit a work of approximately 40-60 pages to both advisors by April 25. The advisors and one external reader will conduct a final oral exam of 45-60 minutes and make recommendations for honors. The comparative literature committee will then meet to consider all the honors recommendations together, and forward a list to the College Honors committee. This committee makes the final decisions.

Courses
The following courses, either cross-referenced, cross-listed or wholly in Comparative Literature, are centered on comparative approaches and therefore are of special interest to majors. For crosslisted courses, students may enroll using either the Comparative Literature number or the crosslisted number in the department of origin.
• CMPL 200 - Introduction to Comparative Literature
• CMPL 230 - Introduction to Literature and the Visual Arts
• CMPL 265 - Anglophone Postcolonial Literatures
• CMPL 330 - Literature, Architecture, and Real Estate
• CMPL 350 - Translation Workshop
• CMPL 351 - Advanced Translation Workshop
• CMPL 370 - Itineraries of Postmodernism
• CMPL 372 - Contemporary Literary Theory: Post-Modernity and Imagination
• CMPL 400 - Senior Capstone Project
• CMPL 501 - Honors Project
Comparative Literature

- CMPL 502 - Honors Project
- CMPL 995F - Private Reading - Full
- CMPL 995H - Private Reading - Half

**Cross-Referenced Courses**
The following courses are taught in English and may be of interest to comparative literature majors. For a more complete listing of cross-listed courses, as well as courses in other languages, see www.oberlin.edu/complit.

**Africana Studies (AAST)**
- AAST 244 - Modern African Literature

**Classics (CLAS)**
- CLAS 209 - The Ancient and Modern Novel
- CLAS 210 - Greek and Roman Mythology

**East Asian Studies (EAST)**
- EAST 116 - Traditional Japanese Literature in Translation
- EAST 118 - Modern Japanese Literature and Film
- EAST 206 - Topics in Modern Chinese Literature “Chinese Literature and Film: the Art of Adaptation”

**English (ENGL)**
- ENGL 207 - Lovers, Philosophers, and Revolutionaries: A Survey of Renaissance Literature
- ENGL 282 - Shifting Scenes: Drama Survey
- ENGL 306 - Literature and the Scientific Revolution
- ENGL 328 - Modern Drama II: Brecht to Pinter
- ENGL 349 - Contemporary Drama, 1980 to the Present
- ENGL 360 - Globalization and Diaspora
- ENGL 372 - Contemporary Literary Theory: Post-Modernity and Imagination
- ENGL 381 - Hopeful Monsters: (Mixed-)Media Studies
- ENGL 387 - “Bollywood”’s India: An Introduction to Indian Cinema
- ENGL 448 - Senior Seminar: Words and Things

**First Year Seminars (FYSP)**
- FYSP 129 - Coming of Age in African Literature
- FYSP 187 - Ars Moriendi: Death and the Art of Dying

**German (GERM)**
- GERM 311 - Introduction to German Literature I
- GERM 312 - Introduction to German Literature II
- GERM 433 - Senior Seminar

**Russian (RUSS)**
- RUSS 215 - The Meaning of Life: Dispatches from Nineteenth-Century Russia
- RUSS 221 - Love in a Cold Climate: Literature and Desire in Nineteenth-Century Russia
- RUSS 325 - Literature and Revolution
- RUSS 329 - Literature and the Land: Nature Writing in Russia and America
Theater (THEA)
- THEA 252 - Western Theater History I
- THEA 253 - Western Theater History II

Computer Science

Benjamin Kuperman, Associate Professor of Computer Science; Department Chair
Albert Borroni, Lecturer in Computer Science
Robert Geitz, Associate Professor of Computer Science
Richard M. Salter, Professor of Computer Science
Alexa Sharp, Associate Professor of Computer Science
Cynthia B. Taylor, Assistant Professor of Computer Science
Tom Wexler, Associate Professor of Computer Science

Computer Science encompasses both the theoretical and the practical aspects of the study of computers and algorithmic processes. Students majoring in computer science at Oberlin are prepared both for graduate study in the discipline and careers in industry and business. Computer Science at Oberlin is taught within the context of a liberal arts degree, with emphasis on the lasting principles of the discipline rather than on specific training in particular tools and techniques. The CS Department stresses the fundamentals of computer science while maintaining a highly current and relevant curriculum utilizing state-of-the-art methodologies and tools. More detailed information about the Computer Science major and minor can be found below.

Advanced Placement

Students who have received a score of 4 or 5 on the Advanced Placement Computer Science A examination in Computer Science or a 5, 6 or 7 on the International Baccalaureate Higher Level examination in Computer Science are normally awarded 1 full course equivalent to CSCI 150 and are encouraged to enroll in CSCI 151 in their first semester. Other students who believe they have sufficient preparation to begin their study of Computer Science in a course other than CSCI 150 should consult with the Chair of the department to discuss appropriate placement.

Entry-Level Course Sequence Suggestions

Most students who wish to study Computer Science or who wish to explore programming and algorithmic problem-solving should begin with CSCI 150. This course does not assume any prior experience with programming and is appropriate for both potential majors and non-majors. Students who seek a more gentle introduction to programming and problem-solving may take CSCI 140; those who do so should be aware that if they decide to continue their study of Computer Science after taking CSCI 140 they will still need to take CSCI 150.

Since the requirements for the major in Computer Science are substantial, students planning to major in the discipline are encouraged to begin the coursework in their first year at Oberlin taking CSCI 150 and CSCI 151 along with MATH 133.

Students who would like to explore Computer Science without studying it in great depth may be interested in the entries listed below in the section “Courses in General Computing”.

Major

The computer science major consists of 12 courses:
- 10 courses listed below in the section “Courses in Computer Science,” including CSCI 210, 241, 275, 280 and 383 and at least three other computer science courses numbered 300 or above. Students may substitute one of Mathematics 331, Math 345, or Math 348 for one of the elective 300-level computer science courses.
• 2 courses in Mathematics, including MATH 220 and one additional course at the level of MATH 132 or higher. This second course may not be substituted for a 300-level Computer Science course.

Private Reading courses do not normally count toward the major. More information about the Computer Science major can be found on the department web server. (www.cs.oberlin.edu).

Courses in which a student has earned a grade of NP or a letter grade of D or F cannot be used to fulfill the requirements of the major.

**Minors**

The Computer Science Department offers a minor in Computer Science. The minor consists of five full courses, listed below in the section “Courses in Computer Science”, or four such computer science courses plus one of MATH 331, 345, or 348. One of the courses must be a 300-level computer science course.

**Honors Program**

In the spring of the junior year, students may apply for admission to the Computer Science Honors Program by submitting a proposal for a project they will undertake in their final year. Most projects involve either original research in Computer Science or the development of an application that makes use of algorithms and techniques from recent papers. All Honors projects include a thorough exploration of the primary literature. Admission to the program will be based on past performance in classes as well as the quality and feasibility of the proposal. Those admitted to the program will receive a full course credit for CSCI 401 each semester. Honors students make several presentations of their work during the year, write a thesis on their research, and in the spring take a comprehensive examination prepared by an external examiner.

**Winter Term**

Some members of the computer science faculty will be available during Winter Term to sponsor student projects. Winter Term is an ideal time to learn new computer languages, to work on major programming projects, or to approach areas of computer science that are not covered by regular courses. Students are encouraged to begin thinking about Winter Term projects early in the fall semester.

**Courses in Computer Science**

• CSCI 150 - Introduction to Computer Science
• CSCI 151 - Data Structures
• CSCI 210 - Computer Organization
• CSCI 241 - Systems Programming
• CSCI 259 - Computer Animation
• CSCI 275 - Programming Abstractions
• CSCI 280 - Introduction to Algorithms
• CSCI 311 - Database Systems
• CSCI 321 - Mobile Applications
• CSCI 331 - Compilers
• CSCI 333 - Natural Language Processing
• CSCI 341 - Operating Systems
• CSCI 343 - Computer and Information Security
Computer Science/Creative Writing

- CSCI 357 - Computer Graphics
- CSCI 364 - Artificial Intelligence
- CSCI 365 - Advanced Algorithms
- CSCI 383 - Theory of Computer Science
- CSCI 401 - Honors

Creative Writing

Sylvia Watanabe, Associate Professor, Program Co-Director, First Semester
Dan Chaon, Pauline Delaney Associate Professor, Program Co-Director, Second Semester
Kazim Ali, Associate Professor of Creative Writing and Comparative Literature
Jessica Grim, Lecturer
Bernard Matambo, Visiting Assistant Professor
Azita Osanloo, Visiting Assistant Professor
Lynn Powell, Visiting Assistant Professor
David Walker, Professor of English
Program Coordinator: Suzanne Overstreet, x56567

Combining the breadth of a liberal arts education with rigorous studio training, the creative writing major emphasizes individual mentoring at the advanced level through small, juried workshops (with a maximum enrollment of 12) and independent projects directed by program faculty. While primarily focused on five genres: fiction, poetry, nonfiction, playwriting, and screenwriting, the major also provides opportunities for cross-disciplinary work with the other arts. Through a variety of practica, both on campus and off, students can acquire practical, hands-on experience in writing-related internships.

Major

The Creative Writing major requires the equivalent of nine full courses, distributed as follows: the 201 gateway (a full course), three 300-level workshops (3 full courses), a full course or two half courses in electives, the 470 capstone (a full course), and three additional full courses in textual studies. Students who declare the major will have completed 201 and been admitted to their first 300-level workshop. No more than one 100-level course will count as a major elective. Courses in which a student has earned a letter grade lower than a C- or P cannot be used to fulfill the requirements of the major.

Courses Requiring Applications

Admittance to all workshops and projects, required by the major, is by application only. At the end of each term, applications are due on the final day of classes. Please see the program website for information on submission deadlines and to download application forms.

The 201 Gateway:
In CRWR 201, students are given the opportunity to explore a variety of poetry and prose genres and the intersections among them. Successful completion of 201 is a pre-requisite for 310 (poetry) and 320 (fiction), as well as a number of other 300-level workshops.

Upper Division:
As with 201, admittance to the 300-level workshops is based on a juried selection process requiring the submission of a completed application and recent work sample. The quality of the work sample is the primary criterion for selection, and students who hope to major in Creative Writing should focus on producing a strong body of work in 201 and other lower division Creative Writing courses.
Independent Projects and Other Variable Credit Courses:
An application and work sample are required for most 400-level courses. Please check the course catalog for pre-requisites.

Textual Studies
This three-course requirement gives majors the opportunity to explore, through various disciplinary perspectives, the genres in which they are writing. The requirement may be met by literature, theory, and film courses (generally at the 200-level and above) offered by English, Comparative Literature, the language departments, Cinema Studies, and other disciplines. Majors also have the option of applying a single 200-level literature-based course in Creative Writing (such as Graphic Narrative, Beyond Genre: Mystery and Detective Fiction, Asian American literature, African Narrative, the Writer in the World, and Fabulist Fiction) toward filling this requirement. Students should consult with their advisors when selecting courses.

Elective Credit
There are a variety of options for filling this requirement:
- CRWR 110 or 120
- Elective courses at the 200-level
- Cross-referenced courses offered by other programs and departments
- Transfer of credits for work completed outside of Oberlin
- Elective workshops at the 400-level
- Half courses at the 400-level (e.g., CRWR 475, 485)

Capstone
Majors will normally take one semester of the Senior Projects Seminar (CrWr 490), during which they will work on individually designed projects under the supervision of a faculty mentor. Seminars will consist of regular peer group meetings and one-on-one conferences with the instructor. At the end of the term, students will be expected to have completed a substantial body of work, which may include up to 100-200 pages for a prose project or screenplay and 60 pages for poetry. With faculty approval, this course may be repeated for credit. Pre-requisites: It is strongly recommended that majors will have completed two 300-level workshops before applying for this course.

Minor
The minor consists of a minimum of four full courses offered by Creative Writing. One of these courses must be at the 300-level (or above). Courses in which a student has earned a letter grade lower than a C- or P cannot be used to fulfill the requirements of the minor.

Introductory Courses
- CRWR 110 - Introduction to Writing Poetry
- CRWR 120 - Introduction to Writing Fiction
- CRWR 118 - Image into Scene

200-Level Courses
- CRWR 201 - Poetry/Prose Workshop
- CRWR 220 - Writing Short Fiction
- CRWR 230 - Form and Flexibility
- CRWR 280 - Small Prose Forms
300-Level Courses

- CRWR 310 - Poetry Workshop
- CRWR 311 - Advanced Poetry Workshop 2: Special Topics in Poetry
- CRWR 317 - Between Lyric and Narrative: Transitional Prose Forms
- CRWR 320 - Fiction Workshop
- CRWR 340 - Nonfiction Workshop
- CRWR 350 - Translation Workshop
- CRWR 360 - Screenwriting Workshop
- CRWR 371 - The Short Story Cycle

400-Level Courses

- CRWR 450 - Teaching Imaginative Writing
- CRWR 470F - Advanced Writing Project I - FULL
- CRWR 475 - Reading for Writing
- CRWR 485 - Practicum
- CRWR 490 - Senior Colloquium

Cross-Referenced Courses

- AAST 258 - Talking Book
- RHET 303 - Writing about Travel: Composing as Reflection on Time Abroad
- RHET 305 - Grant and Fellowship Proposal Writing
- RHET 401 - Teaching and Tutoring Writing Across the Disciplines

Transfer of Credit

Upon acceptance to the College, transfer students with an interest in Creative Writing should consult one of the co-directors for approval of previous coursework. Third-year transfer students will find it almost impossible to complete the major in four semesters and might consider the minor. While credit is normally given for Creative Writing courses taken elsewhere, equivalent credit is almost never given for any of the four required workshops.

No more than two full courses of transfer credit may be applied toward the Creative Writing Major. Transfer courses may be applied toward the textual studies requirement, the in-program course requirement, or a combination of these.

Winter Term

Please check with Suzanne Overstreet, the Creative Writing Program Coordinator, for a list of faculty available to sponsor winter term projects.

Contests and Awards

Each spring the Creative Writing Program sponsors several college-wide contests in poetry and prose. All currently enrolled Oberlin students are encouraged to submit their work. The winning entries and their authors will be celebrated at an awards reading. Please check the program website to obtain information on contest rules and deadlines.
Cultural Diversity Requirement

The Diversity Studies Committee administers this requirement.

This requirement encourages students to understand cultural diversity in complex ways and in multiple contexts by taking courses that attend to questions of difference, imbalances in political and social power, diversity in cultures and the interactions among and between cultures, and methodological approaches to the study of diversity. In awarding Cultural Diversity (CD) credit for international study away programs and some U.S. study away programs, this requirement recognizes that study away is a profound pedagogical encounter with diversity that complements the engagement of diversity in courses across the Oberlin curriculum.

As noted in the Graduation requirements for the College of Arts and Sciences section of this catalog, the cultural diversity requirement is as follows:

Students must complete at least three full academic courses with the Cultural Diversity (CD) designation. The three courses must be earned in at least two different departments or programs, as indicated by the course prefix. These courses must be completed at Oberlin College. Students who study away in a full-semester, credit-bearing international program will receive CD credit equal to one course. Students who study away in a full-semester, credit-bearing U.S. program that directly addresses diversity may petition the Diversity Studies Committee to receive CD credit equal to one course.

Criteria for CD courses

Courses carrying the CD designation must fall into at least one of the following categories:

- Courses whose primary focus of inquiry is on a disenfranchised group (or groups) in the United States
- Courses whose primary focus of inquiry concerns national and/or transnational cultures outside the United States
- Courses whose focus of inquiry includes substantial attention to methods of inquiry analyzing and interpreting cultural differences
- Courses taught in a language other than English

Dance

Ann Cooper Albright, Professor of Dance; Chair
Roger Copeland, Professor of Theater and Dance
Victoria Fortuna, Mellon Post-Doctoral Fellow, Professor of Dance
Holly Handman-Lopez, Visiting Assistant Professor of Dance
Nusha Martynuk, Professor of Dance
Carter McAdams, Professor of Dance
Elesa Rosasco, Associate Professor of Dance
Adenike Sharpley, Artist-in-Residence, Africana Studies/Dance
Deborah Vogel, Instructor, Lecturer in Dance
Robert Wesner, Visiting Instructor of Dance

The Oberlin Dance Department encourages students to create, perform, and think about movement in a manner that is consonant with their experience in the other fine and liberal arts. The curriculum offers various approaches to the study of movement, from creation and performance to physical techniques, critical inquiry and somatic studies.

Dance at Oberlin is characterized by its commitment to experimentation and to the creation of original work. Student, faculty and guest artist choreography is presented throughout the year in formal concerts, and in a regular series of studio events. Outstanding resources for artistic
collaboration with student and faculty directors, designers, composers, musicians, and video artists are found in Theater, the Conservatory of Music, Cinema Studies, and the Art Department. Movement classes are offered in a range of genres and levels in order to support the physical, intellectual and imaginative process of becoming a dance artist. These courses serve all students, including those who wish to explore dance as part of their broader education, those pursuing dance in combination with related arts, and those who intend to dance professionally.

Students also have the opportunity to explore somatic studies through courses that focus on alignment, movement integration and meditative practice. The concentration in somatic studies offers an excellent preparation for a lifetime of personal health and work in a broad range of therapeutic fields.

The Dance Department also provides a focus in critical inquiry. These courses examine the historical contexts and theoretical frameworks of a variety of dance traditions while encouraging students’ intellectual curiosity and willingness to explore new ideas. The practice of research and writing about dance in its cultural context develops an appreciation of dance as both an artistic and a sociological phenomenon.

**Honors**

In the second semester of the junior year qualified students may be admitted to the Honors Program in Dance. The Honors project may be either, 1) a creative project in dance performance or choreography, or 2) research in dance history, criticism, or theory resulting in a substantial written thesis. Any creative project also includes a significant written component. At the completion of the senior Honors Project, a panel consisting of the Honors student’s faculty advisor and at least two other faculty members, including a faculty member from outside the department, will examine the student’s work. Applications and further information concerning Honors work are available in the Dance Department office, Warner Center.

**Winter Term**

Winter Term provides an opportunity for students to engage in individual projects or a group project sponsored by the faculty. Master teachers and guest choreographers are brought to campus each Winter Term to work with students for an intensive two or three-week period. In addition, students use this time to participate (at times with alumni of our program) in various off-campus dance-related internships.

**Off Campus Study**

Before credit is awarded for off-campus study, students must obtain tentative prior approval from a member of the Dance faculty and the Associate Dean of Studies. After the study is completed, the student must supply evidence of satisfactory participation. A maximum of 3 courses of off-campus study may be applied to the major in Dance.

**Trinity/LaMama Performing Arts Program in New York**

An intensive, one-semester Oberlin College Affiliated Program emphasizing interdisciplinary work in theater and dance that includes internships, seminars, studio classes and attendance at 45+ performances and events. Full semester’s credit is given through Trinity College, Hartford, CT. The program is offered in the fall semester only. Students interested in this interdisciplinary immersion in the arts in New York City should contact Carter McAdams, Professor of Dance, for additional information.
GLCA Arts program in New York
The GLCA program consists of a semester of study, normally done during the junior year, in the areas of technique, performance, production, and related studies. A major focus of this program is an intensive internship with an artist or arts organization. In the past, the GLCA Program students have been placed with various theater companies, film and video studios, major dance studios, dance presenting organizations, dance critics, and stage designers. All arrangements for transferring credit must be made with a member of the Dance faculty before a student begins the GLCA Program.

Spring Semester at NYU’s Tisch School of Arts
An affiliated program designed to offer Oberlin students a concentrated semester of study in film production, film studies or musical theater. The program is offered in the spring semester only. Interested students should contact the Office of the Dean of Studies for application forms and detailed information about the program.

The Laban Centre in London, England
This year-long or fall semester affiliated program, administered through Butler University, offers a unique combination of study abroad in a vibrant artistic community along with rigorous dance training in technique, theory, and technical production. Students interested in this performance-based intensive should contact Elesa Rosasco, Associate Professor of Dance, for additional information.

Dance Major
Students planning to major in dance must secure the approval for a program of study from a member of the dance faculty who thereby agrees to act as the student’s academic advisor. The major in dance requires 9.5 courses that can be made up of both full and half courses. Potential dance majors are advised to complete the Breadth of Study requirement first. At the time of their major declaration and in consultation with their academic advisors, students will provisionally specify those courses that will meet the Focused Study requirement.

All Dance majors and minors must sign up for required courses during pre-registration. Only courses requiring a placement class or audition are exempt from this rule.

Rising seniors whose capstone project involves creation or performance, and who (in consultation with their academic advisors) qualify for a senior concert, must request a senior production by April 15th of their junior year.

Courses in which a student has earned a letter grade lower than a C- or P cannot be used to fulfill the requirements of the major.

Dance Major (9.5 courses):
The dance major is comprised of 9.5 courses (or the equivalent combination of full and half courses) divided into the following four areas of study: Creation and Performance, Critical Inquiry, Physical Techniques and Somatic Studies (see listings below).

1. Breadth of study (5 courses, made up of a combination of full and half courses):
   - 2 courses from each of these areas of study:
     - Critical Inquiry, Physical Techniques
     - Creation and Performance; Somatic Studies
   - 1 course from each of these areas of study:
     - Somatic Studies

2. Focused study (3 courses, half of which must be above the introductory level):
   - In consultation with their major advisor, students will choose further courses which will create a focus in the major. Up to two courses
taken outside the dance program can be used toward this requirement provided that those courses relate directly to the chosen area of study and will be meaningfully integrated in the Senior Project.

3. Remaining requirements (1 full course, 1 half course, and 2 enrichment experiences):
   One course in the area of design and production
   (see Theater course listings) full course
   Senior Project – half course
   Production Crew (THEA 199) - must be taken twice – no credit

**Dance Minor (5 to 5.5 courses):**
A student planning to minor in dance must secure the approval of a program of study from a member of the dance faculty. The minor requires 5 to 5.5 courses or the equivalent combination of full and half courses.

1. Courses in defined areas of study (2.5 to 3 courses):
   Take one course in three of these four areas:
   - Creation and Performance
   - Critical Inquiry
   - Physical Techniques
   - Somatic Studies

2. In consultation with their minor advisor, students will choose their remaining courses as electives.

3. Production Crew (THEA 199) – no credit

**Areas of Study**

**Critical Inquiry** - theoretical and historical studies in dance

**Physical Techniques** - courses which focus on technical proficiency and experiential insight into various dance forms

**Creation and Performance** - choreographic and improvisational creative work and performance

**Somatic Studies** - learning about the body through a variety of movement practices and theoretical approaches which develop kinesthetic awareness and understanding of how the body functions

**Critical Inquiry**

- Theoretical and historical studies in dance.
- DANC 214 - Moving into Community
- DANC 277 - Dancing Latin/o America
- DANC 290 - Seeing Work
- THEA 302 - Non-Literary Theater: 1960 to the Present
- DANC 355 - Performance Ethnography

**Physical Techniques**
Courses which focus on technical proficiency and experiential insight into various dance forms.

- DANC 100 - Contemporary Dance I-Beginning
- DANC 113 - Ballet I
- DANC 132 - Contact Improvisation
- DANC 190 - West African Dance Forms in the Diaspora I: Survey
- DANC 191 - West African Dance Forms in the Diaspora II: Cuba
• DANC 200 - Contemporary Dance II - Low Intermediate
• DANC 201 - Contemporary Dance II - High Intermediate
• DANC 207 - Improvisation I
• DANC 262 - Capoeira Angola II
• DANC 295 - Dance Conditioning
• DANC 300 - Contemporary Dance III - Advanced
• DANC 312 - Ballet III

Creation and Performance
Choreographic and improvisational creative work and performance.
• DANC 222 - Choreography I
• DANC 271 - Spontaneous Composition
• DANC 303H - Oberlin Dance Company - Half
• DANC 303F - Oberlin Dance Company - Full
• DANC 390H - Essence Dance Class - Half
• DANC 390F - Essence Dance Class - Full
• DANC 391H - Dance Diaspora - Half
• DANC 391F - Dance Diaspora - Full

Somatic Studies
Learning about the body through a variety of movement practices and theoretical approaches which develop kinesthetic awareness and understanding of how the body functions.
• ATHL 117 - Hatha Yoga
• DANC 105 - Introduction to Somatic Studies: Exploration through Movement
• DANC 127 - How Does it Feel to Dance?
• DANC 221 - Body Re-education
• Elective Courses
• Elective Courses (may be counted under Focused Study if agreed to by advisor)
• DANC 211 - Production Project
• DANC 240 - Arts Management I
• DANC 311 - Practicum in Dance
• DANC 340 - Arts Management II
• DANC 400 - Senior Project
• DANC 420H - Honors Project - Half
• DANC 995H - Private Reading - Half
• DANC 995F - Private Reading - Full
East Asian Studies

David E. Kelley, Associate Professor, Program Director
Marc Jeremy Blecher, Professor
Bonnie Cheng, Associate Professor
Hsiu-Chuang Deppman, Associate Professor
James Dobbins, Professor
Suzanne Gay, Professor
Sheila Miyoshi Jager, Professor
J. Christopher Kern, Visiting Instructor
Sachiko Kondo, Visiting Instructor
Kai Li, Senior Lecturer
Fang Liu, Senior Lecturer
Qiusha Ma, Associate Professor
Kihoko Mikuni, Visiting Instructor
Emer O’Dwyer, Assistant Professor
Ann Sherif, Professor
Ai Sukegawa, Lecturer

The East Asian Studies Program is an interdisciplinary program focusing on the region that includes China, Japan, and Korea. The main goals of the program are to provide training in East Asian languages and to introduce students to the societies, cultures, and histories of the region through courses in anthropology, art history, cinema, economics, history, literature, politics and religion. Since language study is an integral part of the East Asian Studies major, interested students are strongly advised to begin language study in their first or second year at Oberlin. This is especially true of students who hope to spend time studying abroad.

Major

This interdisciplinary major program combines language study with coursework in various disciplines. Students may choose a program which focuses on one of the following:

1. East Asian regional studies,
2. China or Japan (Chinese or Japanese Studies),
3. a discipline (e.g. History, Religion), or
4. Chinese or Japanese language, literature, and film. Students who choose this option must complete two semesters of 400-level language courses and must take a minimum of four non-language courses, including at least two literature-in-translation and/or film courses.
5. Korean Studies: This concentration may be completed through coursework at Oberlin and study abroad at an approved institution.

All majors must complete:

1. Language Requirement: The minimum language requirement is completion of CHIN302/JAPN302 or proficiency equivalent to CHIN302 or JAPN 302, based on assessment by EAS.
   • All majors must complete at least two semesters of language at Oberlin College.
   • In the case of Korean language, the equivalent of four semesters taken at an approved institution will also meet this requirement.

2. EAS Elective Courses: A minimum of six full courses offered through EAS and other departments that offer East Asian courses (such as ART, HIST, POLT, RELG), including:
   • Courses in the student’s area of concentration
• At least two non-language courses that do not focus exclusively on their country of interest. Courses that examine East Asia from a regional perspective also count toward this requirement
• At least one upper-level seminar.

A maximum of two language courses beyond the language requirement can count toward this elective requirement. FYSP seminars count toward the major if they are primarily East Asia content. Please consult the catalog for prerequisites to upper-level seminars and plan accordingly.

3. **A Capstone Project:** The Capstone Project is an opportunity to bring to bear on a focused intellectual project the various elements of one’s East Asian Studies training. Normally completed in the senior year, the Capstone Project may be done in one of three ways: 1) as a research project in addition to or more substantial than the regular assignments in a scheduled upper-level colloquium or seminar taught by an EAS faculty member, 2) as a project in a 400-level Chinese or Japanese language course, or 3) as a Winter Term project overseen by an EAS faculty member. In all cases, students need to consult individually and early in the term with the EAS faculty member. There is a separate form of registration for the Capstone Project. Students who study abroad should complete the capstone in residence at Oberlin. Successful completion of Honors fulfills the Capstone Project requirement.

Students who enter the program with previous language training or exposure are still required to take a minimum of two full language courses to complete the major. Students with native or near-native proficiency in Chinese, Japanese, or Korean language must study another East Asian language to fulfill the requirements of the major.

Courses for which a grade lower than a C- is earned may not be counted toward the major.

**Minor**
The minor consists of a minimum of five courses. No more than two of the five can be language courses. Three of the five courses must be taken at Oberlin. At least one course must be beyond the introductory level. Students interested in a minor should consult with an EAS faculty member and/or the director in order to assure that the minor program is coherent.

**Placement Tests**

**Chinese**
Consult with a Chinese faculty member regarding placement.

**Japanese**
All incoming students who have acquired linguistic ability in Japanese elsewhere, or who wish to qualify for advanced courses, should take the placement test administered during Orientation, or in consultation with a Japanese faculty member, to determine the level at which Japanese study should be continued.

**Study in China**
The East Asian Studies Program offers the opportunity for study in China under the auspices of the following two programs. Students on financial aid should consult the Financial Aid Office before planning to participate in either of these programs. For more information and applications, contact the Chinese Studies Faculty and the Office of the Dean of Studies.

1. **Associated Colleges in China (ACC).** This program, based at the Capital University of Economics and Business at Beijing, offers intensive instruction in the Chinese language. Students may participate for a summer, one or two semesters, or for a full twelve months. Students are required to have completed a full year of Chinese to participate in this program.
2 **CET Academic Programs (CET).** This program offers intensive instruction in Chinese language at campuses in Beijing for one semester or one year. Housed at Capital Normal University, the Beijing Language Program focuses on language study at all levels and requires a language pledge. Beijing Chinese Studies is designed for beginners through intermediate level language students, and includes language and disciplinary courses taught in English.

**Study in Japan**
The East Asian Studies Program offers the opportunity for study in Japan under the auspices of the following two programs. Students on financial aid should consult the Financial Aid Office before planning to participate in either of these programs.

1 **Associated Kyoto Program.** This program, which offers the student a year abroad amidst the academic and cultural attractions of Japan’s ancient imperial capital, is based at Doshisha University, one of Japan’s leading private universities. Students can earn up to 32 hours of credit, which are subject to the transfer of credit fee. Prerequisites for admission include one full year of Japanese, EAST 131, a 3.0 GPA, a B average in Japanese, and an interview.

2 **GLCA-ACM Japan Study Program.** This program is based at Waseda University in Tokyo, one of Japan’s leading private universities, and includes language study and independent research. Students admitted to this program can earn up to 30 hours of credit. The transfer of credit fee is also applicable to this program. A minimum GPA of 3.0 and one semester of Japanese are required for admission. For more information about this program, contact the Office of the Dean of Studies.

**Transfer of Credit**
The transfer of credit is not automatic. Students wishing to apply transfer credit to the major should be advised that a minimum of 6 full courses must be completed at Oberlin, including at least one year of language study and the capstone project. For the minor, no less than half of the course work, including one full course in non-language course work, must be completed at Oberlin.

**Honors**
Admission to the Honors Program will be by invitation of the EAS faculty at the end of the second semester of the junior year. Students interested in being considered for Honors are encouraged to indicate their interest and discuss the details of the program with any member of the East Asian Studies faculty early in their junior year. By May 1 of the junior year, the candidate will submit a tentative written proposal and bibliography. Students admitted to Honors will present a progress report at mid-year to the faculty. The final written project will be submitted in May of the senior year, when the oral examination will be scheduled. Both the thesis and the oral examination will figure in the awarding of Honors.

**Newton Prize**
The annual Newton Prize competition is open to all students in the College. Monetary prizes are awarded for the best essays, research papers, translations, etc., on Asian themes that promote better understanding between East and West. Works submitted are evaluated by the EAS faculty. Deadline for submission of entries is late March.

**DiCenzo Prize**
Established by Ron DiCenzo, emeritus professor of East Asian Studies, in honor of his mother, the Margaret Ribovich DiCenzo Prize for Academic Excellence in East Asian Studies is
awarded annually to qualified graduating majors by the EAS faculty on the basis of scholastic achievement.

**Asia House**
Asia House is the program dormitory for students who demonstrate an interest in Asia. In an atmosphere of co-ed living, student-oriented programs about Asia are sponsored annually, including formal lectures, workshops, political discussions, films, performances, martial arts, calligraphy, concerts, exhibits and other entertainment. Students play a major role in planning and coordinating these events. In nearby Stevenson Dining Hall, Chinese and Japanese language tables meet several times a week.

**Winter Term**

**First-Year Seminars**
- FYSP 086 - Contemporary East Asian Cinema
- FYSP 117 - Nature and the Environment in East Asian Culture

**Chinese Language Courses**
- CHIN 101 - Elementary Chinese I
- CHIN 102 - Elementary Chinese II
- CHIN 201 - Intermediate Chinese I
- CHIN 202 - Intermediate Chinese II
- CHIN 301 - Advanced Chinese I
- CHIN 302 - Advanced Chinese II
- CHIN 401 - Readings in Chinese Literature
- CHIN 402 - Readings in Society, History and Contemporary Events
- CHIN 453 - Advanced Topics in Chinese I
- CHIN 454 - Advanced Topics in Chinese II

**Chinese Capstone and Private Reading Courses**
- CHIN 500 - Capstone Project
- CHIN 995F - Private Reading - Full
- CHIN 995H - Private Reading - Half

**Japanese Language Courses**
- JAPN 101 - Elementary Japanese I
- JAPN 102 - Elementary Japanese II
- JAPN 201 - Intermediate Japanese I
- JAPN 202 - Intermediate Japanese II
• JAPN 301 - Japanese Reading and Conversation I
• JAPN 302 - Japanese Reading and Conversation II
• JAPN 401 - Advanced Japanese I
• JAPN 402 - Advanced Japanese II
• JAPN 453 - Japanese Language Proficiency Test Prep
• JAPN 454 - Japanese Language Pedagogy
• JAPN 455 - Advanced Reading and Writing in Japanese
• JAPN 456 - Advanced Reading and Writing in Japanese II

Japanese Capstone and Private Reading Courses
• JAPN 500 - Capstone Project
• JAPN 995F - Private Reading - Full
• JAPN 995H - Private Reading - Half

East Asian Studies Courses
• EAST 105 - Korean History After 1600
• EAST 108 - Korean History To 1600
• EAST 116 - Traditional Japanese Literature in Translation
• EAST 118 - Modern Japanese Literature and Film
• EAST 120 - Chinese Calligraphy
• EAST 121 - Chinese Civilization
• EAST 122 - Modern China
• EAST 131 - Japan Earliest Times to 1868
• EAST 132 - Modern Japan
• EAST 143 - Approaches to Chinese and Japanese Art
• EAST 151 - Chinese Thought and Religion
• EAST 152 - Japanese Thought and Religion
• EAST 205 - Koreans Rule
• EAST 206 - Topics in Modern Chinese Literature “Chinese Literature and Film: the Art of Adaptation”
• EAST 208 - Korean Historiography
• EAST 215 - Literary and Visual Cultures of Protest in Japan
• EAST 272 - Book History in East Asia
• EAST 308 - Korea in Northeast Asia
• EAST 309 - Chinese Popular Cinema and Public Intellectualism
• EAST 321 - Seminar: The Tale of Genji
• EAST 330 - NGO’s and Civil Society in East Asia
• EAST 362 - The Korean War
• EAST 367 - The Opening of Korea, 1876-1905
• EAST 401 - Honors Program
• EAST 500 - Capstone Project
• EAST 995F - Private Reading - Full
• EAST 995H - Private Reading - Half

East Asian Studies Courses in Various Disciplines
In addition to East Asian Studies course offerings, the following courses may be taken to fulfill the East Asian Studies major requirements. For questions concerning courses that are not listed below but which may count toward the major, consult a member of the East Asian Studies Program faculty.

Art History (ARTS)
• ARTS 328 - Modern Chinese Art
• ARTS 355 - The Art of Japanese Prints
• ARTS 452 - Image/Object: Material and Mediation in East Asian Art

History (HIST)
• HIST 284 - Tokyo, 1600-2000
• HIST 345 - Social Movements in China, Late Imperial Times to the Present

Politics (POLT)
• POLT 110 - Revolution, Socialism and Reform in China
• POLT 212 - Political Economy of Development in Asia
• POLT 313 - Seminar: The Transition to Capitalism in China

Economics
Ellis Tallman, Danforth-Lewis Professor, Department Chair
Barbara J. Craig, Professor
Ron Cheung, Associate Professor
Hirschel Kasper, Professor
Edward McKelvey, Visiting Professor of Economics
Tobias Pfitze, Assistant Professor
Viplav Saini, Assistant Professor
Martin Saavedra, Assistant Professor

Economics has been described as the study of the issues arising from the allocation of limited resources to meet society’s unlimited human wants. A major in economics provides the first stage for those interested in graduate work in economics or business. It also offers a good background for careers in law, journalism, government and international affairs, teaching, industrial relations, and public service. For up-to-date information on department faculty, the major, course offerings, visiting lecturers and special events, point your web browser go to http://new.oberlin.edu/arts-and-sciences/departments/economics/index.dot.
Advanced Placement
The department does not give advanced placement credit. Students who have scored 4 or 5 on both AP microeconomics and macroeconomics or who believe they have covered the material in Economics 101 (Principles of Economics) through an International Baccalaureate program, may obtain permission from the department chair to bypass Economics 101.

Entry-Level Course Sequence Suggestions
Principles of Economics (Economics 101) is a prerequisite for all further study in the department. Although it is possible to complete the major requirements even if Economics 101 is taken as late as the second semester of the sophomore year, we recommend that potential majors take Economics 101 in their first year. We recommend, also, that potential majors take a 200-level applied course (numbered Economics 201-250), calculus and statistics by the end of their sophomore year. Core courses in intermediate theory and methodology (Economics 251, 253, and 255) should be completed no later than the end of the junior year.

Note: Statistics is a prerequisite for Economics 255; this may be satisfied by STAT 113 or STAT 114. Calculus I (MATH 133) is a prerequisite for almost all economics courses numbered 250 or higher; this may be satisfied through MATH 133, by AP Calculus or by taking a two semester sequence (MATH 131 and MATH 132). If the AP score on calculus satisfies the Mathematics Department criteria for granting college credit in statistics or calculus, you will have satisfied the prerequisite for our courses and the calculus major requirement.

Students planning graduate work in economics, public policy or business are strongly encouraged to take as much work in mathematics as can reasonably fit into their schedules. A one year sequence in Calculus (Mathematics 133 and 134) and Econometrics (Economics 255) should be considered minimal preparation for graduate study in business or public policy. Students who plan to enter business directly after graduation also will find these courses desirable. Students considering graduate programs in economics are strongly encouraged to do the Mathematical Economics Concentration, which is described below.

Major
A major in economics is defined as follows.
I. A minimum of 8 full courses in economics including:
   A. Principles of Economics (ECON 101 or 102);
   B. Three core courses in Intermediate Macroeconomics (ECON 251), Intermediate Microeconomics (ECON 253), and Introduction to Econometrics (ECON 255); and
   C. Upper level courses in economics: one at the 300-level, and one 400-level seminar
II. A minimum of 4 full courses in other social sciences and mathematics which must include statistics (STAT 113 or 114 or 213) and Calculus (MATH 133) or their equivalents.

Mathematical Economics Concentration
An economics major with a concentration in mathematics is defined as follows.
I. A minimum of 8 full courses in economics including:
   A. Principles of Economics (ECON 101 or 102);
   B. Three core courses in Intermediate Macroeconomics (ECON 251), Intermediate Microeconomics (253), and Introduction to Econometrics (ECON 255) as well as their pre-requisites;
   C. At least one advanced theory or methods course chosen from Macroeconomic Theory (ECON 351), Microeconomic Theory (ECON 353) and Advanced Econometrics (ECON 355); or Advanced Microeconometrics (ECON 356); or Time Series Econometrics (ECON 357); and
D. One 400-level seminar in economics.

II. A minimum of 4 full courses in mathematics and statistics including:
   A. Statistics (STAT 113, 114, 213, 237 or 336)
   B. Multivariable Calculus (MATH 231);
   C. Linear Algebra (MATH 232); and
   D. One advanced course in mathematics from the following list:
      D. Foundations of Analysis (MATH 301), Optimization (MATH 331),
         Probability (MATH 335), Mathematical Statistics (STAT 336), Data Analysis
         (STAT 337), or Probability Models and Random Processes (MATH 338), or The
         Mathematics of Social Choice (MATH 342).

At least 5 of the minimum 8 full courses in economics required for all majors must be taken
at Oberlin and must include at least two of the core courses in intermediate theory and
methodology (ECON 251, 253, and 255).

Economics courses numbered 100 or below will count toward graduation but will not count
for the economics major.

Courses in which a student has earned a letter grade lower than a C- or P cannot be used to
fulfill the requirements of the major.

Minor
The minor in Economics consists of at least 5 full courses in economics, Principles of Economics
(ECON 101 or 102); at least two of the three core courses (ECON 251, 253, and 255); and one
300-level applied course. Note that most 300-level courses have a calculus prerequisite.

Honors
The department puts special emphasis on its Honors Program and ordinarily invites up to a
quarter of its senior majors to participate. Invitations are extended toward the end of the junior
year on the basis of general academic standing and work in the department up to that time.
Interested students should consult with a member of the department.

Students wishing to qualify for admission to the Honors Program must take Economics 251
and 253 before the senior year. In addition, candidates for Honors must take Economics 255 by
the fall of their senior year and are strongly urged to take it no later than their junior year.

Transfer of Credit
The awarding of transfer credit is at the discretion of the department chair. Students majoring
or minoring in economics must take at least two of the core courses [ECON 251, 253 and 255]
at Oberlin. Students should obtain preliminary approval of transfer credit in economics from
the department chair prior to taking economics courses elsewhere if they want them to count
towards the major or minor.

Winter Term
Members of the Economics Department will be available as sponsors of both on campus and
off campus projects. Internships are available for economics majors at a number of government
agencies and private firms. Students interested in careers in finance and consulting should
contact the appropriate winter term program in the Office of Career Services. Details are at
http://www2.oberlin.edu/career/

Research Opportunities
Economics majors are eligible to work as Albert Rees research assistants for permanent and
visiting faculty members in the Economics Department. Majors are also invited as juniors or
For the most current catalog and course information, consult the online catalog at http://catalog.oberlin.edu.

Economics

seniors to apply for the Albert Rees Policy Fellowship. Recent Albert Rees Fellows have worked during Winter Term at the President’s Council of Economic Advisors in Washington, DC. Interested students should contact the department chair.

**Introductory Economics**
ECON 101 is the general introductory course and serves as a prerequisite for all applied and intermediate courses.

- ECON 099 - Principles of Accounting
- ECON 101 - Principles of Economics

**Applied Economics I**
Courses with only ECON 101 as a prerequisite.

- ECON 206 - Principles of Finance
- ECON 207 - Urban Economics
- ECON 211 - Money, the Financial System and the Economy
- ECON 219 - Labor-Management Relations
- ECON 227 - International Trade and Finance
- ECON 231 - Environmental Economics
- ECON 245 - Health Economics

**Intermediate Economic Theory and Methods**
This sequence of courses ECON 251, ECON 253, and ECON 255 is designed to provide students with a solid foundation in economic theory and analysis. ECON 251 and ECON 253 may be taken in either order, but both should be completed prior to taking ECON 255.

- ECON 251 - Intermediate Macroeconomics
- ECON 253 - Intermediate Microeconomics
- ECON 255 - Introduction to Econometrics

**Applied Economics II**
Courses requiring intermediate theory as a prerequisite.

- ECON 317 - Industrial Organization
- ECON 320 - Labor Economics
- ECON 322 - Public Economics
- ECON 323 - Education and Welfare
- ECON 340 - Financial Derivatives

**Advanced Economic Theory and Methods**

- ECON 351 - Macroeconomic Theory
- ECON 353 - Microeconomic Theory

**Upper-Class Seminars**

- ECON 411 - Economic Growth
• ECON 441 - Seminar: Economics of Labor and Welfare Policy
• ECON 452 - Seminar on Financial Crises in the United States
• ECON 491 - Honors Program

Education

Education Studies Concentration
Deborah Roose, Committee Chair

An Education Studies concentration integrates pedagogical approaches, conceptual approaches, and experiential components for students who are interested in engaging with understandings of education as a part of the liberal arts. It encourages them to work with diverse communities both as learners and as educators.

The concentration includes student work in three areas: conceptual approaches, pedagogical approaches and experiential components.

The goal of the courses in the “Conceptual Approach” category is to engage students with the theories, research, frameworks and perspectives about education, children/youth and/or learning.

The goal of the courses in the “Pedagogical Approach” category is to support students in the integration and application of skills, methods, theory and practices, and reflection on their work. The goals of the Experiential Components are to support students, through regular direct contact in educational situations, in gaining experience in practical application of education theory, techniques and self-assessment and/or to learn to engage with diverse learners.

Requirements for an Education Studies Concentration

Pieces (6 total)
• Four (4) full courses (at least one course each in Conceptual and Pedagogical Approaches areas)
• Two (2) Experiential Components (at least one preK-12)
• Includes weekly Reflection and Self-Assessment, a final Reflection and a Supervisor’s Evaluation

Process
Tied together by Reflection and Self-Assessment through a Portfolio and two Portfolio Reviews

You may begin the concentration at any point in your college career but are encouraged to do so no later than the middle of the junior year.

Conceptual Approach Courses (1-3 courses)
• EDUA 312 Alternative Pedagogies: Theory and Application
• EDUA 320 Children and Society: Is There Still a Childhood?
• EDUC 300 Principles of Education
• MUED 516 Reading in the Content Area (summer course)
• MUED 517 Psychology of Musical Behaviors (summer course)
• POLT 333 Education for Politics
• POLT 409 Public Education, Policy and Law
• PSYC 216 Dev. Psych (prereq Psych 100)
• PSYC 300s Advanced Methods in Dev Psych (when appropriate)
• SOC 314 Unequal Educations
Pedagogical Approaches Courses (1-3 courses)

- AAST 281 Practicum in Tutoring
- AAST 320 Practicum in Social Justice Education
- CINE 394 Apollo Outreach Initiative Workshop
- CRWR 450 Teaching Imaginative Writing
- DANC 214 Moving into Community
- EDUA 101 Language Pedagogy
- ENVS 354 Practicum in Ecological Communication and Oberlin Project (when appropriate)
- ENVS 501 Research in Environment Studies (when appropriate)
- HIST 268 Oberlin History as American History
- MUED 100 The Art of Teaching (H)
- MUED 206 Choral Methods
- MUED 300 Teaching Music to Adolescents
- MUED 301 Teaching Music to Children
- RHET 401/ENG 399 Teaching and Tutoring Writing Across the Disciplines

Experimental Components* (at least one prek-12)

- AmericaReads/Counts
- Education Practica (e.g. SITES - EDPR 102)
- Girls and Boyz in Motion
- Ninde Scholars tutoring
- OWLS (Oberlin Workshop and Learning Sessions)
- Quantitative Skills Drop-In Center
- Winter Term and Summer Internships (appropriate projects)
- Writing Associates Program

*For an Experiential Component to be counted in an Education Studies Concentration it needs to include at least two contact hours per week for a semester or a minimum of 20 contact hours during a semester.

Petitions
A student can petition for these activities to fulfill a course or experiential component of the Ed Studies Concentration:

- Academic Services work
- Bonner Leaders
- Bonner Scholars
- CAST 300/302
- COMETS (Collaborative Media Exploration Technology Support) mentors
- Community Service Work-Study Program
- Drop-In Calculus and Statistics Tutoring
- ExCo (leadership position)
- First Year Seminar (e.g. The Privileged and the Marginalized: History and Culture of American Colleges and Universities - Shozo Kawaguchi)
- Music Mentors
- Private Reading
- PSYC 400s (Seminar)
- SOC 391 (Practicum)
- Study Away courses and experiences
- Other similar types courses or experiences

**Portfolios and Portfolio Reviews**

Portfolios and portfolio reviews in the Education Studies concentration are used as a vehicle by which students reflect upon and connect the different courses and components for the concentration that they have chosen to do, think about how they are developing as learners and educators, decide on appropriate and interesting next steps and be in conversation with others in the Oberlin College community interested in education. Portfolio reviews take place twice during a student’s career at Oberlin.

**Additional information**

Any student, regardless of major or minor, can pursue an Education Studies concentration. This concentration does not substitute for a major or minor. Its completion will be noted on the student’s final transcript along with majors, minors, and Honors. Courses in which a student has earned a letter grade lower than a C- or P cannot be used to fulfill the requirements of the concentration. Students may ask the ESC committee to consider adding a course to the concentration by writing to request a Petition Form from the chair of the faculty ESC committee, Deborah Roose.

Students wishing to pursue the concentration should consult with the chair of the faculty ESC committee, Deborah Roose.

The Education Studies Curricular Committee supports those students who choose an Education Studies concentration. The Committee is a focal point for a flexible, social and intellectual learning community for you and other students and faculty at Oberlin College who are interested in the study and practice of education.

**Committee Members**

Deborah Roose (Chair), Daphne John, Carol Lasser, Travis Wilson, Kim Faber (SITES), Susan Pavlus (Bonner Center) and Peter Asch (student)

**Education Studies**

Although there is no undergraduate department of education at Oberlin, undergraduate students have various opportunities to engage with understandings of education as a part of the liberal arts, participate in courses that offer connections to local schools, and assess their interest in teaching and other careers in education. The Education Studies Committee has identified courses, listed below, that are related to the study of education. Included are courses concerning the role of education in society, education as a profession, and educational pedagogy. The Committee encourages students to consider these courses, along with a wide variety of other liberal arts and sciences courses, to prepare for careers in education policy, graduate work in education fields including teacher certification, and/or entry into the teaching profession. It is also possible for students to gain supervised experience in tutoring and classroom teaching. In addition to standard courses, opportunities exist in many departments for private readings and winter term projects related to education. Members of the Education Studies Committee can help guide students to appropriate resource for graduate school and employment opportunities. Students may also wish
Education

to consult the Office of Career Services (see their web site: www.oberlin.edu/career). The Bonner Center for Service and Learning also has information about internship opportunities.

Courses Related to Education

African American Studies (AAST)
- AAST 281 - Practicum in Tutoring

Comparitive American Studies (CAST)
- CAST 300 - Situated Research
- CAST 301 - Situated Research Practicum

Cinema Studies (CINE)
- CRWR 450 - Teaching Imaginative Writing

Dance (DANC)
- DANC 214 - Moving into Community

Education (EDUA)
- EDUA 101 - Language Pedagogy
- EDPR 102 - SITES Spanish In The Elementary Schools Language Teaching Practicum
- EDUA 312 - Alternative Pedagogies: Theory and Application
- EDUA 320 - Children and Society: Is There Still a Childhood?
- EDUA 995H - Private Reading - Half
- EDUA 995F - Private Reading - Full

Environmental Studies (ENVS)
- ENVS 101 - Environment and Society

History (HIST)
- HIST 268 - Oberlin History as American History

Politics (POLT)
- POLT 409 - Public Education, Policy and Law

Psychology (PSYC)
- PSYC 216 - Developmental Psychology
- PSYC 302 - Advanced Methods in Developmental Psychology

Rhetoric (RHET)
- RHET 401 - Teaching and Tutoring Writing Across the Disciplines

Sociology (SOCI)
- SOCI 314 - Unequal Educations

Conservatory Education Courses
- EDUC 300 - Principles of Education
- MUED 510 - Teaching Music to Adolescents
- MUED 511 - Teaching Music to Children

OCEAN Graduate Workshop Courses
- EDUA 560 - OCEAN Graduate Workshop-College Writing
• EDUA 561 - OCEAN Graduate Workshop-Shakespeare and Performance
• EDUA 563 - OCEAN Graduate Workshop: American History
• EDUA 564 - OCEAN Graduate Workshop: American Government

Education Practica
• EDPR 102 - SITES Spanish In The Elementary Schools Language Teaching Practicum

Engineering

Whereas pure scientists seek to understand phenomena and to gain new insights, practicing engineers devise solutions to real-world problems within an array of constraints ranging from laws and ethics to costs and environmental impacts. As indicated by the etymology of engineer, engineers need to be ingenious in their design of solutions.

The 3-2 Engineering Program is designed to develop within students not just the requisite grounding in science and mathematics, but also the creativity, effectiveness in communication, and sensitivity to real-world problems that are hallmarks of successful engineers. In the program, students pursue studies in the liberal arts, including mathematics and sciences, during three years at Oberlin and then complete an accredited schedule of engineering courses during two years at an affiliated engineering school. At the end of five years, students receive two degrees: a Bachelor of Arts from Oberlin and a Bachelor of Science in Engineering from the engineering school. The latter degree allows recipients to sit for the professional licensing examination for engineers. Oberlin’s partners for the 3-2 program are California Institute of Technology (Caltech; Pasadena), Case Western Reserve University (Cleveland), Columbia University (New York), and Washington University (St. Louis).

The 3-2 program strives to prepare students for professional practice of engineering as licensed engineers, as well as for graduate research training. Graduates of the program are expected early in their careers to emerge as leaders in their chosen field, whether design, analysis, management, education, or research. The specific learning outcomes for students at the time of graduation after three years at Oberlin and two years at engineering school follow.

1. Graduates will be technically competent within their chosen engineering discipline and will demonstrate the abilities to analyze and to solve engineering problems by applying basic principles of mathematics, science, and engineering sciences.
2. Graduates will be able to design and conduct experiments as well as analyze and interpret data.
3. Graduates will be able to identify, formulate, and find innovative solutions to problems of significance to society.
4. Graduates will be able to apply the knowledge and skills from a broad education with sensitivity to global, societal, and environmental concerns.
5. Graduates will behave professionally and act ethically.
6. Graduates will recognize the need for – and have the ability to engage in – life-long learning.
7. Graduates will have the abilities to function and to communicate effectively, both as individuals and as members of multi-disciplinary teams.

To ensure fulfillment of entry requirements at partner engineering schools, students are encouraged to discuss their interest in the program as early as possible with Oberlin’s engineering advisor, Taylor Allen (Biology Department), who is trained as a biomedical engineer.

Advanced Placement

AP credit for the courses listed under Major, below, may be granted by the individual departments. See relevant departments in this catalog.
Entry-Level Course Sequence Suggestions
It is suggested that first-year students interested in engineering take a mathematics course (MATH 133, 134, 231, or 234), as well as either chemistry or physics during their first year at Oberlin.

Major
A student may declare 3-2 Engineering as her or his major at Oberlin and take a schedule including the courses listed below. To be accepted by the engineering school, a student normally must maintain a grade point average of 3.25 or greater. If a student does not proceed to an engineering school, she or he must satisfy the requirements for some other major at Oberlin.

Courses in which a student has earned a letter grade lower than a C-/CR or P cannot be used to fulfill the requirements of the major.

The recommendations of the partner engineering schools differ slightly; however, it is generally required that a 3-2 engineering student take the following math and science courses at Oberlin:

Chemistry (CHEM)
- CHEM 101 - Structure and Reactivity in Chemistry
- CHEM 102 - Principles of Chemistry
- CHEM 103 - Topics in General Chemistry

Computer Science (CSCI)
- CSCI 150 - Introduction to Computer Science

Mathematics (MATH)
- MATH 133 - Calculus I: Limits, Continuity, Differentiation, Integration and Applications
- MATH 134 - Calculus II: Special Functions, Integration Techniques and Power Series
- MATH 231 - Multivariable Calculus
- MATH 234 - Differential Equations

Physics and Astronomy (PHYS) (ASTR)
- PHYS 110 - Mechanics and Relativity
- PHYS 111 - Electricity, Magnetism and Thermodynamics
- PHYS 212 - Modern Physics

Additional Courses
Additional courses are recommended and should be selected in consultation with the engineering advisor, Professor Allen.

Minor
There is no minor in engineering.

Graduation Requirements
Because students in this program spend only three years at Oberlin, they must satisfy modified general requirements for the Oberlin degree:

1. A minimum of 24 full courses or the equivalent, of which at least 22 must be full academic courses (two half academic courses will count as the equivalent of one full course). Up to 2 of the required 24 courses may be fulfilled by a combination of co-curricular credits.
2. Two Winter Term credits.
3. At least four semesters in residence at Oberlin or on Oberlin College programs, completing not less than 16 full courses or equivalent at Oberlin College. Ordinarily, the last 4 full courses or equivalent must be taken while in residence.
4. The following general requirements are more completely specified in the section “Requirements for Graduation” in this catalog:
   a. Curriculum Exploration;
   b. Writing;
   c. Quantitative and Formal Reasoning;
   d. Cultural Diversity.

1 Some labs, mini courses and modules, and some private readings will be half courses.
2 Co-curricular courses are courses such as ExCo, Athletics, Creativity & Leadership, and some others as appropriate.

**Honors**
There is no Honors Program in engineering.

**Other Programs**
Students interested in engineering may spend four years at Oberlin, major in an appropriate natural science or in mathematics, and then work toward a Bachelor of Science in Engineering degree or an advanced degree at an engineering school. Please note that generally it is the BSE degree, not an advanced degree, that is needed for one to become a licensed professional engineer.

**Winter Term**
Students may arrange engineering internships with companies during January. In addition, Washington University offers intensive courses in several engineering fields during January, and one of these may be taken for Oberlin Winter Term credit.

**English**

Anuradha Dingwaney Needham, Donald R. Longman Professor of English; Chair
Laura Baudot, Assistant Professor of English
Jennifer Bryan, Associate Professor of English
Jan Cooper, John Charles Reid Assoc. Professor of Rhetoric & Composition and English
William Patrick Day, Professor of English and Cinema Studies
Jed Deppman, Professor of Comparative Literature and English; Director, Comparative Literature
DeSales Harrison, Associate Professor of English
Wendy Hyman, Associate Professor of English
Gillian Johns, Associate Professor of English and Africana Studies
Nicholas Root Jones, Professor of English
T. Scott McMillin, Professor of English
Jeffrey Pence, Associate Professor of English and Cinema Studies
Geoff Pingree, Associate Professor of Cinema Studies and English; Director, Cinema Studies
Leonard A. Podis, Professor of Rhetoric and Composition and English
Harrod Suarez, Assistant Professor of English
Natasha Tessone, Assistant Professor of English
Anne Trubek, Associate Professor of Rhetoric and Composition and English
Introduction
The curriculum of the Department of English is intended to aid students in developing methods for critical interpretation, to acquaint students with representative works in important periods of English, American, and Anglophone literature, and to introduce students to the main literary genres. Further information about the Department, faculty and courses is available online (http://new.oberlin.edu/arts-and-sciences/departments/english/).

Advanced Placement
Students who earn a score of 5 on the Advanced Placement Examination in English Literature/Composition will receive credit for one full course and will be eligible to take 200-level English courses. Students receiving a 6 or 7 on the IB English Test will be eligible for entry into 200-level English courses. For other course credit toward graduation granted for IB scores of 5, 6, and 7, see the Admissions section of the catalog on the International Baccalaureate (IB) Diploma Program. Students earning a score of 710 or better on the writing section of the SAT or students earning a score of 7 on the Advanced Placement Examination in English Language/Composition will be eligible to take 200-level English courses. Courses awarded for Advanced Placement or IB scores do not count towards the English major.

First-Year Seminars
Although these small Writing Intensive seminars do not count as part of the English major, they are nonetheless highly recommended as a preliminary to courses in English. They focus on the essential skills of reading, analysis, writing, and discussion. Successful completion of any first-year seminar will count as prerequisite for introductory work in English, as will a Writing Intensive course in any other department, or certification of writing proficiency in any Writing Certification course in the Humanities division.

Courses Primarily for Non-Majors
The English Department offers several 100-level courses intended to serve a general audience interested in learning about literature from topical approaches. Such courses do not normally qualify as Writing Intensive classes. Students hoping to do further work in English or literary study in general should normally begin work with a First-Year Seminar and proceed directly to 200-level courses.

200-Level Courses
Most English courses above the 100 level are Writing Certification courses.

Courses at the 200 level are designed for students interested in the discipline of literary study in English. These courses focus on fundamental issues and methods of interpretation in critical reading and writing, substantial coverage of texts, and instruction in the conventions of genre, period, and region as appropriate.

Required Course for the Major and Minor in English
English 299, Introduction to the Advanced Study of Literature, is required for English majors. This course is intended to prepare students for the English major and advanced work in literary study. Students who are interested in majoring in English should take this course by the end of their sophomore year and before they declare the English major. This course focuses on
understanding the methods and approaches in the major areas of literary study: textual and aesthetic issues, literary history, and literature in relation to larger cultural and historical issues. Its overarching concerns are: what do we study, how do we study it, and why do we study it?

Advanced Courses
Courses at the 300 level are designed to broaden students’ experience of literature in English while also deepening the study of the discipline through focused reading of texts, criticism, literary history and theory. Students in advanced courses further develop their approaches to literary study on a more focused topic in the discipline of English. These courses are smaller in size to facilitate more intensive work than the 200-level courses.

400-Level Courses
English majors are required to successfully complete a 400-level course to fulfill the major. The three options for fulfilling the 400-level course requirement are: a Senior Tutorial, a Senior Seminar, or admission to the Honors Program (see below for Honors). Application for a 400-level course will be required of rising seniors in the second semester of the junior year.

Senior Tutorials allow students to pursue an individual critical project in a small group supervised by a faculty member whose areas of expertise may shape the projects directed. Tutorials are available only to senior English majors.

Senior Seminars offer students an opportunity to focus on a common set of critical issues and works, and to conduct significant research leading to a term paper. If spaces remain in Senior Seminars after all senior English majors have been accommodated, they will be available, by application, to other qualified students.

Major
The English major is designed to meet the needs of students with various goals, including those seeking a foundation for postgraduate work or study in fields related to English (e.g., education, communications, editing and publishing, law, theater); those who want a humanistic base in reading, thinking, and writing for a liberal arts education; and those who desire training in English in preparation for graduate study in the field.

Students interested in graduate work in English should be aware that their candidacy will be strengthened by the following: readiness to define a likely direction or area of ongoing scholarly interest; evidence of the ability to conduct successful independent research and extended critical writing; reading knowledge of at least one foreign language; and a more ample distribution of historical period courses than that minimally required by the major. Students should consult with their advisors about the decision to go on for graduate work in English.

Before declaring the major in English, students must complete the following, in consultation with an advisor (a faculty member in the Department): a one-page Plan for the Major; a Majors Checklist (available from the Department office and web site); and the Declaration of Major form (available from the Office of the Registrar). Although the format of the Plan for the Major is flexible, it should describe the student’s intentions and goals for the major, as well as a strategy for achieving those goals. The student and advisor should re-visit the Plan for the Major several times during the student’s work in the Department and revise it as appropriate.

The Department offers two types of majors, regular and concentration majors, described in detail below. The regular major is primarily a course of study within the discipline of English; the concentration majors are interdisciplinary.

Courses in which a student has earned a letter grade lower than a C- or P cannot be used to fulfill the requirements of the major or minor.
Standard Major
The regular major in English consists of at least nine full courses, including:

- at least two 200-level courses, including ENGL 299 Introduction to the Advanced Study of Literature
- one course outside the English Department in a literature other than British, American, or Irish. The course may be taught either in English or in another language. Under normal circumstances such courses do not count toward the historical requirements or the diversity requirement for the English major.
- four courses at the 300 level;
- one course at any level; and
- a 400-level course—the Senior Tutorial, a Senior Seminar, or Honors in English.

Distribution Requirements
In order to assure cultural breadth, English majors must take at least one course designated as American, one as British, and one as Diversity -- a category that encompasses areas of traditionally under-represented cultures. Furthermore, English majors must take at least one course in each of the following historical periods: Pre-1700, 1700-1900, and Post-1900. An individual course may satisfy several requirements. The Senior Tutorial does not satisfy distribution requirements.

Distribution category designations are included as part of individual course descriptions for 200-level and advanced courses in the online catalog.

English majors are urged, but not required, to take at least one course in poetry and one in drama. Checklists for working out these requirements are available from the Department office (Rice 130) or on the website.

Concentration Majors
The English Department allows students to declare a major with a concentration which allows them to bring studies in other disciplines to bear on their work in English. A concentration major is the regular English major with three courses outside the major, usually at the 200 level or above, in the area of the concentration for a total of twelve full courses. The student must also designate three courses in the English Department that are related to the area of concentration. The Department has supported concentration in such areas as Africana Studies, American Literature and Culture, Creative Writing, Gender, Sexuality and Feminist Studies, Linguistics, Modern Culture and Media, The History of the Book, and Theater and Drama. In consultation with their advisor and the Department Chair, majors may devise other concentrations to meet their particular interests. The concentration major should be declared by the end of the student’s junior year. Students who choose a concentration major have no guaranteed access to courses outside the English Department required for that major.

Minor
An English minor consists of at least five full courses, including:

- two courses at the 200 level;
- two courses at the 300 level;
- one course at any level.

In order to assure cultural breadth, English minors must take at least one course designated as Diversity -- a category that encompasses areas of traditionally under-represented cultures -- as well as at least one course in one of the following historical periods: Pre-1700 or 1700-1900. An individual course may satisfy several requirements.
**Honors**

Honors in English is an intensive year-long program that will also fulfill the requirement for a 400-level course for the major. The two-semester program will include supervised research with a faculty member, submission of a 35-page essay (or equivalent project), and an oral examination on that project. During the Fall semester, Honors students will meet in a seminar to discuss their projects and common issues in literary criticism and theory. Successful work in the Honors Program will render a student eligible for consideration for Honors at graduation, but it does not guarantee such Honors.

Students hoping to do Honors are advised to complete the majority of their major requirements, including distribution requirements and any specific requirements for a concentration major, and to have done significant work at the advanced level (in 300-level courses) by the end of their junior year.

Qualified students may apply for the Honors program during the second semester of their junior year on the basis of their previous record in English. Students should confer with potential faculty supervisors to design a project proposal. Acceptance into the Honors program will be based on a minimum major GPA of at least 3.33, the availability of faculty supervisors, the coherence and feasibility of the proposal, and a strong writing sample.

**Transfer of Credit**

No more than three full courses of transfer credit in English literature may be applied to the Oberlin English major. (Note: “English Literature” generally excludes basic composition, creative writing, and more than one course in literature not written in English.) To have transfer credit approval toward the major and/or toward meeting prerequisites for upper-level courses, students should consult the faculty member in charge of Transfer of Credit (inquire at the Department office), with relevant materials in hand.

**Winter Term**

Winter Term projects sponsored by English faculty will be offered according to the interests and availability of staff.

**Composition Courses**

Students interested in taking introductory-level courses in expository writing should see the “Rhetoric and Composition” section of this catalog. Descriptions of writing-oriented courses and procedures to be followed in order to meet the college-wide writing requirements may be found there.

**First-Year Seminars**

Although first-year seminars do not count toward the English major (which begins with classes at the 200 level), they are an excellent preparation for introductory literary study. For descriptions, please see “First-Year Seminar Program.”

- FYSP 066 - Jane Austen Then and Now
- FYSP 074 - Race and Place: Reading the Rez, the Holler, and the Cul-de-Sac
- FYSP 108 - The Uses of Literature
- FYSP 128 - Media and Memory
- FYSP 134 - Crossing Borders: The Mysteries of Identity
- FYSP 136 - Ways of Seeing, Ways of Knowing
- FYSP 187 - Ars Moriendi: Death and the Art of Dying
Courses Primarily for Non-Majors

The English Department offers several 100-level courses intended to serve a general audience interested in learning about literature from topical approaches. Such courses do not normally qualify as Writing Intensive classes.

- ENGL 123 - Introduction to Shakespeare
- ENGL 141 - Rivers in American Literature

200-Level Courses

Courses at the 200 level are designed for students interested in the discipline of literary study in English. These courses focus on fundamental issues and methods of interpretation in critical reading and writing, substantial coverage of texts, and instruction in the conventions of genre, period, and region as appropriate.

Prerequisites: These courses are open to students who have completed any Writing Intensive course, or have gained Writing Certification in any course in the Humanities. They are also open to those who have achieved a 5 on the AP exam in English Language/Composition or English Literature/Composition; a score of 710 or better on the SAT II writing test; or a score of 6 or 7 on the International Baccalaureate (IB). Other students may be admitted by consent of the instructor, with the understanding that students should be able to demonstrate skills typically taught in Writing Intensive classes (e.g. writing, discussion, and textual analysis).

- ENGL 207 - Lovers, Philosophers, and Revolutionaries: A Survey of Renaissance Literature
- ENGL 218 - Shakespeare and the Limits of Genre
- ENGL 223 - Meaning and Being: Nature in 19th-Century American Narrative
- ENGL 227 - Romantics and Their World
- ENGL 229 - The Bible’s Poets & the Poets’ Bible
- ENGL 242 - Asian American Literature at the Crossroads
- ENGL 253 - Pens and Needles: Gender and Media in Early America
- ENGL 259 - Call and Response: Blues and Jazz in American Literature
- ENGL 265 - Anglophone Postcolonial Literatures
- ENGL 267 - Ethnic American Literature
- ENGL 268 - American Mythologies: Baseball in Literature and Film
- ENGL 275 - Introduction to Comparative Literature
- ENGL 282 - Shifting Scenes: Drama Survey

Required Course for the Major and Minor in English

Intended to prepare students for the English major and advanced work in literary study, this course is required by English majors. Students who are interested in majoring in English should take this course by the end of their sophomore year and before they declare the English major.

Prerequisite: See headnote for 200-Level Courses (above).

- ENGL 299 - Introduction to the Advanced Study of Literature

Advanced Courses

Courses at the 300 level are designed to broaden students’ experience of literature in English while also deepening the study of the discipline through focused reading of texts, criticism, literary history and theory.
**Prerequisites:** ENGL 299 or two 200-level courses or consent of instructor.

- ENGL 301 - Chaucer
- ENGL 306 - Literature and the Scientific Revolution
- ENGL 309 - The Poetry of Love and Seduction in the Renaissance
- ENGL 312 - Milton
- ENGL 315 - The Eighteenth-Century British Novel and Print Culture
- ENGL 316 - Dickens and His Contemporaries
- ENGL 323 - Six Poets: 1855-1955
- ENGL 324 - Six Poets: 1945-Present
- ENGL 328 - Modern Drama II: Brecht to Pinter
- ENGL 338 - Modern Fiction and Sexual Difference
- ENGL 345 - 21st-Century African American Literature: Post-Soul and Beyond
- ENGL 346 - Cultural Nationalism in 20th- and 21st-Century African American Poetry
- ENGL 349 - Contemporary Drama, 1980 to the Present
- ENGL 353 - U.S. Literature: 1825-65 “To Write Like an American?”
- ENGL 360 - Globalization and Diaspora
- ENGL 366 - Nature and Transcendentalism
- ENGL 370 - Itineraries of Postmodernism
- ENGL 372 - Contemporary Literary Theory: Post-Modernity and Imagination
- ENGL 381 - Hopeful Monsters: (Mixed-)Media Studies
- ENGL 387 - “Bollywood’’s India: An Introduction to Indian Cinema
- ENGL 393 - Selected Authors: James Joyce and Virginia Woolf
- ENGL 399 - Teaching & Tutoring Writing Across the Disciplines

**Senior Tutorials and Seminars**

Senior Tutorials and Senior Seminars are designed primarily for English majors, and fulfill the 400-level requirement for the English major. Rising senior English majors should apply for tutorials and seminars through a common application available at the Department office, not through individual instructors. Some places in seminars may be available for other qualified students after all English majors have been accommodated, by application to the Department.

**Prerequisite:** Admission based on a completed application form (available at the Department office, Rice 130).

- ENGL 400 - Senior Tutorial
- ENGL 448 - Senior Seminar: Words and Things

**Honors and Private Readings**

Honors in English is only open to students who have been admitted through the application process. Private Readings are available to students who have completed introductory coursework in the Department.

- ENGL 450 - Honors Seminar
- ENGL 451 - Honors Project
- ENGL 995F - Private Reading - Full
- ENGL 995H - Private Reading - Half
London Program
Frequently an English Department faculty member serves as co-director of the Danenberg Oberlin-in-London Program, thereby facilitating applications for English majors interested in that semester’s program. For further information, see the section of the catalog entitled “London Program.”

- LOND 908 - The London Stage

English for Speakers of Other Languages
Oberlin offers three courses of English for Speakers of Other Languages. These courses are intended to prepare students with limited background in academic English for the tasks required of them at Oberlin College & Conservatory.

- ESOL 110 - ESOL Level 1
- ESOL 120 - ESOL Level 2
- ESOL 130 - ESOL Level 3

Environmental Studies
John E. Petersen*, Paul Sears Professor of Environmental Studies and Biology; Program Director
Beth Blissman, Lecturer in Environmental Studies
Janet Fiskio*, Assistant Professor of Environmental Studies
Carl McDaniel, Visiting Professor of Environmental Studies
David W. Orr, Professor Emeritus of Environmental Studies and Politics
Swapna Pathak, Assistant Professor of Environmental Studies
Md Rumi Shammin*, Associate Professor of Environmental Studies
Marco Wilkinson, Visiting Instructor of Environmental Studies
(Those marked with an asterisk currently serve as advisers for ES majors. For other faculty advisers see list of resource faculty after courses below)

The Environmental Studies (ES) Program provides an interdisciplinary approach to the study of human interactions with the environment. The goal of the major is to equip students with the knowledge, intellectual tools and learning experiences necessary to understand the causes and consequences of our environmental challenges. The Program seeks to develop in students the creative problem solving skills necessary to design and develop a more sustainable relationship between humans and the rest of the natural world. Core courses in the program build a foundation in natural and social sciences and the humanities; these provide the lateral rigor necessary to understand and analyze issues from multiple disciplinary perspectives. Students then select from a broad range of intermediate and advanced courses to develop a focused course of study or “curricular pathway”. Many ES majors augment their experience at Oberlin by participating in study away programs and summer internships. The ES major at Oberlin prepares students for graduate work and careers in a broad range of professional and academic fields. The award winning Adam Joseph Lewis Center, which houses Oberlin’s ES Program, is an internationally recognized facility that is designed to showcase environmentally responsible architecture, and to serve as an integrated component of the curriculum.

Those interested in the major are encouraged to begin the social science component of the major with Environment and Society (ENVS 101) during their freshman year and to complete Nature, Culture and Interpretation (ENVS 201) and core introductory science requirements during their first two years. Because careful course selection is necessary to achieve appropriate depth and breadth, students are urged to consult as early as possible with members of the Environmental Studies Program Committee.
Advanced Placement
Students who earn scores of 4 or 5 on the AP Environmental Sciences exam will earn a full course credit. This course does not, however, exempt them from the ENVS 101 requirement, nor does it count as natural science credit towards the ES major. Under certain circumstances, AP courses in Chemistry and Economics may substitute for introductory courses in these departments, in which case these courses also count towards CHEM 101 or ECON 101 required and elective courses in ES (see Chemistry, Economics departments for further explanation of AP policies.)

Major
Declaring the Environmental Studies Major
The major should be declared by the end of a student’s sophomore year. Students interested in declaring an ES major should proceed according to the following sequence: 1) carefully read through the “Course Requirements for the Major” and the “Curricular Pathways and Requirements” sections below. 2) From the ES Program Office or website obtain the “Checklist of Environmental Studies Major Requirements” and “Curricular Pathways for Environmental Studies Majors”. After reviewing these documents, contact a potential ES major adviser and schedule a time to discuss the major. Faculty members who are currently serving as ES advisers are marked with an asterisk at the start and end of this section of the course catalog. The current list is also available from the ES Program Office. 3) In consultation with your adviser, discuss your interests and identify an appropriate curricular pathway within the major. Complete the Registrar’s Declaration of Major form along with the Checklist of ES Major Requirements. 4) Submit these forms, signed by your adviser, to the ES Program Office. These documents, when approved by the Program Director, constitute an agreement between you and the ES Program as to the content of your major. 5) As described below, within one semester of declaring the ES major, you must submit a curricular “pathway proposal”, review this document with your advisor and receive approval to proceed with the major. Students must consult with their adviser for approval before making significant modifications in their planned course of study to ensure that they are fulfilling necessary course requirements and that their selections are consistent with their chosen curricular pathway.

Course Requirements for the Major
The Checklist of Environmental Studies Major Requirements, available from the ES Program Office, always contains the most up-to-date list of course and major requirements. Course requirements for the ES major include a minimum of three full courses in the Social Sciences and Humanities. Environment and Society (ENVS 101) and Nature, Culture and Interpretation (ENVS 201) are required of all majors and should be taken during a student’s first or second year. Majors must also take either Environmental Policy (ENVS 208) or Environmental Economics (ECON 231). Three additional full courses in either Social Science or Arts and Humanities must be taken from the set of courses listed on the Checklist of Environmental Studies Major Requirements.

In the natural sciences, course requirements include a minimum of four approved full credit courses with at least two of these including a regular lab. Either Environmental Biology (BIOL 103) or Evolution and Ecology (BIOL 200) and Earth’s Environments (GEOL 120) are required of all majors. Students who are interested in a double major in Biology and/or in the Environmental Biology pathway are encouraged to take BIOL 200 rather than BIOL 103. In Chemistry, ES majors must take either Structure and Reactivity (CHEM 101), Chemical Principles (CHEM 103) or Environmental Chemistry (CHEM 051). Students interested in a curricular pathway emphasizing strength in natural science are encouraged to take CHEM 101 or 103. An additional full credit natural science course must be selected from courses in the Biology, Chemistry, Geology, and/or Physics Departments that EITHER count towards one of those four majors OR is included on the Checklist of ES Major Requirements. Students who
take both Environmental Chemistry and Environmental Biology to fulfill requirements will need the additional course to include a regular lab.

Majors must take one full credit course in research methods selected from the following:
CAST 300, CAST 305, CAST 400, ENGL 255, ENGL 299, ENVS 340, ENVS 220, STAT 113 or 114, PHIL 201, POLT 205, PSYC 200, SOCI 211.

In addition to the distribution and credit hour requirements described above, the following rules apply to all students completing the ES major:

- At least five full courses completed for the ES major must be taken at Oberlin; no more than three study away or transfer courses will count towards the ES major. Students planning to study away for more than a single semester must consult with their advisor and the Program chair.
- Courses listed in two departments (e.g., ENVS 208 and POLT 208) can be taken in either department.
- First year seminar program (FYSP) courses do not count toward the ES major unless specifically listed here.
- Courses in which a student has earned a letter grade lower than a C- or P cannot be used to fulfill the requirements of the major.
- A maximum one full course of combined private reading (ENVS 995) and independent research or honors (ENVS 501-504) can be counted towards the ES major. The faculty sponsor, in consultation with the ES program director, will determine whether a given private reading may count as credit towards NS or SS/HU requirements.
- If ES is a student’s 1st major, it must be approved by the time the student achieves 2nd semester sophomore status (normally the 4th semester at Oberlin).
- If ES requirements change after the major is declared, students can choose to comply with either the requirements in place at the time of their declaration of major or the revised requirements.

As indicated above, many course requirements and elective courses that count for credit towards the ES major originate in other departments. Certain courses that count towards the ES major have prerequisites that do not themselves count (for example Introductory Economics, which does not count, is a prerequisite for Environmental Economics which does). Not all courses listed in the catalog are offered every year. Frequently special topical courses that may be counted towards the ES major are offered on a one-time basis by either regular or visiting faculty. A list of these courses is available in the ES Program Office.

**Curricular Pathways for Environmental Studies Majors**

Students are required to complete a “curricular pathway”. Curricular pathways are intended to equip ES majors with a depth of knowledge, analytical skills and experiences in a particular topic or subject area of special interest to them. A curricular pathway is a course of study that emphasizes either a topical area or the application of particular disciplinary approaches to understanding and addressing environmental issues. The Program recognizes that many of the most pressing contemporary issues in ES are highly interdisciplinary and can be most successfully understood through a curricular plan that focuses course work across disciplines. For students interested in pursuing highly interdisciplinary topics, such as climate change, urban agriculture, or water resource management, courses will necessarily be selected from multiple different departments and disciplines. In contrast, students wishing to pursue pathways that necessitate strong background within one traditional discipline, (e.g., in environmental chemistry, environmental policy, environmental economics, etc.) are encouraged to consider an appropriate double major in association with their pathways. We anticipate that students who successfully complete the ES major will report their pathways to graduate schools and potential employers.
However, the particular pathways completed will not be reported on a student’s Oberlin transcript. An overview of pathways requirements is included as part of a required group advising session that takes place each spring for all students wishing to declare the ES major.

Successful completion of a pathway is marked by several requirements and documents that include: 1) selection of a pathway focal area when the ES major is declared; 2) development and approval of a “pathway proposal” that incorporates both a “statement of goals and intent” and a “course trajectory” (within one semester of ES major declaration or first semester junior year--whichever comes first. This must be approved by adviser before fall or spring break); 3) completion of a capstone experience and a “capstone experience report” related to the pathway; and 4) a “pathway report” (by second semester senior year). Students must submit, discuss and receive approval for each of these components from their advisers. The adviser will notify the ES Administrative Assistant at the time when the pathway proposal, the capstone experience report, and the pathway report are complete. This information will then be entered into the student’s academic record; students will not graduate with an ES major without the registrar’s record that these milestones have been completed. The four components of the pathway are explained in greater detail below. Students should submit their Pathway Proposal and Pathway Report using forms for this purpose that are contained within the “Curricular Pathways for ES Majors” document that is available on the ES Program Blackboard site.

1) **Pathway Focal Area Selection:** At the time that students declare an ES major, they must discuss with their advisers and select a focal area for their pathways from the list of those approved (see below) and record this on the Checklist of Environmental Studies Major Requirements. Students seeking to work in an area beyond the scope of these focal areas, or declaring after the sophomore year, must submit a pathway proposal at the same time that they declare the major.

2) **Pathway Proposal:** Within a semester of declaring the ES major, students must submit a curricular pathway proposal, discuss this proposal with their advisers, and receive their advisers’ approval to proceed. Typically, this will occur no later than the first semester of a student’s junior year. A draft proposal is due no later than start of fall break (Spring declaration) or start of spring break (Fall declaration). The proposal must be approved at least two weeks prior to the official start of registration period. For example, a student who declares an ES major in the spring semester sophomore year must submit, discuss, and receive pathway proposal approval during the subsequent fall semester before the adviser approves registration (i.e. provides a RAP number) for the subsequent spring courses. A complete pathway proposal is a single MS Word document that includes a “statement of goals and intent” and a proposed “course trajectory”. The statement of goals and intent describes the theme that the student intends to pursue, provides a rationale for the importance of that theme and describes the specific goals with respect to knowledge, skills and expertise and the intended outcomes. This statement must use the template contained within the “Curricular Pathways for ES Majors” document that is available on the ES Program Blackboard site and should include the questions and directly and sequentially address each of the questions on that template. The course trajectory is a semester-by-semester sequence of courses that the student has taken and intends to take to complete the proposed pathway. The course trajectory should also follow the format of the template provided. Note that courses listed in this sequence should fulfill all requirements described in the “Checklist of ES Major Requirements”. During each advising session after the first, the adviser will review the course trajectory with the advisee and appropriate adjustments will be made based on changes in focus and course availability.

The pathway proposal is an agreement between a student, his/her adviser and the ES program. The responsibility of proposing, revising, and executing a focused pathway is the student’s. Students are also responsible for ascertaining that proposed courses are, in fact, scheduled to be offered during the semesters indicated in their course trajectory and that they
will have the necessary prerequisites to take them (students may need to consult with instructors and departments to determine this). The responsibility for reviewing, requesting revisions, and approving each student’s pathway proposal rests with that student’s adviser. After a pathway proposal has been approved by a student’s adviser, course substitutions and other changes can occur with the approval of the adviser through the student’s senior year. If a student wishes to make substantial changes in the focus of his/her course of study, the pathway proposal must be revised, reviewed and re-approved by that student’s adviser, and then resubmitted electronically to the ES Program.

3) Capstone Experience Report: As part of the pathway, each student will be required to fulfill a capstone experience. The capstone experience provides students with a concrete opportunity to apply, integrate, and further develop knowledge and skills from multiple courses in order to achieve the goals described in the pathway proposal. The capstone experience can be fulfilled in a variety of ways including study away, summer fellowships, honors projects, private reading, independent research, certain courses (which must be approved by the student’s advisor), and Winter Term experiences. Students must discuss proposed capstone experiences with their advisers prior to pursuing the experience so that advisers can assess whether proposed experiences are likely to fulfill the requirement. This review may occur at any point after the declaration of the major, but no later than spring of a student’s Junior year. The Capstone Experience Report is a brief document, submitted after the capstone experience is completed and following a template provided from the ES Program office. This report describes the work completed and reflects on how the work contributes to the student’s pathway. The report must be discussed with and approved by the student’s adviser within the semester that it was completed.

4) Pathway Report: No later than mid-way through the final semester at Oberlin, each ES major is required to submit a one to two page pathway report in which the student reflects on the ways in which the chosen pathway has (and has not) achieved the goals and intent specified in that student’s pathway proposal. The report should address the specific questions and follow the format of the template provided by the ES Program. The student’s adviser will discuss the pathway report with the student and must notify the registrar of successful completion of the report as a requirement for completion of the ES major. In addition to its function as a reflective document, the pathway report will also serve as a portfolio document for the ES Program in its ongoing curricular assessment process.

Focal Areas for Pathways:
Focal areas that are supported by the Oberlin curriculum are listed in the following paragraph. A variety of pathways are possible within each of these focal areas. It is the responsibility of a student to work with his/her adviser to discuss and then craft a pathway proposal that articulates the specific focus that the student will then pursue. The particular types of capstone experiences, including study away options, research experiences, internships, and other learning opportunities differ for different pathways and should be explored with a student’s adviser early on.

Focal areas: Agriculture and Food Studies; Art and the Environment; Climate Change Studies; Energy and Society; Environmental Biology; Environmental Chemistry; Environmental Design; Environmental Economics; Environmental Geology; Environmental History; Environmental Justice; Environmental Literature and Media; Environmental Politics and Policy; Environmental Psychology; Environmental Thought; Public Health; Regional Environmental Studies & Sustainable Development; Sustainable Communities, Enterprise, & Education; Systems Ecology; Urban Analysis and Design; Water and Society.

A more detailed description of the range of options and relevant course possibilities associated with each focal area are described in the “Curricular Pathways for ES Majors” document that is available on the ES Program Blackboard site or in the ES Program Office.
Minor
A student interested in a focused, but less extensive, study of the environment may pursue a minor in Environmental Studies by submitting a one-page rationale to the program director along with a completed “Declare Initial Minor” form obtained from the registrar. An applicant’s rationale statement should 1) clearly explain the goals that s/he hopes to achieve by pursuing the minor and 2) should describe how courses taken and planned provide a cohesive focus that contributes to fulfilling these goals. A minor must include ENVS 101 (Environment and Society) and in addition a minimum of five full courses that count towards the ES major requirements as described in the “Checklist of ES Major Requirements”. These must include two or more courses at the non-introductory level; at least two in the natural sciences, and at least two in social sciences or humanities. At least one of the science classes must incorporate a lab. At least three of these courses must be taken at Oberlin.

Opportunities
In addition to coursework, the following opportunities are available to students interested in Environmental Studies related experiences.

Winter Term
Environmental studies students often choose to use Winter Term (WT) as an opportunity to gain hands on experience in research or in developing and applying skills towards addressing real-world problems. The majority of ES majors choose to study off campus, but many also choose to study on campus. Individual ES faculty agree to sponsor a broad range of projects. The ES Program periodically sponsors on-campus group projects and in recent years these have focused on topics such as understanding and managing ecological wastewater treatment systems, on permacultural practices in sustainable agriculture and on developing resource-use monitoring and display technology.

Internships
Internships with government, business and non-profit organizations are a popular mechanism by which ES students apply classroom learning in real-world settings and gain critical experience that shapes decisions regarding careers and advanced academic work. Internships with local organizations may take place during the semester and can be undertaken for credit through certain existing courses, private readings or research projects supervised by faculty. The Program encourages students to pursue internships during Winter Term, during summers or as part of study away experiences or during personal academic leaves. The ES Program and the College maintain relationships with a wide variety of public and private organizations that host internship experiences. As examples, in recent years students have conducted internships with organizations ranging from public schools, the U.S. Forest Service, EPA, the Nature Conservancy, the Audubon Society, The National Science Foundation, the Environmental Defense Fund, Foresight Design, and a range of companies.

Activism
Many ES students engage in political and cultural activism through a broad range of environmentally focused organizations within the college and the local community of Oberlin. On Campus students have been intimately involved in efforts to develop and implement the College’s Comprehensive Environmental Policy, including successful efforts to adopt a policy of “carbon neutrality” and green building standards. Within the community, in recent years, ES majors have served as campaign managers for Oberlin City Council members and have worked to advocate renewable sources of energy. Many students engage in national political movements related to the environment.

Independent Study and Research
Members of the Environmental Studies Program Committee can sponsor interested students who wish to pursue private readings (ENVS 995) and research projects (ENVS 50X) for academic
credit. Research is typically undertaken following advanced coursework. Research focuses on posing and answering questions for which answers are not yet known. In contrast, private readings provide an opportunity for students to explore topics that are not covered within the existing curriculum. A maximum one full course of combined private reading (ENVS 995) and independent research or honors (ENVS 50X) can be counted towards the ES major. The faculty sponsor, in consultation with the ES program director, will determine whether a given private reading may count as credit towards NS or SS/HU requirements.

**Honors Program**
At the end of their Junior year, students with strong academic records are invited to propose honors research projects to be undertaken during their Senior year (applications due April 15). Acceptance into the Honors Program is based on a student’s academic achievements, the suitability of the proposed project, and his or her potential to do independent work. With the guidance of at least two faculty advisers, students propose and execute a substantial project. Based on a written thesis and oral examination successful students may be awarded honors, high honors or highest honors. Detailed guidelines for the Environmental Studies Honors Program are available in the ES program office. Students engaged in the honors program register for independent research for both semesters during their senior year. Students completing honors research can count an additional full credit of ENVS 50X credit towards their major.

**Funds and Awards**
Several special funds are available to support students for research and/or Winter Term projects. The Anne Schaening Memorial Fund assists students with Winter Term projects in Environmental Studies. The Doris Baron Student Research Fund supports student initiated research projects that occur over Winter Term and during the summer. Interested students should contact the Environmental Studies Program for details regarding applications and deadlines for these two funds. Faculty in Environmental Studies are awarded Arthur Blank Fellowships and use these to support students who assist them in research and other projects. Each spring the ES Program Committee awards the Joyce Gorn Memorial Prize to one or more students for outstanding work on an extracurricular or off-campus environmental project. ES students often receive external funding and awards for their work. ES students receive competitive scholarships from a variety of organizations including the Udall Scholarship, Compton Foundation and others.

**Environmental Studies: Social Science, Humanities, Natural Science and Extra Divisional Courses**
The following is a list of regularly scheduled courses that can count toward the Environmental Studies Major.

**Social Science Courses**

**Anthropology (ANTH)**
- ANTH 212 - Ecological Perspectives on Small-Scale Societies

**Economics (ECON)**
- ECON 231 - Environmental Economics

**Environmental Studies (ENVS)**
- ENVS 101 - Environment and Society
- ENVS 204 - Fracking and the Policy Process
- ENVS 206 - Urban Political Ecology
- ENVS 208 - Environmental Policy
- ENVS 222 - Local vs. Global: Environmental Issues Beyond Borders
- ENVS 231 - Environmental Economics
• ENVS 322 - Energy and Society  
• ENVS 323 - Seminar: Global Environmental Politics  
• ENVS 324 - Seminar: Natural Resources and Conflict  
• ENVS 354 - Practicum in Ecological Communication & Oberlin Project  
• ENVS 390 - Sustainable Cities: Theory, Analysis and Design

History (HIST)  
• HIST 180 - Global Environmental History  
• HIST 277 - African Environmental History, 1900-2000  
• HIST 338 - Communism: Ideas and Practice

Politics (POLT)  
• POLT 208 - Environmental Policy

Sociology (SOCI)  
• SOCI 241 - American Urbanism

Humanities Courses

English (ENGL)  
• ENGL 141 - Rivers in American Literature  
• ENGL 223 - Meaning and Being: Nature in 19th-Century American Narrative  
• ENGL 366 - Nature and Transcendentalism

Environmental Studies (ENVS)  
• ENVS 201 - Nature Culture Interpretation  
• ENVS 219 - Climate Change  
• ENVS 301 - Community Engagement and Public Humanities  
• ENVS 302 - American Agricultures  
• ENVS 304 - Seminar: Environmental Justice Literature

Philosophy (PHIL)  
• PHIL 225 - Environmental Ethics

Russian (RUSS)  
• RUSS 329 - Literature and the Land: Nature Writing in Russia and America

Natural Science Courses

Biology (BIOL)  
Plus any additional upper level course that counts towards the Biology major.  
• BIOL 103 - Environmental Biology  
• BIOL 200 - Genetics, Evolution, and Ecology

Chemistry (CHEM)  
Plus any additional upper level course that counts towards the Chemistry major.  
• CHEM 051 - Chemistry and the Environment  
• CHEM 101 - Structure and Reactivity in Chemistry  
• CHEM 103 - Topics in General Chemistry

Environmental Studies (ENVS)  
• ENVS 316 - Systems Ecology  
• ENVS 340 - Systems Modeling
Geology (GEOL)
Plus any upper level course that counts towards the Geology major.
  • GEOL 115 - Coral Reefs: Biology, Geology and Politics
  • GEOL 120 - Earth’s Environments
  • GEOL 152 - Soils and Society

Private Readings and Research
  • ENVS 501F - Research Env St (ARHU) - Full
  • ENVS 501H - Research in Environmental Studies (ARHU) - Half
  • ENVS 502F - Research in Environmental Studies (ARHU) - Full
  • ENVS 502H - Research in Environmental Studies (ARHU) - Half
  • ENVS 503F - Research in Environmental Studies (NSMA) - Full
  • ENVS 503H - Research in Environmental Studies (NSMA) - Half
  • ENVS 504F - Research in Environmental Studies (NSMA) - Full
  • ENVS 504H - Research in Environmental Studies (NSMA) - Half
  • ENVS 505F - Research in Environmental Studies (SSCI) - Full
  • ENVS 505H - Research in Environmental Studies (SSCI) - Half
  • ENVS 506F - Research in Environmental Studies (SSCI) - Full
  • ENVS 506H - Research in Environmental Studies (SSCI) - Half
  • ENVS 995F - Private Reading - Full
  • ENVS 995H - Private Reading - Half

Resource Faculty
“Core faculty”, with full time appointments in the ES program, are listed in the front section directly under Environmental Studies. Certain faculty in other departments are appointed to the Environmental Studies Program Committee which governs decision making within the ES Program. Faculty on this committee can serve as advisers for ES majors (marked with an asterisk below). Other resource faculty listed below teach courses that are offered for credit towards the ES major and/or provide assistance to ES majors.

Anthropology: Jack Glazier
Art: Julia Christensen, Sarah Schuster, Nanette Yannuzzi-Macias
Biology: Mary Garvin, Roger Laushman, Keith Tarvin
Chemistry: Matthew Elrod*
Computer Science: Richard Salter
English: John Hobbs, Scott McMillin*
Geology: Dennis Hubbard*, Karla Parsons-Hubbard, Bruce Simonson
History: Michael Fisher
Math: Robert Bosch
Philosophy: Timothy Hall
Physics: John Scofield, Dan Stinebring
Politics: Ben Schiff
Psychology: Cindy Frantz*, Stephan Mayer
Russian: Thomas Newlin*
Sociology: Greggor Mattson
First-Year Seminar Program

Robert Geitz, Associate Professor; Director

The First-Year Seminar Program (FYSP) is a unique opportunity for incoming students to begin their Oberlin educational experience in a small seminar setting. The topics and academic approaches of seminars are very diverse, but they are all designed to help students hone their critical thinking and their discussion and writing skills. Moreover, first-year seminars provide important opportunities for students to get to know a faculty member well and to reflect upon the personal value and social relevance of a liberal arts education. Seminars are either Writing Intensive (WRI) or Writing Certification (WP) and/or Quantitative and Formal Reasoning (QFR). The Faculty of the College of Arts and Sciences strongly urges all College first-year students to enroll in a first-year seminar; students should note that the vast majority of first-year seminars are offered in the fall semester. For up-to-date information, as well as expanded descriptions of seminars for 2014-2015, please consult the First-Year Seminar Program Course Catalog or visit the First-Year Seminar Program’s web site for students at www.oberlin.edu/fys.

First-Year Seminars for 2014-15

- FYSP 047 - Riffing and Sampling: Blues, Jazz, and Hip Hop and American Literature
- FYSP 049 - Renaissance Outsiders: Studies in Radical Self-Identity in Early Modern Art and Culture
- FYSP 053 - Materials at the Museum
- FYSP 056 - Music and the Search for Unity in Russian History
- FYSP 061 - Magic, Metamorphosis, and the Artistic Imagination
- FYSP 062 - Femmes Fatales
- FYSP 064 - The Last Days of Pompeii
- FYSP 066 - Jane Austen Then and Now
- FYSP 067 - Agreeing to Disagree: The Mathematics and Philosophy of Cooperation
- FYSP 070 - Uncle Sam(urai): Japan-U.S. Encounters since 1853
- FYSP 074 - Race and Place: Reading the Rez, the Holler, and the Cul-de-Sac
- FYSP 076 - The Privileged and the Marginalized: History and Culture of American Colleges and Universities
- FYSP 086 - Contemporary East Asian Cinema
- FYSP 089 - Heretics and Infidels: Muslims, Christians, Jews and the Legacy of the Middle Ages
- FYSP 093 - Disability
- FYSP 094 - Das Kapital
- FYSP 108 - The Uses of Literature
- FYSP 110 - Black Women and Liberation
- FYSP 113 - Re-envisioning Russia
- FYSP 117 - Nature and the Environment in East Asian Culture
- FYSP 118 - The Intersection of Race, Ethnicity, and Gender with Social Class in Contemporary America
- FYSP 127 - Race-ing the Environment: Historical Approaches to Race and Environmental History
• FYSP 128 - Media and Memory
• FYSP 129 - Coming of Age in African Literature
• FYSP 134 - Crossing Borders: The Mysteries of Identity
• FYSP 136 - Ways of Seeing, Ways of Knowing
• FYSP 139 - Political Leadership
• FYSP 140 - Pakistan: A New Nation’s Identities
• FYSP 153 - Worldview and History: Approaches to the History of the World
• FYSP 165 - Feeding the World
• FYSP 174 - Technologies of Writing: From Plato to the Digital Age
• FYSP 180 - Exploring Chicago
• FYSP 181 - Selfishness or Altruism? The Evolution of Sociality in Humans and Other Animals
• FYSP 187 - Ars Moriendi: Death and the Art of Dying
• FYSP 197 - Cats, Cattle, and Corn: On the Origin of Domesticated Species
• FYSP 199 - Designer Babies and Other Possibilities
• FYSP 048 - Robin Hood Across the Ages

French and Italian
Eunjung Grace An, Associate Professor of French and Cinema Studies
Ivana Di Siena, Instructor of Italian
Preeamvada Leelah, Visiting Assistant Professor of French
E. Elizabeth Murphy, Associate Professor of French
Matthew Senior, Professor of French
Ali Yedes, Associate Professor of French

The Department of French and Italian offers a major in French and Francophone studies supported by an extensive and distinctive curriculum. In addition to courses supporting the French major, the department offers courses in beginning and intermediate Italian language. We strongly encourage students to include in their major a semester or year of study abroad in a program suited to their interests and level.

French
Cultural ties between France and America go back to the origin of the American republic, when Thomas Jefferson, Ben Franklin, and Thomas Paine borrowed and shared concepts with French revolutionaries to frame the Constitution and the Bill of Rights. Today, French and Francophone literature, philosophy, art, and cinema continue to exert a powerful influence over students and intellectuals around the world. The legacy of French thought reaches back to Descartes, Rousseau, Bergson, Sartre, Camus, and Beauvoir and continues into the present, where the concepts of Derrida, Foucault, Deleuze, and others are indispensable to theory in the human and social sciences and real-world struggles related to race, nation, gender, class, and the environment. Writers such as Assia Djebar, Tahar Ben Jalloun, and Maryse Condé, and cinéastes such as Jean-Luc Godard, Claire Denis, and Ousmane Sembène have given world literature and film new faces and voices, while Médecins sans frontières has defined the concept of humanitarian aid beyond national boundaries.

In the image of this new, engaged, global community of Francophones, the French program offers students the opportunity to integrate classroom learning with study abroad in France,
French and Italian

Senegal, and other countries, on-campus activities at La Maison Francophone and the Table Française, and opportunities to serve the broader community. The program is built on four integrated objectives: mastery of spoken and written French; acquisition of critical appreciation of literature written in French, and of French-speaking cinema; the study of culture through cultural analysis; awareness of the life-changing experiences entailed in the intellectual and personal challenges of learning a different way of being. We encourage majors to live in La Maison Francophone on campus, where they have the opportunity of immersion in the target language and culture in daily contact with native speakers. The French program intersects with other major programs on campus, allowing students to combine their interests in History, Art History, Comparative Literature, Cinema Studies, Middle-Eastern and North African Studies, Economics, Politics, and other subject areas with a major or minor in French. Departmental advisors are available for consultation in organizing the major program. All courses numbered 301 and higher offered by French department faculty and listed as FREN count toward the major, regardless of the language of instruction.

**Language Laboratory**
The Paul and Edith Cooper International Learning Center, located on the third floor of Peters Hall, is a state of the art facility designed for both class and individual use at all levels of language learning. Audio, video and computer materials are available for student use. A staff of experts help students develop their language skills and connect with French speakers around the world. Laboratory practice is encouraged for all students who wish to improve their speaking and oral comprehension.

**Advanced Placement**
Students who have received a score of 4 or 5 on the Advanced Placement (AP) exam in French Language or French Literature will be automatically awarded credit for one course toward graduation, but not toward the major. They should enroll in one of the gateway courses for the French major (French 301, 309, or 321).

**Prerequisites and Advanced Placement**
It is the department’s policy to advance students as fast as achievement warrants. Students who have taken the SAT II Exam in French should enroll in courses according to their score:

<table>
<thead>
<tr>
<th>Score</th>
<th>Course Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>550-625</td>
<td>French 203 or 205, 206</td>
</tr>
<tr>
<td>626-800</td>
<td>French 301, 309, or 321</td>
</tr>
</tbody>
</table>

Students with previous study of French who have not taken the SAT II exam should take the Oberlin French Placement Test administered by the department during orientation to determine their appropriate level.

**Suggested Course Sequence**
French 101-102 (or 103), 205-206 (or 203), 301, other 300-level courses in French, followed by 400 level courses. French 301, 309, or 321 is the prerequisite for other courses at the 300-level. Two 300-level courses beyond 301 are the prerequisite for 400-level courses. Other prerequisites may be noted: see the course descriptions below.

**Major**
The French major consists of at least ten full courses. Any course dealing with the Francophone world, taken at Oberlin or abroad, may count toward the major; two half courses may count as a full course.

- At least seven of the courses have to be French-taught. French-taught Languages across the Curriculum (LxC) sections, which are generally half courses, will count as French-taught credits.
- Courses that dedicate at least 30% of the syllabus to the Francophone world may, with the
Chair’s approval, be counted as partial major credit.

- A gateway course is required of all majors. FREN 301 or FREN 309 may serve as a gateway course. For advanced students, FREN 321 may also serve as a gateway course (with consent of the instructor).
- At least three courses must be completed at the 400-level, one of which must be in residence, and two of which may be fulfilled by Honors (FREN 505). Two 300-level courses beyond the gateway course are the prerequisite for 400-level courses.
- Four courses may be counted from approved study abroad programs or an accredited college/university.
- Five courses must be in residence.
- An AP score of 4 or 5 will result in placement in a gateway course but will not replace the gateway course or count as credit toward the major. Passing FREN 301, 309 or 321 is the prerequisite for taking other courses at the 300 and 400 levels.

**Minor**
The French minor consists of at least five courses. A gateway course (see above) and at least one course at the 400-level are required. Two 300-level courses beyond the gateway are the prerequisite for 400-level courses. At least one 400-level course must be in residence. Courses at the 100 and 200 level are not counted toward the minor. An AP score of 4 or 5 will result in placement in a gateway course but will not replace the gateway course or count toward the minor.

**Special Restrictions for the Major and Minor**
Courses in which a student has earned a letter grade lower than a C- or P cannot be used to fulfill the requirements of the major or minor.

**Transfer of Credit**
The department will accept up to 4 courses of approved transfer credit toward the ten courses of the major. Five courses of the major must be taken in residence at the advanced level, i.e., French 301 and above, and at least one at the 400 level. Up to two courses of approved transfer credit may be applied to the minor, but at least three courses must be taken in residence at the advanced level.

**Honors**
The Honors Program in French provides qualified majors with the opportunity to complete a special project during their senior year. An Honors Project entails independent study in French, in consultation with a faculty sponsor, completed over two semesters (FREN 501-502). Qualified students are invited to apply to the program during the second semester of their junior year. Admission is determined on the basis of faculty evaluation and approval of honors proposals and overall and major GPA. Further information on the Honors Program may be obtained from the departmental website. See also the statement on Honors in the “General Information” section of this catalog.

**Related Disciplines**
Students who major or minor in French are encouraged to discuss with their advisor courses in other departments which will broaden and deepen their studies of French language, literature, and culture. Examples might include coursework in comparative literature, medieval art history, modern European history, literary theory, and cinema studies. Students who major in French often complete a major in a second field. Examples include majors in fields as diverse as Art History, Biology, Comparative Literature, Creative Writing, Economics, English, Environmental Studies, History, Music (both within the College and Conservatory), Neuroscience, Philosophy, Politics, Hispanic Studies and Religion. As students plan their
major or minor in French, they should keep in mind the manner in which other disciplines can enrich their major coursework. The International Studies Concentration provides an appropriate grounding in the social sciences for majors interested in international affairs.

**La Maison Francophone**
An important element in the department’s program is *La Maison Francophone*, a program house accommodating 35 students. A Faculty-in-Residence is assisted by two French exchange students. Regular programming includes French language dining at *La Table Française* at Stevenson Dining Hall, films, games, cooking classes and other workshops, discussions on topics relating to French and Francophone cultures, and various other cultural and social activities.

**Study Abroad**
The department expects all majors to study abroad at the appropriate time in their college career. The Office of the Dean of Studies has an approved list of programs and the faculty members of the department advise students in choosing a program that best suits student needs.  
Oberlin’s own bilateral exchange with the *Institut d’études politiques de Paris*, “Sciences Po,” allows students majoring in History, Economics, Politics, and other subjects to study at an elite *grande école* in Paris. Study Away programs in Paris, Rennes, Aix, Marseille, and Dakar offer many possibilities for studying while engaging in community service. The Council on International Educational Exchanges (CIEE) Center for Critical Studies program in Paris is an attractive option for students interested in literature, cinema, and philosophy. Like CIEE-Critical Studies, the Center for University Programs Abroad (CUPA) in Paris allows students to enroll directly in the *Université de Paris*, taking classes in literature, the humanities, or sciences: Oberlin Conservatory students are able to study with *Conservatoire de Paris* faculty through CUPA. The American University Center of Provence (AUCP) in Aix and Marseille is attractive to those interested in cultural exchange between France and North Africa, including research trips to Morocco and study of the Arabic language. The School for International Training (SIT) in Madagascar allows students to pursue environmental studies in French. (See a faculty member and student testimonials on the French department website for more information about these programs.)

**Winter Term**
The department sponsors a number of group and individual projects each year. Projects may take place in the US or overseas; as an example, since WT 2011 a group of students has been working every year in a center for asylum seekers in Belgium. For information on possible Winter Term projects, consult the department website. (See also “Winter Term” in General Information section.)

**Language Courses (Offered Every Year)**
- FREN 101 - Français élémentaire I
- FREN 102 - Français élémentaire II
- FREN 103 - Français élémentaire accéléré
- FREN 203 - Français intermédiaire accéléré
- FREN 205 - Français intermédiaire I
- FREN 206 - Français intermédiaire II
- FREN 301 - Expression orale et écrite
- FREN 309 - Plaisir de lire
- FREN 321 - Pratiques de l’écrit
Survey Courses (Offered Every Year)

• FREN 371 - Littérature française I: Du moyen âge à la Révolution
• FREN 372 - Littérature Française II: De la Révolution à nos Jours
• FREN 373 - Introduction à la littérature francophone

Advanced Courses in French

• FREN 408 - Le Siècle des Lumières au cinéma
• FREN 411 - L’animal et l’homme
• FREN 450 - Sujets contemporains: Écrire la guerre

Courses Offered in English

• FREN 320 - French Cinema: National Traditions, Global Horizons
• FREN 363 - Rebelles et subversifs: Countercultures in France

Italian

• ITAL 101 - Beginning Italian I
• ITAL 102 - Beginning Italian II
• ITAL 203 - Italiano intermedio accellerato
• ITAL 301 - Introduction to Reading Italian Literature
• ITAL 401 - Contemporary Italian Literature
• ITAL 995F - Private Reading - Full
• ITAL 995H - Private Reading - Half

Gender, Sexuality, and Feminist Studies

Carol Lasser, GSFS Director, 2014-15, Professor, History

Affiliate Faculty:
Ann Cooper Albright, Professor, Theatre and Dance
Richard Baldoz, Asst. Professor, Sociology
Crystal Biruk, Asst. Professor, Anthropology
Pamela Brooks, Assoc. Professor, Africana Studies
Ana Cara, Professor, Hispanic Studies
Cynthia Chapman, Assoc. Professor, Religion
Hsui Chuang Deppman, Assoc. Professor, East Asian Studies
Eric Estes, Dean of Students
Meredith Gadsby, Assoc. Professor, Africana Studies
Evangeline Heiliger, Visiting Asst., Professor, Comparative American Studies
Harry Hirsch, Professor, Politics
Wendy Hyman, Asst. Professor, English
Caroline Jackson-Smith, Professor, Africana Studies
Daphne John, Assoc. Professor, Sociology
Margaret Kamitsuka, Assoc. Professor, Religion
Wendy Kozol, Professor, Comparative American Studies
Sonia Kruks, Robert S. Danforth Professor, Politics
Shelley Lee, Assoc. Professor, Comparative American Studies
Shulamit Magnus, Assoc. Professor, Jewish Studies

For the most current catalog and course information, consult the online catalog at http://catalog.oberlin.edu.
The Institute for Gender, Sexuality, and Feminist Studies (GSFS) is an interdisciplinary academic program committed to transnational and cross-cultural perspectives on gender, sexuality, and feminism. The Institute is comprised of a Director and Affiliate Faculty from throughout the College of Arts and Sciences and from the Conservatory of Music. The GSFS major and minor provide students with methodological, theoretical, and research training in gender, sexuality, and feminist studies. The Institute also supports disciplinary, cross-disciplinary, and interdisciplinary projects and events related to gender, sexuality, and feminist studies for faculty and students.

Major (10 courses)
The GSFS major requires 10 full academic courses or their equivalent. The major is comprised of three requirements (one gateway course, Feminist Research Methodologies, and a capstone final project) and additional GSFS elective courses that build depth and breadth in areas of student interest. Of the ten courses required for the major, no more than five may come from one department or program.

Designated GSFS gateway courses (100 and 200 levels) come from throughout the curriculum and explore a range of theoretical and methodological approaches in gender, sexuality, and feminist studies. GSFS majors are required to take at least one gateway course in the first or second year of study, although no more than two 100-level courses can count toward the GSFS major.

Feminist Research Methodologies (300 level) focuses on disciplinary and cross-disciplinary approaches to knowledge, and prepares students to complete an independent research project pertaining to gender, sexuality, and feminist studies. Feminist Research Methodologies is optimally taken in fall of the junior year and is only offered during fall term.

For the GSFS capstone requirement, each major completes an original research, creative, or artistic final project that engages with gender, sexuality, and feminist studies appropriate to senior-level expectations within a discipline or interdisciplinary. This capstone requirement should be completed no earlier than spring term of the junior year in one of three ways: (1) as the final project in a GSFS 300- or 400-level capstone course; (2) as a GSFS honors project (see below); or (3) through successful petitioning of the Director to allow completion of the GSFS final project in an alternative course. Majors must (a) inform the faculty member teaching a course that they plan to count the final project in that course toward the GSFS capstone requirement; (b) concurrently enroll in GSFS 400, a zero credit Pass/Fail course, during the add/drop period – this course requires consent from the Director of GSFS; and (c) fulfill all course requirements.

Capstone course and final project grades are determined by instructors according to regular
course criteria and expectations. During the grading period, the Director of GSFS inserts a P or F evaluation (also determined by instructors) for GSFS 400. As appropriate to the (inter)discipline and focus of the project, GSFS final projects are expected to:

- be significantly informed by and engaged with gender, sexuality, and feminist theories, methods, and scholarship;
- be alert to methodological, representational and/or epistemological issues informed by gender, sexuality and feminist scholarship;
- attend to (and complicate, if necessary) issues of identity, positionality and intersectionality as relevant;
- be interdisciplinary or cross-disciplinary in approach;
- have analytical and/or creative depth;
- demonstrate clarity and polish in expression and presentation; and
- demonstrate thoroughness in research and/or preparation.

Students wishing to declare a Gender, Sexuality, and Feminist Studies major should select a faculty advisor from the list of approved advisors for the GSFS Institute. After consultation with her/his advisor, each student submits a rationale and list of courses for approval to the Institute’s Standing Committee on Majors. This Committee reviews student requests to count up to two courses that do not necessarily have a gender or sexuality focus but that provide students with background in their areas of specialization.

To request permission to cross-designate Oberlin courses that are not currently on the approved GSFS list but deal with gender, sexuality, or feminism, students or instructors must submit a Request Form and a class syllabus to the Director of the Institute. See the GSFS website for details and forms.

Courses in which a student has earned a letter grade lower than a C- or P cannot be used to fulfill the requirements of the major.

A maximum of 3 courses from other institutions or study away programs can be approved toward the major. Of these 3 transfer courses, only one course can count in substitution for a gateway or capstone requirement.

**Minor (5 courses)**

The GSFS minor consists of five full academic courses or their equivalent of GSFS approved courses, at least one of which must be a gateway course. No more than one course at the 100-level can count toward the minor. Of the five courses required for the minor, no more than three can come from any one department or program. No more than one course from other institutions or study away programs may be transferred toward the minor. Minors are encouraged to include a gender-related Winter Term project in their course of study.

**Honors**

The Institute offers senior GSFS majors the opportunity for recognition of distinguished achievement in research and writing in gender, sexuality, and feminist studies. Students will be considered for honors in spring of junior year based on their performance in the major and the quality of the honors proposal. Students applying for GSFS honors must complete Feminist Research Methodologies in fall term of the junior year unless they make a case for an exceptional circumstance. (See the GSFS website for more information on deadlines and criteria for honors.)
Winter Term
When GSFS Affiliate Faculty members are on duty for Winter Term, they sponsor GSFS-related Winter Term projects. Project focus and requirements (beyond college guidelines) are determined between the student and faculty member in advance.

Field Experience and Study Away
A range of off-campus, study away, volunteer, and study abroad options offer excellent opportunities to GSFS students during Winter Term or full semesters and are highly encouraged.

Gateway Courses
GSFS courses designated as “gateway” are also “electives.”

- CAST 100 - Introduction to Comparative American Studies
- CAST 211 - Lesbian, Gay, Bisexual and Transgender Identities
- CAST 235 - Debating Citizenships
- CAST 286 - Latina Feminisms
- ENGL 265 - Anglophone Postcolonial Literatures
- FYSP 110 - Black Women and Liberation
- HIST 213 - First Wave American Feminism
- RELG 263 - Roots of Religious Feminism in North America
- SOCI 203 - Desire to be Modern: Sociology of Sexuality

Feminist Research Methodologies
Feminist Research Methodologies also counts as an elective course.

- GSFS 305 - Feminist Research Methodologies

Capstone Courses
GSFS courses designated as “capstone” are also “electives.”

- AAST 321 - Seminar: Black Feminist Thought: A Historical Perspective
- CAST 400 - Research Seminar: Expanding the Archive
- HIST 398 - Seminar: Archiving Sex: Researching America’s Sexual Pasts
- HIST 427 - Colloquium: Borderlands
- RELG 365 - Seminar: Religion and the Body
- SOCI 420 - Social Inequalities: Class, Race, and Gender

Elective Courses

- AAST 101 - Introduction to the Black Experience
- AAST 220 - Doin’ Time: A History of Black Incarceration
- AAST 347 - Culture, History, and Identity: Caribbean Literature and the Politics of Survival
- ANTH 101 - Introduction to Cultural Anthropology
- ANTH 227 - Medical Anthropology
- ANTH 438 - Literacies in Social Context
• CAST 201 - Latinas/os in Comparative Perspective
• CAST 260 - Asian American History
• CAST 267 - The Nature of Sexualized Identities: Gender, Race, Queerness, and Environmental Justice
• CAST 345 - Narratives of Passing
• CAST 447 - Queer Positions
• DANC 214 - Moving into Community
• EAST 206 - Topics in Modern Chinese Literature “Chinese Literature and Film: the Art of Adaptation”
• ENGL 242 - Asian American Literature at the Crossroads
• ENGL 267 - Ethnic American Literature
• ENGL 309 - The Poetry of Love and Seduction in the Renaissance
• ENGL 338 - Modern Fiction and Sexual Difference
• ENGL 353 - U.S. Literature: 1825-65 “To Write Like an American?”
• ENGL 360 - Globalization and Diaspora
• FYSP 076 - The Privileged and the Marginalized: History and Culture of American Colleges and Universities
• HIST 104 - American History 1877-Present
• HIST 213 - First Wave American Feminism
• HIST 251 - U.S. Foreign Policy
• HIST 270 - Latina/o History
• POLT 271 - Gender, Sexuality and the Law
• POLT 132 - Explaining Social Power: Classical and Contemporary Theories
• RELG 108 - Introduction to Religion: Women and the Western Traditions
• SOCI 215 - Race, Immigration, and the Asian American Experience
• SOCI 275 - Enacting the Law
• SOCI 314 - Unequal Educations
• SOCI 420 - Social Inequalities: Class, Race, and Gender

Geology

Dennis K. Hubbard, Professor of Geology, Department Chair
Andrew Horst, Visiting Assistant Professor
F. Zeb Page, Associate Professor of Geology
Karla Parsons-Hubbard, Professor of Geology
Amanda Schmidt, Assistant Professor of Geology
Bruce M. Simonson, Professor of Geology
Steven F. Wojtal, Professor of Geology

The Geology Department offers a broad selection of courses aimed at both majors and non-majors. These courses reflect the diversity of modern earth science, covering subjects that range from the nature of our planet at the dawn of it’s history to human effects on today’s earth, from tiny crystals to gigantic tectonic plates, and from the deepest parts of the oceans to asteroids in
outer space. We offer a major program that prepares students for graduate school or a career in earth sciences but is also intended for students who seek a broad understanding of earth systems through scientific study en route to careers in teaching, environmental fields, or other related areas. Many students incorporate geology into a double major following procedures outlined elsewhere in this catalog.

**Advanced Placement**

Students may count Advanced Placement credit earned in biology, calculus, chemistry, or physics toward a Geology major; credit is granted in accord with the standards of the department in which the AP credit is earned. Students seeking to place out of introductory Geology courses on the basis of secondary-school courses in geology need to pass a placement examination administered by the department. See the major description below for details.

**Course Sequence Suggestions**

The department offers a variety of introductory courses in the earth sciences. Earth’s Environments (GEOL 120) has no prerequisite, provides a broad overview of earth science that includes field trips to local sites, and is a good first course for students who see geology as a potential major. This course, offered in both the spring and fall semesters, is also suitable for students who are interested in related fields such as environmental studies, oceanography, and evolutionary biology and are seeking hands-on experience with maps and earth materials. The department also offers topical Courses of General Interest with no prerequisites intended for non-specialists and non-scientists. In 2014-2015, these are scheduled to include Coral Reefs, Biol, Geol & Pol (GEOL 115) and Natural Hazards (GEOL 122). These courses require no training in science or mathematics beyond the high-school level.

A substantial number of non-majors also enroll in upper-level geology courses. Students can enroll in any 200-level class after taking Earth’s Environments (GEOL 120). In order to enroll in 300-level geology courses, students must complete at least one 200-level course. Students can progress from any of the 200-level courses into any of the 300-level courses with the exception of GEOL 361 (Igneous and Metamorphic Petrology), which has a prerequisite of GEOL 201 (Mineralogy).

**Major**

The requirements for a geology major are:

1. GEOL 120 which should be taken in a student’s first or second year.
2. Four intermediate-level geology courses as follows:
   - Mineralogy (GEOL 201)
   - Evolution of the Earth (GEOL 204)
   - Earth’s Interior (GEOL 206)
   - Earth Surface Processes (GEOL 212)
3. Three additional elective geology courses (or equivalent half courses) selected via any combination of the following courses:
   1. a FULL course in Geology at the 200 or 300 level
   2. two HALF courses in Geology at the 200 or 300 level (each counts as HALF an elective)
   3. two FULL introductory courses in Geology at the 100 level (each counts as HALF an elective)

Note: Students are permitted to count a MAXIMUM of two FULL 100-level geology courses toward the elective requirement.
4. The following additional courses in cognate Natural Sciences and Mathematics:
   a. introductory Chemistry, either CHEM 101 and CHEM 102 or the equivalent (e.g. CHEM 103), and
   b. one additional FULL course (or equivalent) at the introductory or advanced level selected from courses that count toward the Biology, Chemistry, Computer Science, Mathematics, or Physics majors, or are selected from the following list: CHEM 201, MATH 131, MATH 132, PHYS 103, PHYS 104 or PHYS 151, STAT 113, STAT 114

Prospective geology majors should discuss their major program with a member of the Geology Department as early as possible in order to identify the courses that best serve their needs. Advanced electives (400-level courses) and independent research in geology are also available, but such courses are neither required nor count toward the Geology major. After completing GEOL 120 (Earth’s Environments), a student can complete a Geology major in four semesters, although a less compact schedule is preferable.

Students pursuing a professional career in earth science usually take more than the minimum number of courses required for the Geology major. In particular, most Geology graduate programs require two semesters of college-level mathematics, many graduate programs require introductory Physics, and employers find computer skills attractive. We also urge majors to take a summer course in field geology or to get field experience by other means. Students with interests in environmental policy and/or resource development who are considering geology as part of a pre-law program should consult with both the Geology department chair and with a member of the Pre-law Advisory Committee.

Students must earn a letter grade of at least a C-/P in a Geology course in order to have that course fulfill major requirements. For courses in cognate Natural Sciences and Mathematics, students must earn the minimum grade required by the home department. For example, if the Department of Physics and Astronomy will accept a course in which a student earns any passing grade to fulfill their major requirements, the Department of Geology will accept that course to fulfill the geology-major requirements.

Minor
Students may obtain a minor in Geology by completing at least four FULL geology courses that include an introductory laboratory course (GEOL 120) and a minimum of three FULL courses at the 200 and 300 levels. Students interested in minoring should consult with the chair of Geology, as departmental approval is required to minor in Geology.

Honors
Outstanding students may participate in the Honors Program in Geology. Honors students carry out a program of independent geological research under the supervision of an individual faculty member during their senior year. Any student interested in doing Honors research should discuss this with a member of the department in her or his junior year. In order to be accepted into the Honors Program, a student must have a GPA of 3.10 or higher in their geology course work and submit a written proposal to the department. Other guidelines for the Honors Program are set forth elsewhere in this catalog.

Research Opportunities
The Geology Department offers several avenues for independent research in addition to Honors. Majors are encouraged to contact faculty about opportunities to participate in their summer field projects. Research can also be conducted for credit through Independent Study in Geology (GEOL 199) and Research in Geology (GEOL 501). Of special note, the Department
is a member of the Keck Geology Consortium, which provides students with summer research opportunities that are continued during semester-long or year-long Research in Geology (GEOL 501) or Honors (GEOL 503). These courses do not provide major credit.

Related Programs
The Department of Geology encourages students who are interested in fields not covered in depth in Oberlin courses to attend off-campus programs. We especially recommend participation in programs where students get the opportunity to study different types of geological processes in the field. Many excellent institutions offer semester and summer programs in geology; information is available in the department office and in the Office of the Dean of Studies. Integrating a semester of off-campus study into a Geology major requires advanced planning, so students considering this possibility should consult with a Department member as early as possible.

Transfer of Credit
The department grants major credit for students who do off-campus coursework that is comparable to Oberlin’s offerings, but students must consult with and receive prior approval from the Geology Chair in order to guarantee earning credit. The department generally does NOT approve work done as part of National Outdoor Leadership School (NOLS) programs for geology credit.

Winter Term
The Geology faculty who are tentatively available to sponsor individual Winter Term projects in 2015 and their primary areas of expertise are as follows: Mr. Hubbard: Sedimentary environments and stratigraphy, environmental geology; coastal and marine geology. Ms. Hubbard: General geology, paleontology, evolution, and marine science. Mr. Simonson: water, mineral, and energy resources; early Earth history; meteorites and the solar system. Mr. Wojtal: Mountain building and tectonics, continuum mechanics, environmental applications of GPS and other mapping technologies; geophysics, meteorology, glaciology, climate change and paleoclimatology.

Courses of General Interest (for Non-Majors)
- GEOL 115 – Coral Reefs: Biology, Geology and Politics
- GEOL 120 - Earth’s Environments
- GEOL 122 – Natural Hazards
- GEOL 199 - Independent Study in Geology
- GEOL 115 - Coral Reefs: Biology, Geology and Politics
- GEOL 152 - Soils and Society
- GEOL 199 - Independent Study in Geology

Introductory Courses (for Non-Majors and Prospective Majors)
- GEOL 115 - Coral Reefs: Biology, Geology and Politics
- GEOL 120 - Earth’s Environments
- GEOL 122 - Natural Hazards
- GEOL 152 - Soils and Society
Intermediate and Advanced Courses

- GEOL 201 - Mineralogy & Optical Crystallography
- GEOL 204 - Evolution of the Earth
- GEOL 206 - Earth’s Interior: Its Character, Dynamics and Development
- GEOL 212 - Earth Surface Processes
- GEOL 235 - Applied GIS
- GEOL 240 - Environmental Geology
- GEOL 242 - Groundwater Hydrogeology
- GEOL 310 - Sedimentary Rocks in Thin Section
- GEOL 320 - Paleontology
- GEOL 340 - Structural Geology
- GEOL 361 - Igneous and Metamorphic Petrology

Independent Work

- GEOL 503 - Honors
- GEOL 199 - Independent Study in Geology
- GEOL 501F - Research in Geology - Full
- GEOL 501H - Research in Geology - Half
- GEOL 995H - Private Reading - Half
- GEOL 995F - Private Reading - Full

German Language and Literatures

Elizabeth Hamilton, Associate Professor of German; Department Chair
Gabriel S. Cooper, Assistant Professor
Steven R. Huff, Professor of German (On sabbatical 2014-15)
Sabine Marina Jones, Lecturer in German and Faculty-in-Residence
Staff, Max Kade German Writer-in-Residence

Major

Two majors are offered. A goal common to both majors is advanced facility in the German language.

German Major Requirements

The German Major is concerned primarily with the study of literature. Genres, literary movements, and individual authors and themes are examined with the aim of expanding the student’s capacity for literary analysis and appreciation. The German major consists of a minimum of 10 ½ courses which should be accumulated as follows:

a. At least 7 ½ courses in German language, literature, and cinema at the 300 and 400 level. Of these, 311 and 312, two 400-level courses, including 433, and at least one semester of 315 (Writer-in-Residence) are required;

b. Of the 10 ½ courses, no more than 3 courses in translation; and

c. At least 3 courses in related literary fields, e.g., comparative literature, literary theory, or other literature courses.

A minimum of 4 courses in German language and literature (above 204) must be completed at
Oberlin. Private reading courses do not normally count toward the major.

Strongly recommended correlated fields include European History, German History, History of Art, History of Music, and French and Latin. Courses in which a student has earned a letter grade lower than a C- or P cannot be used to fulfill the requirements of the major.

**German Studies Major Requirements**

The German Studies Major places more emphasis on cultural expressions other than literature (e.g., music, art, film, philosophy, history). It consists of a minimum of 10 ½ courses which may be accumulated as follows:

a. At least 7 ½ courses in German language, literature, and cinema courses at the 300 and 400 level. Of these, 311 and 312, two 400-level courses (including 433) and at least one semester of 315 (Writer-in-Residence) are required;

b. Of the 10 ½ courses, no more than 3 courses in translation; and

c. At least 3 courses to be selected, in consultation with the German faculty, from courses with total or substantial German content in two or more disciplines other than German literature.

A minimum of 5 courses toward the German Studies major must be completed at Oberlin. Private reading courses do not normally count toward the German Studies major.

The entire German staff will constitute a special committee to administer the German Studies major.

**Minor**

A minor in German consists of 5 courses at the 300 and 400 levels, which may include one course in translation. One full course must be at the 400 level. (Note: no minor is offered in German Studies).

**Honors**

Qualified German and German Studies majors may be invited to participate in the Honors Program. Within the framework of either the German major or the German Studies major, the Honors Program allows honors candidates to extend their competence by adding breadth and depth to the regular German curriculum. The Honors Program also serves as excellent preparation for graduate study in German. Students interested in pursuing Honors should consult the department chairperson by the beginning of the second semester of their junior year.

Qualifications for admittance: Participation in the Honors Program is competitive. Except under unusual circumstances only two students will be admitted each year. Admittance to the program requires a minimum GPA within the major of 3.5 and an overall GPA of 3.0. Potential students will be asked to submit a rationale in German describing the intended substance of the two required papers and explaining also their motivation for pursuing the honors projects. The ability to speak and write German at an advanced level (as manifested in both the rationale and in previous course work) is a firm prerequisite for admission to the German Honors Program.

**Requirements**

The Honors Program consists of three components:

1. Two honors papers written within the context of two 400-level courses.
2. Completion of the Honors Reading List.
3. A two-part, written and oral honors examination conducted by a committee comprised of members of the German Department and at least one outside evaluator.
Advanced Placement
Students who have received a score of 4 or 5 on the Advanced Placement (AP) exam in German will automatically be awarded credit for one course toward graduation. This course may also be applied toward the German or German Studies major.

German House
The Max Kade German House, a four-class coeducational dormitory, serves as the focal point for German activities on campus. It affords German students a unique opportunity to develop their speaking skills in an informal setting. Native speakers are regularly in residence. Students interested in German are encouraged to live in German House for at least one year.

Study Abroad
*Exchange Scholar Program.* Competitive exchange scholarships are offered for study at a German university in the junior year. The program is open to all students with sufficient preparation in German language and literature. Credits earned in this program are subject to the transfer of credit fee. Students on financial aid should consult the Director of Financial Aid. The faculty will also advise students about other opportunities for study in German-speaking countries and assist with applications and enrollment.

Winter Term
The department normally offers an intensive Winter Term Beginning German course that covers the basic elements of grammar and offers practice in simple conversation. This course is not the equivalent of German 101 and does not automatically qualify students to enter 102. Students who have progressed exceptionally well in the Winter Term course, however, may upon recommendation of the instructor advance into German 102.

German staff members are available during Winter Term to sponsor individual and group projects within their discipline or areas of interest.

Language Laboratory
The Paul and Edith Cooper International Learning Center, located on the third floor of Peters Hall, is designed for both class and individual use at all levels of language learning. Audio, video, and computer materials are available for student use. Laboratory practice is encouraged for all students so that they can further develop their speaking and listening skills.

For further information, consult the German web page: www.oberlin.edu/german.

Language Courses (Offered Every Year)
- GERM 101 - Elementary German
- GERM 102 - Elementary German
- GERM 203 - Intermediate German
- GERM 204 - Intermediate German
- GERM 305 - Conversation and Composition

Topics in Translation
- GERM 353 - Afro-Germans in Global Context
- GERM 336 - German-Jewish Cultural Symbiosis
Advanced Literature Courses

- GERM 311 - Introduction to German Literature I
- GERM 312 - Introduction to German Literature II
- GERM 315 - Max Kade German Writer-in Residence
- GERM 336 - German - Jewish Cultural Symbiosis
- GERM 421 - Reading Franz Kafka (Kafka lesen)
- GERM 433 - Senior Seminar

Greek (please see the department of Classics)

Hispanic Studies

Patrick O’Connor, Associate Professor; Department Chair
Ana Cara, Professor
Sebastiaan Faber, Professor
Barbara Sawhill, Lecturer
Claire T. Solomon, Assistant Professor
Carmen Patricia Tovar, Visiting Assistant Professor
Kim Tungseth-Faber, Instructor

Mission Statement

The Department of Hispanic Studies at Oberlin College is committed to offering its students an outstanding liberal-arts education in the literatures and cultures of the Spanish-speaking world, based on a solid and thorough knowledge of the Spanish language.

The program offers three levels of study, designed to meet the specific needs of each student. The first of these (Hispanic Studies 101, 102, 202, 203, 204, 205, 304, and 334) focuses mainly on learning Spanish and understanding Hispanic cultures. Our language classes use the most sophisticated technology to help develop communicative proficiency in Spanish. Since this is not possible without cultural knowledge, all language classes give ample attention to the diversity of Spanish, Latin American, and Latino/a cultures as well. Among our language courses is a class especially tailored for “Heritage Speakers” (students who grew up speaking Spanish but who have not had the chance to study the language formally).

The second level, consisting of the other classes in the 300 series, includes a wide range of courses on literature and cultural history, including topics such as Latino/Latin American folklore and Spanish and Latin American film.

The courses at the final or 400 level are small, seminar-style classes that focus on specific works, topics or trends in the Spanish-speaking world. Outstanding Hispanic Studies majors are encouraged to write an honors thesis on a topic of their choosing, under the guidance of our faculty.

The department’s educational goal, then, is not merely the acquisition of knowledge. Rather, our students are offered the opportunity to experience a cultural heritage which is more rich, diverse, and alive than ever. In addition to the many courses on the language, literature, film, culture, and history of the Spanish-speaking world, we offer a wide spectrum of complementary programs and activities through Oberlin’s Casa Hispánica (see below). Furthermore, we strongly encourage our students to study abroad. Oberlin has one program of its own in Córdoba, Spain (PRESHCO). We also endorse a great variety of other programs in Spain and Latin America. Language students are strongly encouraged to take advantage of our Winter Term program in Guadalajara, México.

In short, participation in the Hispanic Studies Program at Oberlin will allow you to
Hispanic Studies

understand, appreciate, and enjoy the great diversity of human cultures. And, as has been proven by our alumni, it will open up a wide range of personal and professional opportunities.

**Major**

For students declaring a Hispanic Studies major, the core requirements are the following:

- at least 11 courses;
- these should include at least 8 courses above the 200 level taught in Spanish, including two 400-level courses taken at Oberlin.

Further requirements:

- The major should present a balanced distribution of work taken in Peninsular and Latin American areas, and include the study of various genres, literary movements, and historical periods.
- Before taking a 400-level course, students are encouraged to take at least two of the four survey courses combining one Spanish and one Latin American survey, as well as one pre-19th century and one post-19th century survey (i.e., HISP 309 and 318, or HISP 310 and 317).
- All majors will designate one 400-level course taken in their senior year as their capstone course. In addition to the normal coursework, the capstone includes a substantive individual project and a public presentation.

Additional stipulations:

- Language courses at the beginning or intermediate levels (taken at Oberlin, abroad, or at other institutions) will not count toward the major.
- Up to 3 AP credits may be counted toward the major at the 300-level for a score of 5 on the Spanish language or literature exams.
- Courses in the First-Year Seminar Program (FYSP) taught by Hispanic Studies faculty on topics related to the Spanish-speaking world may count toward the major, as may any other course taught at Oberlin (e.g. in History, Politics, Anthropology, Comparative American Studies, etc.) whose central focus falls within Latin American, Latino/a, and Iberian Studies.
- Up to 6 courses from Oberlin’s PRESHCO program may be counted toward the major.
- Up to 3 courses of transfer credit per semester, including coursework done abroad, may be counted toward the major, for a total of 5 courses. For Oberlin’s program in Puebla, México, up to 6 courses may be counted if a student enrolls in a full year program.
- Courses in which a student has earned a letter grade lower than a C- or P cannot be used to fulfill the requirements of the major.
- Courses taken abroad or at other institutions cannot be counted as 400-level credit.

**The Major Portfolio**

Students declaring a Hispanic Studies major will be assigned an online portfolio in which they record and reflect on their progress through the major. The online portfolio should be updated at least once a semester, in preparation for class registration. In addition to students’ reflections, the portfolio may serve to upload academic work or other related activities and accomplishments.

**Study Abroad and Double Majors**

All Hispanic Studies majors are strongly encouraged to spend at least one semester in a Spanish-speaking country (see below). Students may pursue a double major, or a major/minor combination with Latin American Studies or other related fields such as Classics and the other
modern languages, Sociology, Anthropology, Comparative Literature, Art, History, Comparative American Studies, or Politics. Studies in Hebrew present a Hispanic Studies major with a rare opportunity for research in the Medieval area, while combining Italian and Spanish is both useful and important for studies in the Renaissance and Golden Age.

**Minor**

For students declaring a Hispanic Studies minor the core requirements are the following:

- at least 6 courses;
- these should include at least 5 courses above the 200 level taught in Spanish, including at least one course at the 400 level taken at Oberlin.

Further information about the minor:

- Language courses at the beginning or intermediate levels (taken at Oberlin, abroad or at other institutions) will not count toward the minor.
- Up to 3 AP credits may be counted toward the minor at the 300-level for a score of 5 on the Spanish language or literature exams.
- Courses in the First-Year Seminar Program (FYSP) taught by Hispanic Studies faculty on topics related to the Spanish-speaking world may count toward the minor, as may any other course taught at Oberlin (e.g. in History, Politics, Anthropology, Comparative American Studies, etc.) whose central focus falls within Latin American, Latino/a, and Iberian Studies.
- Up to 3 courses from Oberlin’s PRESHCO program may be counted toward the minor.
- Up to 2 courses of transfer credit, including coursework done abroad, may be counted toward the minor. For Oberlin’s program in Puebla, México, up to 3 courses may be counted.
- The minor should present a balanced distribution of work taken in Peninsular and Latin American areas, and include the study of various genres, literary movements, and historical periods.
- Before taking a 400-level course, students are encouraged to take at least two of the four survey courses combining one Spanish and one Latin American survey, as well as one pre-19th century and one post-19th century survey (i.e., HISP 309 and 318, or HISP 310 and 317).
- Courses in which a student has earned a letter grade lower than a C- or P cannot be used to fulfill the requirements of the major.

**Advanced Placement**

Students qualifying under this program will be assigned advanced standing on the basis of results in the qualifying examinations administered by the College Board and credit will be awarded for HISP 300. A score of 5 on the Spanish language or literature exam automatically receives credit for 1 full academic course as Hispanic Studies 300, qualifying students to work at the 300 level. Students who have scored a 6 or 7 on the Spanish (Advanced) exam of the IB curriculum will also receive 1 course credit, as HISP 300.

First and second-year students having obtained a score of 5 on the AP exams or a 6 or 7 on the IB Spanish (Advanced) are encouraged to take HISP 306 before taking HISP 309, 310, 317, or 318. HISP 300 counts toward the total number of academic credits required for the major.

**Initial Placement**

Students who begin Hispanic Studies at Oberlin will take HISP 101. Beyond HISP 101 the particular entry point within the sequence of language courses depends upon a student’s
background in Spanish and upon the results of a placement test, administered at the beginning of each semester for those beginning HISP 102, 202, 203, and 304. The placement test is required of every student with a prior knowledge of Spanish who wishes to enroll, except for students who have taken the AP exam and scored a 5 (see above). The placement exam will be available online during registration. Please see the department’s web site at http://new.oberlin.edu/arts-and-sciences/departments/hispanic_studies/language_placement.dot

Honors
The Honors Program in Hispanic Studies is a two-semester sequence of two courses of independent study, in consultation with a faculty sponsor, culminating in either an honors thesis or a special project, e.g., a translation, creative writing, or video project. Students may be invited to participate in the program, but are also encouraged to express their interest to the faculty. For more information see: http://new.oberlin.edu/arts-and-sciences/departments/hispanic_studies/capstonehonors.dot

La Casa Hispánica
Since 1962, the department has sponsored La Casa Hispánica. The purpose of La Casa is to provide an environment where students speak Spanish and benefit from activities related to the culture of the Hispanic world. The director and her two graduate assistants are native Spanish speakers from Latin America and Spain. There are rooming accommodations for 28 men and women. Tables at which Spanish is spoken are maintained in El Rincón Latino at Stevenson Dining Hall.

Oberlin in Spain and México
Oberlin has two study abroad programs of its own, one in Córdoba, Spain (PRESHCO), and one in Puebla, México (PMCSP). Participants in these programs (see for details below) may receive 5 courses per semester of academic credit toward graduation. 3 courses each semester, for a total of 6 courses per year, may be counted toward the Hispanic Studies major. Before planning to participate in these programs, students on financial aid should consult the Director of Financial Aid.

Although the specific courses offered vary each semester, they will normally cover topics in Spanish language, and Spanish and Mexican literature, history, art history, and social sciences, as well as different courses on the European Union (Córdoba) and the relationship between México and the United States (Puebla). Both programs have a strong curriculum in the humanities (art, history, performing arts, including dance, music, and theater, philosophy, language and literature) and the social sciences (anthropology, economics, political science, psychology, sociology). In both programs students will have the opportunity to take regular undergraduate courses with Mexican and Spanish students. See the PRESHCO/PMCSP campus coordinator for an updated list of courses and equivalent Oberlin course numbers.

Study Abroad in Córdoba, Spain
The Programa de Estudios Hispánicos en Córdoba (PRESHCO) is an interdisciplinary course of study at the University of Córdoba sponsored by a four-college consortium (Oberlin, Smith, Trinity, and Wellesley). All PRESHCO courses are taught by Córdoba faculty from the University of Córdoba; in addition, students may directly enroll in regular university courses. Courses recently taught include: “The Colonization of America,” “The Novel of the 19th Century,” “Women’s Voices in 20th Century Spain,” “The Spanish Middle Ages: Christians, Moslems, and Jews,” “Methods and Techniques in Andalusian Art Restoration,” “The Semitic Legacy in Hispanic Societies,” “Political Structures and Institutions of the European Union,” and “Spanish Art: From Velázquez to Picasso.” For more information, see: http://sophia.smith.edu/blog/preshco/.
Language Courses (Offered Every Year)

• HISP 101 - Elementary Spanish I
• HISP 102 - Elementary Spanish II
• HISP 202 - Intermediate Spanish I
• HISP 203 - Intermediate Spanish II
• HISP 304 - Advanced Grammar and Composition

Survey Courses

• HISP 309 - Survey of Spanish Literature I:
• HISP 310 - Survey of Spanish Literature II: The Struggle for Modernity
• HISP 317 - Survey of Latin American Literature I: Encuentros y Desencuentros
• HISP 318 - Survey of Latin American Literature II: Utopia y Autenticidad

300-Level Courses

• HISP 306 - Introduction to Literary Analysis
• HISP 324 - Popular Culture in Latin America
• HISP 332 - Imagining Havana
• HISP 333 - Imagining Havana LxC

Advanced Courses

• HISP 414 - Borges the Singer
• HISP 421 - Julio Cortazar’s Rayuela
• HISP 423 - Reading Books like Don Quixote
• HISP 445 - Crime, Sex and Ghosts of the Past: Contemporary Spanish Fiction and Film
• HISP 505H - Honors - Half
• HISP 505F - Honors - Full
• HISP 995H - Private Reading - Half
• HISP 995F - Private Reading - Full

Cross-Referenced Course

The following courses may be taken for Hispanic Studies major credit. Please see the full course description under the department in which the course is listed. (Keep in mind only three courses taught in English may count toward the major).

• CAST 201 - Latinas/os in Comparative Perspective
• HIST 110 - Latin American History: State and Nation Since Independence
• POLT 210 - Latin American Politics

Portuguese Courses Offered in 2014-2015

• PORT 101 - Elementary Portuguese I
• PORT 102 - Elementary Portuguese II
• PORT 202 - Intermediate Portuguese I
• PORT 203 - Intermediate Portuguese II
• PORT 320 - Postcolonial explorations of the Afro-Luso-Brazilian Triangle
History

Pablo Mitchell, Professor of History and Comparative American Studies, Department Chair
Zeinab Abul-Magd, Associate Professor
Matthew Bahar, Assistant Professor
Michael Fisher, Robert S. Danforth Professor
Suzanne Gay, Professor
Heather Hogan, Professor
David E. Kelley, Associate Professor
Clayton R. Koppes, Professor
Carol Lasser, Professor
Shelley Lee, Associate Professor of History and Comparative American Studies
Shulamit Magnus, Professor
Leonard V. Smith, Frederick B. Artz Professor
Emer O’Dwyer, Assistant Professor of History and East Asian Studies
Renee C. Romano, Associate Professor
Annemarie H. Sammartino, Associate Professor
Steven S. Volk, Professor
Ellen Wurtzel, Assistant Professor

History encompasses the study of peoples, cultures, and institutions across many periods of time. The History Department offers courses on the United States, Latin America, Europe, Russia, the Middle East, and South, East and Central Asia. History classes examine these areas from a variety of historical approaches, including political, social, cultural, intellectual, economic, and environmental perspectives. They may also focus on gender, religion, labor, race and/or ethnicity. Some courses concentrate on particular national or regional histories, while others are comparative, transnational or global. Our faculty uses a variety of pedagogical approaches, from lecture to active learning models and intensive discussion.

Advanced Placement.

Students with a grade of 4 or 5 on the US History, European History, or World History AP examinations may receive one full toward graduation for each qualifying score.

Students receiving scores of 6 or 7 for IB History of the Americas or IB European may also receive one course of social science credit toward graduation. To apply for graduation credit for other IB courses, students should bring the transcript, the syllabus, and a sample written work to the History Department chair for review. Students may not receive credit for both AP and IB courses in overlapping areas. No student may receive credit toward graduation for any combination of more than 2 courses in either the IB or AP programs in History. AP or IB credit is granted only during the first year that a student enrolls at Oberlin College.

All AP or IB courses transferred in through the History Department count toward the 5-course (20 credit) maximum that may be transferred for all courses taken before matriculation, as per Oberlin College regulations.

History Course Levels

- 100-level courses are introductory-level survey classes that focus on large geographical areas over long periods of time. They introduce content as well as historiography, and help students develop skills in historical thinking. Survey classes usually comprise a two-semester sequence, though the first is not a prerequisite for the second, and students are not obligated to take both semesters.
- 200-level courses are generally offered without prerequisites, and focus on a theme, a shorter time period, a particular group of people, or a smaller geographical unit.
than 100-level surveys. Like 100-level courses, they introduce content as well as historiography. They help students develop skills in historical thinking and, often, research methodologies.

- 300-level courses are research-oriented courses and are open to students with appropriate preparation with the instructor’s consent. They explore a theme, time period, and/or particular location. They emphasize the tools and processes that historians use to do research, including work in primary sources as appropriate.

- 400-level courses are open to students with appropriate preparation with the instructor’s consent. They focus on exploring the historiography of specific areas, themes, and/or time periods, and emphasize critical reading and writing.

- 500-level courses include Senior Projects (History 500, a one-semester course in which seniors pursue an in-depth research project) and the honors sequence (History 501-502), available by departmental invitation to seniors (see “Honors” below).

**Major**

The History Major requires 9 full courses, including:

- At least 2 survey courses at the 100-level representing two different geographical areas (excluding FYSP) This requirement may be fulfilled by 100-level survey courses in Africana Studies, Classics, and East Asian Studies that count toward the History major.

- At least 1 course at the 300-level

- At least 1 course at the 400-level. In exceptional cases, students may apply to the department to count a structured private reading in place of a 400-level course. Students seeking this unusual exemption should obtain and complete the appropriate form from the History Department office.

In addition, the 9 courses must include

- At least 1 course designated as “Pre-Modern”

- At least 1 course from each of the following categories:
  - Europe including Russia/USSR
  - North America/US
  - Global/Comparative (outside the Western tradition)/Other geographical areas

- At least 5 full courses taught by faculty regularly appointed in the History Department

- No more than 2 full courses taken in approved study-away programs

- No more than 3 full courses taken from selected courses based on historical methodologies taught in Africana Studies, East Asian Studies, and Classics.

*Note:* Students may find the additional courses needed to complete 9 full courses at the 100-200-300-400-500-levels. Credit earned in First-Year Seminars taught by members of the Oberlin History Department may also be applied toward the major. Courses in which a student has earned a letter grade lower than a C- or P cannot be used to fulfill the requirements of the major. Courses taught by regular faculty jointly appointed in History and another program/department are counted as courses within the History Department. The list of courses approved for the History Major but taught outside the History Department is available from the History Department.
Focus within the History Major
Students declaring a History Major consult with their adviser to complete a Major Proposal Form, projecting their course work and defining their own area of focus within the major. Majors are expected to develop a balanced program of historical study, including a concentration of coursework focused in a geographic, chronological, or thematic area. Students are encouraged to consider pursuing a senior capstone that focuses on advanced work in their area of concentration through either the one-semester Senior Projects course (History 500), or the two-semester Honors Program (History 501-502).

Minor

- The minor in History consists of not fewer than 5 full courses in History.
  These must include at least one 300- or 400-level course.
- Minors must take at least 3 courses of history from regular members of the Oberlin History Department.

Honors
The Honors Program in history offers the opportunity for recognition of distinguished achievement in historical research and writing. Qualified students are invited to enter the program in their seventh semester. Students wishing to be considered for Honors should indicate that interest to the department chair in their sixth semester. Further information is available from members of the department. See also the general statement on Honors on our web site (www.oberlin.edu/history).

Transfer of Credit
Students seeking to transfer credit toward the History Major for classes not taken at Oberlin must consult with their advisors and/or the chair of the History Department in advance, and gain written preliminary approval for courses they wish to take elsewhere.

A detailed explanation of History Department Transfer Guidelines is available online. Students may be eligible to transfer toward the major credit for a maximum of two full courses completed outside Oberlin. Other courses may be transferred for general credit toward graduation. Normally, the History Department does not accept toward the major any courses completed at two-year institutions after a student has declared a major in History at Oberlin.

Winter Term
The History Department maintains a list of faculty who will be available to sponsor projects in Winter Term 2014.

History Online
For more information on the History Department, courses, times, and instructors, please visit our home page at: www.oberlin.edu/history.

I. First-Year Seminars

- FYSP 127 - Race-ing the Environment: Historical Approaches to Race and Environmental History
- FYSP 140 - Pakistan: A New Nation’s Identities
- FYSP 153 - Worldview and History: Approaches to the History of the World
II. 100-Level Courses
The following list of courses represent introductory-level survey classes that focus on large geographical areas over long periods of time.

• HIST 101 - Medieval and Early Modern European History
• HIST 102 - Modern European History
• HIST 103 - American History to 1877
• HIST 104 - American History 1877-Present
• HIST 105 - Chinese Civilization
• HIST 106 - Modern China
• HIST 108 - Russian History II
• HIST 110 - Latin American History: State and Nation Since Independence
• HIST 114 - Fascism
• HIST 122 - MENA History from 1800 to the Present
• HIST 125 - African History
• HIST 131 - Self and Other in Jewish Antiquity and Middle Ages
• HIST 132 - Self and Other in Jewish Modernity
• HIST 159 - Japan Earliest Times to 1868
• HIST 160 - Modern Japan
• HIST 162 - Cultures and Peoples of Ancient India
• HIST 163 - Modern South Asia: From British Imperialism to the Present
• HIST 172 - Doing History, Exploring Revolutionary Russia
• HIST 180 - Global Environmental History

III. 200-Level Courses
The following list represents courses that are generally offered without prerequisites, and focus on a theme, a shorter time period, a particular group of people, or a smaller geographical unit than 100-level surveys.

• HIST 208 - Of Miracles and Microscopes: A History of Science from 1200-1800
• HIST 213 - First Wave American Feminism
• HIST 251 - U.S. Foreign Policy
• HIST 253 - Roosevelt to Reagan: American Political History, 1933-1989
• HIST 256 - Immigration in U.S. History
• HIST 260 - Asian American History
• HIST 268 - Oberlin History as American History
• HIST 269 - Music, Power, Resistance in European History
• HIST 270 - Latina/o History
• HIST 271 - Youth and Social Movements in Africa
• HIST 275 - European Intellectual History: The Enlightenments and its Discontents, 1850-1871
• HIST 277 - African Environmental History, 1900-2000
• HIST 284 - Tokyo, 1600-2000
• HIST 293 - Dirty Wars and Democracy

IV. 300-Level Courses
This following list of courses represents research-oriented courses and are open to students with appropriate preparation with the instructor’s consent.

• HIST 313 - Wildlife Conservation in Kenya’s Maasailand
• HIST 335 - Seminar: Crusades: Contact & Conflict in the Mediterranean World
• HIST 338 - Communism: Ideas and Practice
• HIST 345 - Social Movements in China, Late Imperial Times to the Present
• HIST 357 - Non-Violent Opposition to British Imperialism: M. Gandhi
• HIST 359 - Seminar: On the Road in Mughal India
• HIST 392 - Theory and History of War
• HIST 398 - Seminar: Archiving Sex: Researching America’s Sexual Pasts

V. 400-Level Courses
The following list of courses represents courses that are open to students with appropriate preparation with the instructor’s consent. They focus on exploring the historiography of specific areas, themes, and/or time periods, and emphasize critical reading and writing.

• HIST 406 - Colloquium: Motion Picture Censorship
• HIST 427 - Colloquium: Borderlands
• HIST 443 - Colloquium: Crisis of Confidence: American History and Culture in the 1970s
• HIST 461 - The Mexican Revolution: Birth, Life, Death
• HIST 471 - Colloquium: Arab Spring: Revolution and State in MENA
• HIST 481 - Colloquium: Stalinism
• HIST 482 - Discrimination in Modern Japan
• HIST 483 - Environmental History of the British Empire

V. Individual Projects
The following list of courses include Senior Projects (History 500, a one-semester course in which seniors pursue an in-depth research project) and the honors sequence (History 501-502), available by departmental invitation to seniors (see “Honors” below).

• HIST 500 - History Senior Projects
• HIST 501 - Senior Honors
• HIST 502 - Senior Honors

Honors and Private Readings
Private readings and Honors information is on the History web site at www.oberlin.edu/history or the Registrar’s page at www.oberlin.edu/regist. Available faculty members are listed on these sites.
International Studies Concentration

ISC Committee Members:
Kristina Mani (Chair), Associate Professor of Politics
Zeinab Abul-Magd, Assistant Professor of History
Sebastiaan Faber, Professor of Hispanic Studies
Jennifer Fraser, Assistant Professor of Ethnomusicology and Anthropology
Qiusha Ma, Associate Professor of Chinese
Darko Opoku, Assistant Professor of Africana Studies
Eve Sandberg, Associate Professor of Politics

The International Studies Concentration is designed to prepare students for careers and pursuits spanning national boundaries. It is grounded in the social sciences (though cross-cultural breadth may be derived from humanities courses) and focused on contemporary issues in order to develop an understanding of the current dominant modes of international interactions, and the global nature and consequences of those interactions.

The International Studies Concentration complements the major by including curricular elements that help develop a student’s ability to analyze global issues, to understand the dynamics of cross-cultural communication, and to appreciate the characteristics of regions outside the United States. Students may choose from more than 100 courses across the curriculum dealing with factors shaping global affairs.

The International Studies Concentration consists of four components:

1. One core course in Politics.
2. An Economics core.
3. The fourth semester (or equivalent) of one appropriate modern foreign language course or certification by the Chair of the appropriate language department.
4. A minimum of five additional courses from the International Studies Concentration course list – these courses deal with non-U.S. regions or countries in the contemporary period and non-Western regions in the historical period.

With the help of an International Studies Concentration advisor, the student will develop a program of courses from the list. These will include at least three social science courses in addition to the two core courses and one of these will be taken at the 300/400 level.

Study abroad is strongly encouraged. At least four out of the eight (core and additional) courses must be completed at Oberlin College or in Oberlin programs.

Any student regardless of major or minor can pursue an International Studies Concentration. The International Studies Concentration does not substitute for a major or minor. Its completion will be noted on the student’s final transcript along with majors, minors, and honors. Students wishing to pursue this concentration should consult with a member of the International Studies Concentration Committee.

Courses in which a student has earned a letter grade lower than a C- or P cannot be used to fulfill the requirements of the concentration.

Further information about the International Studies Concentration requirements, the committee, declaration form, and course list, consult with a member of the International Studies Concentration Committee.

Core Course in Politics

- POLT 120 - Introduction to International Politics
Core Courses in Economics

- ECON 227 - International Trade and Finance

International Studies Concentration Approved Courses

With the help of an International Studies Concentration advisor, the student will develop a program of courses from the list. These will include at least three social science courses in addition to the two core courses and one of these will be taken at the 300/400 level.

Africana Studies

- AAST 213 South Africa Since 1948
- AAST 248 Resistance and Voice:
- AAST 122 - Caribbean Survey: Cuba, Haiti, and the Dominican Republic Part II: Introductory
- AAST 123 - Caribbean Survey: Cuba, Haiti, and the Dominican Republic Part II: Introductory
- AAST 125 - Modern African History
- AAST 131 - Traditional African Cosmology and Religions: Shifting Contours and Contested Terrains
- AAST 132 - Introduction to African Studies: Patterns, Issues and Controversies
- AAST 227 - Saint Domingue/Haiti in the Atlantic World
- AAST 229 - Radical Thinkers and Movements in the Caribbean
- AAST 232 - Africana Philosophy
- AAST 235 - Government and Politics of Africa
- AAST 236 - Politics and Society in Africa since the 1980s
- AAST 244 - Modern African Literature
- AAST 337 - African Capitalists and African Development: Seminar
- AAST 347 - Culture, History, and Identity: Caribbean Literature and the Politics of Survival
- AAST 357 - Empire and Resistance in the Caribbean (Haiti, Jamaica, Grenada, & Trinidad)

Anthropology

- ANTH 101 - Introduction to Cultural Anthropology
- ANTH 227 - Medical Anthropology
- ANTH 321 - Language and the Body
- ANTH 353 - Culture Theory
- ANTH 456 - Seminar in Culture Contact and Colonialism
- ANTH 482 - Anthropology of Good Intentions

Arts

- ARTS 152 - Approaches to Chinese and Japanese Art
- ARTS 302 - Art from 1900-1960
- ARTS 328 - Modern Chinese Art

Chinese

- CHIN 401 - Readings in Chinese Literature
- CHIN 402 - Readings in Society, History and Contemporary Events
International Studies Concentration

Cinema Studies
• CINE 244 - Masters Of World Cinema: Focus On Fellini
• CINE 245 - Masters Of World Cinema: Focus On Kieslowski
• CINE 250 - French Cinema: National Traditions, Global Horizons
• CINE 255 - Across Multiple Borders: The Cinema of Turkey

Comparative Literature
• CMPL 200 - Introduction to Comparative Literature
• CMPL 265 - Anglophone Postcolonial Literatures
• CMPL 370 - Itineraries of Postmodernism

East Asian Studies
• EAST 118 - Modern Japanese Literature and Film
• EAST 122 - Modern China
• EAST 132 - Modern Japan
• EAST 143 - Approaches to Chinese and Japanese Art
• EAST 151 - Chinese Thought and Religion
• EAST 152 - Japanese Thought and Religion
• EAST 206 - Topics in Modern Chinese Literature “Chinese Literature and Film: the Art of Adaptation”
• EAST 330 - NGO’s and Civil Society in East Asia
• EAST 362 - The Korean War
• EAST 367 - The Opening of Korea, 1876-1905

Economics
• ECON 209 Economic Development
• ECON 326 International Trade
• ECON 327 International Finance
• ECON 227 - International Trade and Finance
• ECON 231 - Environmental Economics
• ECON 251 - Intermediate Macroeconomics

English
• ENGL 265 - Anglophone Postcolonial Literatures
• ENGL 275 - Introduction to Comparative Literature
• ENGL 360 - Globalization and Diaspora
• ENGL 387 - “Bollywood”’s India: An Introduction to Indian Cinema

Environmental Studies
• ENVS 219 - Climate Change
• ENVS 222 - Local vs. Global: Environmental Issues Beyond Borders
• ENVS 231 - Environmental Economics
• ENVS 322 - Energy and Society
• ENVS 323 - Seminar: Global Environmental Politics
• ENVS 324 - Seminar: Natural Resources and Conflict

First Year Seminar
• FYSP 070 - Uncle Sam(urai): Japan-U.S. Encounters since 1853
• FYSP 086 - Contemporary East Asian Cinema
• FYSP 113 - Re-envisioning Russia
• FYSP 117 - Nature and the Environment in East Asian Culture
• FYSP 129 - Coming of Age in African Literature
• FYSP 140 - Pakistan: A New Nation’s Identities
• FYSP 153 - Worldview and History: Approaches to the History of the World
• FYSP 165 - Feeding the World

French and Italian
• FREN 373 - Introduction à la littérature francophone

German Studies
• GERM 334 Special Topics
• GERM 312 - Introduction to German Literature II
• GERM 353 - Transnational Connections: Afro-Germans in a Global Context

Hispanic Studies
Some PRESCHO courses may count in addition to the list of courses below.
• HISP 325 Caos y distrucccion
• HISP 335 Melodrama & Cultural Anxiety in Latin America
• HISP 306 - Introduction to Literary Analysis
• HISP 310 - Survey of Spanish Literature II: The Struggle for Modernity
• HISP 317 - Survey of Latin American Literature I: Encuentros y Desencuentros
• HISP 318 - Survey of Latin American Literature II: Utopía y Autenticidad
• HISP 445 - Crime, Sex and Ghosts of the Past: Contemporary Spanish Fiction and Film

History
• HIST 309 Sem: Modern Jewish Identity
• HIST 106 - Modern China
• HIST 108 - Russian History II
• HIST 110 - Latin American History: State and Nation Since Independence
• HIST 114 - Fascism
• HIST 122 - MENA History from 1800 to the Present
• HIST 125 - African History
• HIST 132 - Self and Other in Jewish Modernity
• HIST 160 - Modern Japan
• HIST 163 - Modern South Asia: From British Imperialism to the Present
• HIST 172 - Doing History, Exploring Revolutionary Russia
• HIST 180 - Global Environmental History
• HIST 251 - U.S. Foreign Policy
International Studies Concentration

- HIST 271 - Youth and Social Movements in Africa
- HIST 293 - Dirty Wars and Democracy
- HIST 345 - Social Movements in China, Late Imperial Times to the Present
- HIST 357 - Non-Violent Opposition to British Imperialism: M. Gandhi
- HIST 427 - Colloquium: Borderlands
- HIST 461 - The Mexican Revolution: Birth, Life, Death
- HIST 471 - Colloquium: Arab Spring: Revolution and State in MENA
- HIST 481 - Colloquium: Stalinism

Politics
- POLT 268 Democracy in Comparative Perspective
- POLT 110 - Revolution, Socialism and Reform in China
- POLT 119 - Introduction to Peace and Conflict Studies
- POLT 120 - Introduction to International Politics
- POLT 122 - Colloquium: Israel-Palestine Conflict
- POLT 210 - Latin American Politics
- POLT 211 - Revolutions
- POLT 212 - Political Economy of Development in Asia
- POLT 214 - Social and Political Change in Eastern Europe
- POLT 216 - The Political Economy of Advanced Capitalism
- POLT 219 - Work, Workers and Trade Unions in Advanced Capitalist Societies
- POLT 226 - International Law
- POLT 227 - War, Weapons & Arms Control
- POLT 228 - US Foreign Policy Making
- POLT 252 - The Politics of Indigeneity
- POLT 260 - Post Soviet Politics
- POLT 268 - Democracy in Comparative Perspective: Issues, Problems, and Prospects
- POLT 313 - Seminar: The Transition to Capitalism in China
- POLT 315 - Seminar: Future of Organized Labor
- POLT 317 - Seminar: The Transformation of the Welfare State
- POLT 321 - Seminar: International Politics
- POLT 328 - Seminar: Pirates, Priests and Protestors: Non-state Actors in International Politics
- POLT 329 - Seminar: Globalization

Religion
- RELG 226 - Modern Religious Thought in the West: Mid-19th Century to the Present
- RELG 233 - Modern India: Colonialism, Critique, and Conversion
- RELG 235 - Chinese Thought & Religion
- RELG 236 - Japanese Thought and Religion
• RELG 251 - Modern Jewish Thought
• RELG 270 - Islam
• RELG 272 - Introduction to the Qur’an

**Russian and East European Studies**

• REES 351 - Anthropology of Eastern Europe
• RUSS 222 - Cold War Culture: A-bombs, Beatniks and Dogs in Space
• RUSS 306 - Advanced Russian: Cross-cultural Communication II
• RUSS 325 - Literature and Revolution

**Sociology**

• SOCI 125 - Introduction to Sociology: An Analysis of Society
• SOCI 230 - Social Change and Political Transformation in Eastern Europe

**Japanese (please see the department of East Asian Studies)**

**Jewish Studies**

**Abraham Socher**, Associate Professor; Program Director

**Shulamit Magnus**, Professor

The Program in Jewish Studies offers an interdisciplinary approach to the study of Jewish history and Judaism over several millennia from antiquity to the present in multiple cultural, religious and political settings in the Middle East, Europe, and the US. It offers courses at various levels to give students an introduction to the field as well as immersion in select areas, with emphasis in all courses on the critical skills needed to understand Jewish experience and Jewish expression through religious and political texts, philosophy, and literature.

**Major**

The Jewish Studies major consists of 9 full courses of core and elective courses. Majors select four courses from core (required) areas in Hebrew, JWST history and religion, and at least three additional courses in either JWST history or religion.

**Core Courses**

Majors are required to take (or be exempted from, on the basis of demonstrated proficiency) a two-semester Hebrew language sequence from any listed below, and two additional courses from the six introductory JWST history and religion offerings listed below. Please note that each of these courses is offered regularly, but not necessarily every year.

• JWST 101: Elementary Hebrew I and JWST 102: Elementary Hebrew II;
• JWST 201: Intermediate Hebrew I and JWST 202 Intermediate Hebrew II;
• JWST 131: Jewish History from Biblical Times to 1492;
• JWST 132: Jewish History from the Spanish Expulsion to the Present;
• JWST 150: Introduction to Judaism;
• JWST 151: Modern Jewish Thought;
• JWST 152: Medieval Jewish Thought: Law, Mysticism, and Philosophy.
In 2013-2014, the following courses will be offered:

- JWST 131 - Self and Other in Jewish Antiquity and Middle Ages
- JWST 132 - Self and Other in Jewish Modernity
- JWST 151 - Modern Jewish Thought

**JWST History or Religion Concentration**

Majors are urged to complete the required four core courses during their first two years of study. Majors are then required to choose a concentration in either Jewish history or Jewish religion and to take three additional courses in those areas from the program’s offerings or, with the approval of the Program Director, equivalent courses elsewhere, up to the limit listed below.

Majors with a concentration in Jewish history are required to select three additional JWST history courses, including a second semester of the required survey (JWST 131/132), if that was not taken to satisfy the core requirement, and at least one 300-level seminar. Majors with a concentration in Jewish religion are required to select three additional JWST religion courses, including JWST 150 and either JWST 151 or 152, if that was not taken to satisfy the core requirement, and at least one 300-level seminar. The student’s major advisor and the Program Director must approve these three additional courses, insuring that the major attains both breadth and depth of study. Majors may also construct a JWST major by focusing on an era of Jewish history, combining courses in history and religion, with the approval of JWST faculty and the Program Director.

Elective Courses. In addition, majors select three elective JWST courses, in consultation with their JWST advisor, to complete the required 9 full courses.

Normally, admission to 300-level courses will be open only to students who have taken the relevant introductory course (see list, above) or equivalent.

The program recommends that majors live in Johnson House, the Program House for Jewish Studies, where Hebrew language, text study and cultural programming are offered, and which gives priority in housing consideration to students involved in the JWST program.

**Minor**

A minor in Jewish Studies consists of a minimum of four full courses in JWST courses.

**Note**

All courses in Jewish history and Jewish religion are cross-listed with the departments of History and Religion, respectively, and also count for credit in those majors.

Courses in which a student has earned a letter grade lower than a C- or P cannot be used to fulfill the requirements of the major.

**Honors**

Qualified students wishing to do an advanced research project in JWST, working closely with an appropriate faculty member, are invited to apply for admission to the Honors Program for their seventh and eighth semesters. Students wishing to be considered for the Honors Program must consult the Program Director and submit a statement of the proposed topic and its methodology and bibliography (8-10 pages total), by April 15 of the student’s sixth semester; late applications may be considered. Admission to the program and actual award of Honors will be determined by JWST faculty based on the student’s academic record in JWST and overall, the strength of the proposal, and of the completed project. Credit hours earned from the Honors Project should be beyond those required for the major. For further details, see the JWST website and Program Director.
Transfer of Credit
Students may transfer up to four full courses toward the major, or two full courses toward the minor, from accredited institutions at the discretion of the Program Director.

Introductory Courses
- JWST 131 - Self and Other in Jewish Antiquity and Middle Ages
- JWST 132 - Self and Other in Jewish Modernity
- JWST 151 - Modern Jewish Thought

Intermediate Courses
- JWST 205 - Hebrew Bible in its Ancient Near Eastern Context
- JWST 258 - Introduction to the Talmud

Seminars
- JWST 500 - Honors
- JWST 995F - Private Reading - Full
- JWST 995H - Private Reading - Half

Latin American Studies
Sebastiaan Faber, Professor of Hispanic Studies, Program Chair
Ana Cara, Professor of Hispanic Studies
Kristina Mani, Associate Professor of Politics
Patrick O’Connor, Associate Professor of Hispanic Studies and Comparative Literature
(on leave, 2014-2015)
Baron Pineda, Associate Professor of Anthropology
Claire Solomon, Assistant Professor of Hispanic Studies
Steven Volk, Professor of History
Denise Birkhofer, Assistant Curator of Modern & Contemporary Art, Allen Memorial Art Museum

Other Affiliated Faculty and Staff:
Yveline Alexis, Assistant Professor of Africana Studies
Meredith Gadsby, Associate Professor of Africana Studies
Pablo Mitchell, Professor of History and Comparative American Studies
Gina Pérez, Associate Professor of Comparative American Studies
Geoff Pingree, Associate Professor of Cinema Studies

Latin American Studies is an interdisciplinary program designed to encourage the examination of Latin America and the Caribbean: their people, cultures, society, languages, literature, traditions, history, economy, and relations with other areas. The major uses the perspectives provided by several disciplines to examine the Caribbean, Mexico, Central and South America, as well as the areas of Spanish colonization in North America, and the peoples of Latin American ancestry currently resident in the United States. Latin American Studies offers courses in many fields and disciplines, including history, comparative American studies, folklore and culture, literature, economics, politics, and anthropology. The major can provide students with some of the background necessary for careers in teaching, bilingual education, social work, government or international organizations.
business, journalism, and specialized non-profit organizations, as well as for further graduate work in Latin American Studies or its related disciplines.

**Major**

Language: Regardless of what area one studies in Latin America and the Caribbean, knowledge of languages spoken in the region, other than English, is important. Advanced competency in one of these languages is required for the major (see below). In addition to languages offered at Oberlin (Spanish, in particular), we encourage students to pursue course work abroad in other languages, including indigenous languages and Portuguese.

All Latin American Studies majors will select one course taken in their senior year as their capstone course and register for LATS 400, the two-credit capstone module. The capstone includes a substantive individual project and a public presentation. For more information, see here: http://new.oberlin.edu/arts-and-sciences/departments/latin_american_studies/capstonehonors.dot.

Majors must complete a minimum of 9 full courses. These courses must include:

- LATS 100: An Introduction to the Study of Latin America (1/2 course);
- LATS 400: Capstone work in Latin American Studies (1/2 course) [Note: Completion of LATS 501-502, Honors Work in Latin American Studies, will satisfy this requirement];
- HISP 304 for those choosing Spanish to fulfill the language requirement (or the equivalent of HISP 304 taken abroad, at another college or university, or accomplished by placing out of the requirement on a placement examination; in the latter case, the language requirement will be considered to be met but the student will not receive credits towards the major).

For other languages, the language requirement will be met with the equivalent of 5 semesters of college-level study in the language. Students with competency in languages other than Spanish to fulfill the language requirement should contact the Chair of Latin American Studies to certify completion of the requirement.

- At least 7 of these courses must be core courses, that is, they must have as their primary focus Latin America, the Caribbean, or the Latino/a diaspora.
- Up to 2 courses can be selected from courses in which Latin America, the Caribbean, or Latino/a Studies is an important component of the course (making up at least one-third of the course work) but are not necessarily its primary focus. These secondary courses give partial credit toward the major (the amount of which is to be determined by the Committee chair). Secondary courses could include, for example, an economics class on trade and development in which Latin American examples are important; a course on “Revolutions” which discusses Cuba, Mexico, and Nicaragua at length, etc.
- LATS 100 and LATS 400 each count as one-half course.
- At least 6 of the courses must be taken at Oberlin. The remainder can come from study away or transfers from other colleges and universities. (Exception: Students spending two semesters studying abroad in Latin America may count up to 4 courses taken while abroad toward the LATS major.)

AP or IB courses do not count toward the major.

No more than 6 courses from any one department or program can be counted toward the major. Cross-listed courses may be counted as coming from either department. Courses in which a student has earned a letter grade lower than a C- or P cannot be used to fulfill the requirements of the major.

FYSP courses which meet all the criteria for Latin American Studies courses can count toward the major.
Minor
There is no minor offered in Latin American Studies.

Honors
Those interested in completing honors in Latin American Studies should consult with the Chair of the program at the beginning of the second semester of their junior year. Honors work normally consists of the preparation of a thesis under faculty supervision.

Study Away
The Latin American Studies Committee strongly advises majors to take advantage of the opportunities that exist for studying in Latin America. Rewarding programs of study are currently offered through the Associated Colleges of the Midwest in Costa Rica; the CIEE in Argentina, Brazil, Chile, Costa Rica, and the Dominican Republic; through the GLCA (the “Borders Study Program” situated in Tucson, Arizona); through Oberlin’s PRESHCO program in Spain; and through a variety of other programs in locations throughout Latin America. These programs, usually taken during the junior year, can provide students with the opportunity to perfect communication skills and further their knowledge of contemporary life and culture in Latin America.

Transfer of Credit
At least 6 of the courses must be taken at Oberlin. The remainder can come from study away or transfers from other colleges and universities. (Exception: Students spending two semesters studying abroad in Latin America may count up to 4 courses taken while abroad toward the LAST major.)

The Latin American Studies Committee
The Latin American Studies Committee is a curricular committee that approves and supervises the major. Members of the Latin American Studies Committee for the current academic year are listed above and on the Latin American Studies webpage.

Entry-Level Course Sequence Suggestions
It is recommended that students interested in the Latin American Studies major begin coursework by satisfying the language requirement and LATS 100.

Core Courses
Please consult individual departmental listings for full course descriptions and availability in a given semester and year. Not all of these courses are offered every year. As new courses enter the curriculum, they may not appear in the following list but still may be credited as “core” courses. Please consult the Chair of the Latin American Studies Committee for any questions in this regard. In general, any course whose primary subject matter is Latin America, Caribbean, or Latino/a studies will be considered a “core” course. This includes courses taken abroad.

Africana Studies (AAST)
  • AAST 347 - Culture, History, and Identity: Caribbean Literature and the Politics of Survival

Comparative American Studies (CAST)
  • CAST 201 - Latinas/os in Comparative Perspective

Dance (DANC)
  • DANC 277 - Dancing Latin/o America

For the most current catalog and course information, consult the online catalog at http://catalog.oberlin.edu.
English (ENGL)

- ENGL 386 - Narrating the Nation: Historical and Literary Approaches to Nationalism in Latin America, the Caribbean, and South Asia (partial credit)

Hispanic Studies (HISP)

- HISP 109 – Latin American History: Conquest and Colony LxC Section
- HISP 110 – Latin American History: State and Nation LxC Section
- HISP 201 – Brutal Borders LxC Section
- HISP 293 – Dirty Wars LxC Section
- HISP 327 – Surrealism
- HISP 330 - Liminal Spaces: Latin American Short Story
- HISP 405 - Modern Poetry in Latin America
- HISP 419 - Translating Latin American Literature
- HISP 426 - Latin American Literature and the Narratives of the Perverse
- HISP 429 - The Dream of History: Latin American Modernismo
- HISP 431 - Ideological Trends: The Essay in Latin America
- HISP 306 - Introduction to Literary Analysis
- HISP 317 - Survey of Latin American Literature I: Encuentros y Desencuentros
- HISP 318 - Survey of Latin American Literature II: Utopia y Autenticidad

History (HIST)

- HIST 294 – The United States and Latin America
- HIST 327 – Borderlands
- HIST 367 - Narrating the Nation: Historical and Literary Approaches to Nationalism
- HIST 461 - The Mexican Revolution: Birth, Life, Death?
- HIST 110 - Latin American History: State and Nation Since Independence
- HIST 270 - Latina/o History
- HIST 293 - Dirty Wars and Democracy
- HIST 461 - The Mexican Revolution: Birth, Life, Death

Politics (POLT)

- POLT 210 - Latin American Politics
- POLT 269 - Latin American Politics Past and Present through Film

Individual Projects and Honors

- LATS 401 - Honors Project
- LATS 402 - Honors Project

Related Courses

These courses (and others) could add full or partial credit to a Latin American Studies major depending on the precise focus of the course in any particular year. Please provide the Chair of the Latin American Studies Committee with a current course syllabus in order that he/she can determine whether the course will count towards the Latin American Studies major and, if so, the precise number of credits which will apply to the major.
Economics (ECON)

- ECON 227 - International Trade and Finance

Ethnomusicology (ETHN)

- ETHN 100 - Introduction to Musics of the World

First-Year Seminar Program (FYSP)

- FYSP 134 - Crossing Borders: The Mysteries of Identity

Politics (POLT)

- POLT 225 - International Organization
- POLT 211 - Revolutions
- POLT 226 - International Law
- POLT 321 - Seminar: International Politics

Latin (please see the department of Classics)

Law and Society

Ronald Charles Kahn, James Monroe Professor

The Curricular Committee on Law and Society administers a cross-disciplinary Law and Society major, fosters the general study of issues regarding law and society throughout the college, and encourages public presentations by visiting scholars, jurists, and lawyers. The recommended core introductory and intermediate law and society courses, core research seminars, and law-related courses explore philosophical, political, economic, historical, sociological, ethical, scientific, and religious issues that are central to understanding the role of law and legal institutions in society.

Core introductory courses and intermediate law and society courses and seminars are selected with the following objectives in mind: 1) center on law and legal institutions directly; 2) explore the historical, philosophical, and ethical underpinnings of the development of law, thought, and institutions; and/or 3) provide the analytic skills necessary to understand the logic and bases of legal thinking as a language in legal institutions, the broader society, and the profession of law. Core research seminars and private reading/research courses provide to students forums to undertake research papers which meet the above objectives. Law-related courses have sections within them that meet at least one of the three objectives that are listed above or provide students an opportunity to write a term paper in which the scholarly issues of the course may be applied to legal institutions, thought, and/or the logic of legal inquiry.

Information About Declaration of a Major/Minor and Current Committee Members

Students wishing to discuss the Law and Society major, obtain a list of current curricular committee members, or to gain approval for major or minor, should contact Professor Ronald Kahn, Chair, Law and Society Curricular Committee, Department of Politics, Rice 232. Law and Society Majors must complete the Law and Society Major Registration Form (a copy of which stays in Committee files) as well as the College’s Major Declaration Form which can be picked up at the Registrar’s Office in Carnegie. Prof. Kahn can be reached at: Phone: 440-775-8495. Email: ronald.kahn@oberlin.edu

Special Note: The On-Line Oberlin College Catalog lists courses that are to be taught during
the academic year of that catalog. Unlike the On-Line Catalog, we list courses for the Law and Society major that have been offered during the prior three years or may be offered beyond the two-year window of the On-Line Catalog.

**Major**
The major consists of at least 9 full courses, of which no more than 1 full course may be taken at the introductory level. Requirements include: a minimum of five core introductory and intermediate courses; at least 3 additional core and/or law-related courses; and at least one core research seminar. No more than 5 of the first 9 courses in the major may be taken in one department. Core courses and seminar(s) must be chosen from at least three departments, and no more than 3 full courses may be taken away from campus.

It is recommended that majors take a second core seminar or a private reading/research course which centers on law and society.

Courses in which a student has earned a letter grade lower than a C-/P cannot be used to fulfill the requirements of the major.

**Minor**
Students may pursue a minor in Law and Society by completing at least 5 full courses. At least 3 core courses (in at least two departments) and 2 additional law-related and/or core courses must be completed as part of the minor. At least 3 full courses must be completed at Oberlin College.

**Core Introductory Courses**

**Chemistry (CHEM)**
- CHEM 145 Chemistry and Crime (now CHEM 045)
- CHEM 045 - Chemistry and Crime

**First Year Seminar (FYSP)**
- FYSP 119 The First Amendment and the Internet

**Philosophy (PHIL)**
- PHIL 121 - Philosophy & Morality

**Politics (POLT)**
- POLT 103 - Political Change in America

**Sociology (SOCI)**
- SOCI 123 - Deviance, Discord and Dismay

**Core Intermediate Courses**

**Africana Studies**
- AAST 220 Doin’ Time: A History of Black Incarceration
- AAST 220 - Doin’ Time: A History of Black Incarceration

**Comparative American Studies**
- CAST 316 - Equal Rights to Human Rights: Feminist Perspective on Social Justice
- CAST 235 - Debating Citizenship:Identity and Belonging in US Cultures
- CAST 235 - Debating Citizenship
Economics
- ECON 217 - Anti-Trust Economics
- ECON 253 - Intermediate Microeconomics

History
- HIST 217 - Women and Gender in Islamic Law and Arab Legal Codes
- HIST 259 - Revolutionary America and the Early Republic
- HIST 303 - Seminar: Possession and Property in Medieval Europe

Jewish Studies
- JWST 258 - Introduction to the Talmud

Philosophy
- PHIL 200 - Deductive Logic
- PHIL 201 - Reason and Argument
- PHIL 226 - Social, Political, Legal Philosophy
- PHIL 235 - Biomedical Ethics

Politics
- POLT 201 - Constitutional Interpretation
- POLT 204 - Criminal Law
- POLT 233 - American Political Thought
- POLT 270 - Law and Supreme Court in American Political Development
- POLT 202 - American Constitutional Law
- POLT 203 - The First Amendment
- POLT 226 - International Law
- POLT 238 - Modern American Political Thought
- POLT 271 - Gender, Sexuality and the Law
- POLT 430 - Legal Advocacy

Religion
- RELG 245 - Religion and Ethics
- RELG 249 - Medical Ethics

Sociology
- SOCI 215 - Sociology of Immigration and Race: Asian American Experience
- SOCI 258 - Security, Secrecy, & Spectacle
- SOCI 271 - Sociology of Law and Legal Institutions
- SOCI 304 - Loose Canons: Constructing the Classics in Law and Society
- SOCI 356 - Censorship and Silencing
- SOCI 215 - Race, Immigration, and the Asian American Experience
- SOCI 241 - American Urbanism
- SOCI 275 - Enacting the Law
Core Research Seminars

History (HIST)
- HIST 442 - Democracy and Human Rights in China

Philosophy
- PHIL 345 - Law, Liberty, Privacy and Property: Libertarianism and its Critics
- PHIL 349 - Philosophy of Law

Politics (POLT)
- POLT 302 - Seminar: American Democracy: Law and Policy
- POLT 303 - Seminar: Equal Protection and Implied Fundamental Rights
- POLT 301 - Seminar: Constitutional Law: First Amendment
- POLT 309 - Justice
- POLT 321 - Seminar: International Politics

Psychology
- PSYC 430 - Seminar in Social Conflict
- PSYC 431 - Psychology of Law

Religion (RELG)
- RELG 340 - Seminar: Ethical Issues in Death and Dying

Sociology (SOCI)
- SOCI 365 - Law, Literature and Society
- SOCI 406 - Gender and the State in Middle East and North Africa
- SOCI 426 - Alcohol and Culture: Social Control Under the Influence
- SOCI 442 - Seminar on Censorship and Silencing (replaced by SOCI 365)
- SOCI 446 - Seminar: The City the Social and Environmental Policy
- SOCI 472 - Sociology of Law Seminar

Law-Related Courses

Anthropology
- ANTH 204 - Introduction to Linguistic Anthropology
- ANTH 456 - Seminar in Culture Contact and Colonialism

Classics (CLAS)
- CLAS 103 - History of Greece
- CLAS 104 - History of Rome

Economics (ECON)
- ECON 206 - Principles of Finance
- ECON 219 - Labor-Management Relations
- ECON 231 - Environmental Economics
- ECON 317 - Industrial Organization
- ECON 331 - Natural Resource Economics
English (ENGL)
  • ENGL 372 - Contemporary Literary Theory: Post-Modernity and Imagination

History (HIST)
  • HIST 263 - American Civil War and Reconstruction
  • HIST 267 - Nineteenth Century American Women

Philosophy (PHIL)
  • PHIL 204 - Ethics
  • PHIL 227 - Feminist Philosophy: Ethics and Politics
  • PHIL 225 - Environmental Ethics
  • PHIL 227 - Feminist Philosophy: Ethics and Politics

Politics (POLT)
  • POLT 231 - European Political Theory: From Plato to Rousseau
  • POLT 232 - European Political Theory: Rousseau and After
  • POLT 412 - Street Law and Community Development
  • POLT 413 - Advanced Street Law and Community Development

Psychology (PSYC)
  • PSYC 214 - Abnormal Psychology
  • PSYC 218 - Social Psychology
  • PSYC 240 - Environmental Psychology

Sociology
  • SOCI 277 - Race and Ethnic Relations
  • SOCI 450 - Beyond Margins Vs.Mainstream

Learning Assistance Program

Jane Ellen Boomer, Lecturer, College Reading Skills
Kimberly Jackson Davidson, Lecturer
Kay M. Knight, Lecturer in Mathematics
Jill R. Winner, Lecturer, Communication Skills

The Learning Assistance Program provides comprehensive academic support for all students in the development of skills necessary for effective performance in and positive adjustment to Oberlin College’s learning environment.

  Credit-bearing courses are offered in the following areas: study strategies, reading strategies, quantitative skills, communication skills and individual study. Instructors may also sponsor Winter Term projects.

  Student Academic Services provides individual or group peer tutoring in most subject areas for 100- and 200-level courses.

London Program

The Danenberg Oberlin-in-London Program offers students the opportunity for intensive study in London. The program was instituted as a memorial to the late Emil Danenberg, eleventh president of Oberlin and a great friend to international education. The curriculum is tailored to take advantage of all that the great and diverse city of London has to offer.
Each spring, Oberlin students study with two Oberlin faculty members. Each student takes one disciplinary course with one of the faculty members, an interdisciplinary course taught jointly by both faculty members, and a course on either London history or the London stage.

The faculty directors for Spring 2015 are: Professor Gina Perez (Comparative American Studies) and Professor Baron Pineda (Anthropology).

Admission to the program is by application only. Applications will be reviewed in spring 2014 by the faculty directors of the program and by the London Program Committee; depending on space, further applications may also be reviewed in fall 2014. Please inquire at london@oberlin.edu.

The program is open to any Oberlin student who will be at least a sophomore at the time the student participates in the program. The faculty and committee are especially interested in students who show a serious interest in taking advantage of the resources of the program. The faculty and committee hope for applications from a wide range of Oberlin students.

The program maintains classrooms and an office within the Florida State University Centre in Bloomsbury (near the British Museum), which also contains a library, lounge and internet facilities. Students live in small apartments (“flats”) with kitchen facilities. Students on the Program are registered as Enrolled-Not-In-Residence (ENR) at Oberlin. There is no need to transfer credits, since all offerings are Oberlin courses. Tuition costs are identical to those on campus, and current Oberlin financial aid applies to students accepted to the London Program. Students are responsible for their own housing and food costs, which tend to be higher than in Oberlin. The London Program Committee works with the Financial Aid Office to adjust aid packages to meet anticipated costs of living in London.

Further information about the program may be found on the web at www.oberlin.edu/london.

**Spring Semester Courses**

- LOND 907 - A History of London
- LOND 908 - The London Stage
- ANTH 970F - Culture Clash: Ethnographic Case Studies in Contemporary Great Britain
- ANTH 970H - Culture Clash: Ethnographic Case Studies in Contemporary Great Britain
- ANTH 976F - London: The Global City
- ANTH 976H - London: The Global City
- CAST 976F - London: The Global City
- CAST 976H - London: The Global City

**Mathematics**

Elizabeth Wilmer, Professor, Department Chair
Robert A. Bosch, Professor
Jack Calcut, Assistant Professor
Susan Jane Colley, Andrew and Pauline Delaney Professor
Kay M. Knight, Lecturer
Christoph A. Marx, Assistant Professor
Michael W. Raney, Visiting Assistant Professor
Lauren A. Thompson, Assistant Professor
James A. Walsh, Professor
Jeffrey Alvin Witmer, Professor
Kevin Woods, Associate Professor
Robert M. Young, James F. Clark Professor
As mathematics is both a technical and cultural field of study, the curriculum is planned with the following varied objectives: (1) to offer students an introduction to mathematics as an important area of human thought; (2) to prepare students for graduate study in pure or applied mathematics, and in such related fields as statistics and operations research; (3) to serve the needs of students in fields that rely substantially on mathematics, such as the physical, biological, social and information sciences, engineering, and business administration; and (4) to provide liberal arts students with an introduction to the kinds of mathematical and quantitative thinking important in the contemporary world.

Students seeking guidance in the selection of courses are strongly urged to confer with a member of the department, all of whom are happy to be consulted. The following information will provide a preliminary basis for making plans and choices.

**Placement Exams**

Students wishing to enroll in an entry-level calculus course (MATH 131, 132, or 133) must take the Calculus Readiness Exam (which covers precalculus only). Likewise, students wishing to enroll in an entry-level statistics course (STAT 113 or 114) must take the Statistics Readiness Exam. Placement exams are given twice during orientation. At other times they may be taken online or by arrangement with the Mathematics Department Administrative Assistant. Please note that all students, regardless of their examination scores, are encouraged to consult with a member of the Mathematics Department or Statistical Methods Committee concerning their placement in the mathematics or statistics curriculum.

**Important Note:** Only students interested in MATH 131, 132 or 133 or STAT 113, 114 need to take a placement exam. Students who need work in algebra or other basic quantitative skills should consult the “Learning Assistance Program” section of this catalog.

**Advanced Placement**

Students who have taken one of the College Board Advanced Placement Program examinations in calculus, or the examination in statistics, will receive credit as follows. Students scoring 4 or 5 on the BC examination in calculus receive credit for two full academic courses, equivalent to MATH 133 and 134. Students scoring 3 on the BC examination in calculus with an AB sub-score of 4 or 5 receive credit for one full academic course, equivalent to MATH 133. Students scoring 4 or 5 on the AB examination in calculus receive credit for one full academic course, equivalent to MATH 133. No credit is given for scores on the examination in statistics; however, students scoring a 3 or higher are encouraged to enroll in STAT 215.

Students given credit for MATH 133 or 134 in this way do not need to take the Calculus Readiness Exam or the Statistics Readiness Exam. They are encouraged to place themselves at the appropriate level in the mathematics or statistics curriculum according to the guidelines below (see Initial Placement and Course Sequence Suggestions) in consultation with a member of the Mathematics Department or the Statistical Methods Committee.

Students who have taken International Baccalaureate exams and received a High Level score of 6 or 7 will receive credit for Math 133 and 134. Those who received a high level score of 5 will receive credit for Math 133.

**Initial Placement and Course Sequence Suggestions**

Students who wish to continue their study of mathematics can choose among the following courses:

**Courses Without Prerequisites.** Students who wish to satisfy the Quantitative and Formal Reasoning (QFR) requirement, or who want to take a course in mathematics (simply out of curiosity) are encouraged to consider the courses with numbers less than 100.
**Entry-level Statistics Courses.** Students whose primary interest is in the social, behavioral, or biological sciences and who have no need for calculus are encouraged to consider enrolling in STAT 113–Introduction to Statistics or STAT 114–Introduction to Biostatistics. (See the Statistical Methods Section.) These courses presuppose good algebra skills and require an appropriate score on the Statistics Readiness Exam. Students with a score of 3 or higher on the Advanced Placement examination in Statistics should consider enrolling in STAT 215–Statistics and Modeling.

**Entry-level Calculus Courses.** Students whose interests are in mathematics, or in a field requiring calculus, and who have not yet taken calculus, will normally enroll in MATH 131–Calculus Ia: Limits, Continuity, and Differentiation, or in MATH 133–Calculus I: Limits, Continuity, Differentiation, Integration, and Applications. The particular course, MATH 131 or MATH 133, depends on the student’s score on the Calculus Readiness Exam. Note that students who wish to continue with calculus after completing MATH 131 should take its sequel, MATH 132–Calculus Ib: Integration and Applications. The two semester sequence MATH 131, 132 is equivalent to the more intensive single semester course, MATH 133.

**Courses Following Entry-level Calculus.** Students whose secondary-school preparation includes satisfactory work in calculus equivalent to MATH 133, obtained in the College Board Advanced Placement Program or a comparable course of study, as well as students who have completed either MATH 132 or 133, can continue their study of calculus with MATH 134–Calculus II: Special Functions, Integration Techniques, and Power Series. This course completes a standard year-long introduction to the calculus of functions of one variable.

**Courses Following Calculus.** Students who have completed MATH 134 or have been granted credit for this course through the College Board Advanced Placement Program or a comparable course of study can register for any of several intermediate level courses, MATH 220–Discrete Mathematics or MATH 231–Multivariable Calculus or MATH 232–Linear Algebra or MATH 234–Differential Equations. Students planning to major in mathematics are strongly encouraged to enroll in MATH 220 before taking MATH 232.

First-year students should not register for a 300-level mathematics course without consulting a member of the Mathematics Department.

**Major**

A major in mathematics consists of 9 full academic courses, which must include:

A. MATH 220, 231 and 232.

B. Four 300-level mathematics (MATH) and statistics (STAT) courses, which must include
   1. MATH 301 and 327.
   2. One modeling course from among MATH 331, 335, 338, 342, 343, 345 or 348, or STAT 336, 337.

C. Two additional mathematics (MATH) or statistics (STAT) courses numbered 200 or above.

Note: One or both of the courses in item C above can be replaced by a course or courses from the following list:

i. (a) Computer Science courses CSCI 150, 151, 210, 241, 275. Only one of these courses may count towards the mathematics major.
   b) Computer Science courses CSCI 280, 357, 365, 383.

ii. Physics and Astronomy courses ASTR 301, 302 and PHYS 212, 290, 310, 311, 312, 316, 340, 410, 411-12 (the module courses PHYS 411 and PHYS 412 together count as one course).

iii. Chemistry courses CHEM 339, 349.

For the most current catalog and course information, consult the online catalog at http://catalog.oberlin.edu.

Mathematics

The department frequently offers a 300-level seminar in addition to its regular offerings. Students should check with the instructor to find out whether the seminar can be used to fulfill requirement B.2 above.

Important Notes

Courses in which a student has earned a letter grade lower than a C– or P cannot be used to fulfill the requirements of the major.

Students planning to pursue graduate work in mathematics, or a closely related field, need to complete more than the minimum requirements for the mathematics major. All students interested in graduate work in mathematics should plan their major carefully with the advice of a member of the Mathematics Department.

Students interested in graduate work in pure mathematics should complete at least a second algebra course (MATH 317, 328, 329) and a second analysis course (MATH 302, 356). Moreover, MATH 350 and MATH 353 provide introductions to fundamental areas of pure mathematics.

Students interested in graduate studies in applied mathematics have several options. In the area of Operations Research, students should complete MATH 331, 335, and 338. Students with interests in probability and statistics should take MATH 335 and STAT 336 and 337. The courses MATH 342, 343, 345, and 348 serve as introductions to fundamental areas of discrete applied mathematics.

The minimum requirement of 9 full courses is appropriate for students using mathematics as preparation for careers in fields such as secondary-school teaching, medicine, law, or business. Students having related interests in chemistry, computer science, economics or physics should note that up to two courses from those listed after item C above can count towards the mathematics major. This option supports our belief that mathematics majors should obtain substantial background in some field that uses mathematics. Finally, interdisciplinary majors involving a coherent program of work in mathematics and a related field can be arranged through the College Individual Majors Committee to suit special student interests and needs.

Minor

A minor in mathematics consists of at least five full academic courses in mathematics (MATH) and statistics (STAT) numbered 200 and above, including at least two courses numbered 300 and above.

Honors

At the end of their junior year, students with outstanding records are invited to participate in the Mathematics Honors Program. For their senior year, honors students normally elect one full academic course of independent study each semester. This special study, which is supervised by a faculty advisor who works closely with the student, results in an Honors paper. Honors students also take a comprehensive written examination at the end of Winter Term and, at the end of the academic year, an oral examination on the material in their Honors paper. These examinations are conducted by an outside examiner. More detailed information on the Honors Program is available from the Department.

Winter Term

Most members of the Mathematics Department will be participating in Winter Term 2015 and are available to sponsor projects. Normally, Winter Term projects do not entail the learning of material taught in any of our regularly offered courses.

Mathematical interests in the department include abstract algebra, algebraic geometry, combinatorics, cryptography, dynamical systems, mathematics and computation, differential equations, differential geometry, history of mathematics, mathematics education, non-Euclidean
geometry, number theory, operations research, probability, real and complex analysis, topology, and statistics.

Avocational interests of Department members which could form the basis for a Winter Term project include electronic composition and synthesis of music, games of strategy, and juggling. For further information regarding these possibilities, inquire in the Mathematics Department office.

**John D. Baum Memorial Prize in Mathematics**
Established by the Mathematics Department, this $200 prize is awarded annually to the Oberlin College student who has achieved the highest score on the William Lowell Putnam Mathematical Competition.

**Rebecca Cary Orr Memorial Prize in Mathematics**
Established by the family and friends of Rebecca Cary Orr, this $3000 prize is awarded annually by the Mathematics Department on the basis of scholastic achievement and promise for future professional accomplishment.

**Introductory Courses**
- MATH 030 - Topics in Contemporary Mathematics
- MATH 050 - Understanding Networks
- MATH 131 - Calculus Ia: Limits, Continuity and Differentiation
- MATH 132 - Calculus Ib: Integration and Applications
- MATH 133 - Calculus I: Limits, Continuity, Differentiation, Integration and Applications
- MATH 134 - Calculus II: Special Functions, Integration Techniques and Power Series

**Intermediate Courses**
- MATH 220 - Discrete Mathematics
- MATH 231 - Multivariable Calculus
- MATH 232 - Linear Algebra
- MATH 234 - Differential Equations

**Advanced Courses**
- MATH 301 - Foundations of Analysis
- MATH 302 - Dynamical Systems
- MATH 305 - The Mathematics of Climate Modeling
- MATH 317 - Number Theory
- MATH 327 - Group Theory
- MATH 328 - Computational Algebra
- MATH 329 - Rings & Fields
- MATH 331 - Optimization
- MATH 335 - Probability
- MATH 340 - Mathematical Logic
- MATH 342 - The Mathematics of Social Choice
- MATH 343 - Combinatorics
Courses in Statistical Methods

- STAT 113 - Introduction to Statistics
- STAT 114 - Introduction to Biostatistics
- STAT 213 - Statistical Modeling
- STAT 215 - Statistics and Modeling
- STAT 237 - Bayesian Computation

Middle East and North Africa Studies

Middle East and North Africa studies at Oberlin draws upon faculty and courses across the humanities and social sciences. We construe the region broadly, including Africa north of the Sahara, the Arabian Peninsula, Eastern Mediterranean, Iran, Turkey, and the Red Sea and Gulf littoral states. Students can add a MENA minor to any other course of study. Completion of a MENA minor demonstrates a basic level of familiarity with this region; the range of courses permits students to develop their curriculum and to pursue deeper and broader studies beyond the minor requirements. Because of the wide range of subject matters relevant to understanding the region, many courses from differing disciplinary orientations can count toward the minor with the only subject requirement being a beginning knowledge of at least one of the languages used in the region.

Middle East and North Africa Courses

- ARBC 101 - Beginning Arabic I
- ARBC 102 - Beginning Arabic II
- ARBC 201 - Intermediate Arabic
- ARBC 202 - Intermediate Arabic II
- ARTS 309 - Egypt & Ancient Near East
- FREN 373 - Introduction à la littérature francophone
- HIST 122 - MENA History from 1800 to the Present
- HIST 131 - Self and Other in Jewish Antiquity and Middle Ages
- HIST 132 - Self and Other in Jewish Modernity
- HIST 471 - Colloquium: Arab Spring: Revolution and State in MENA
- JWST 131 - Self and Other in Jewish Antiquity and Middle Ages
- JWST 132 - Self and Other in Jewish Modernity
- JWST 151 - Modern Jewish Thought
• JWST 208 - New Testament and Christian Origins
• POLT 122 - Colloquium: Israel-Palestine Conflict
• RELG 102 - Introduction to Religion: Roots of Religion in the Mediterranean World
• RELG 108 - Introduction to Religion: Women and the Western Traditions
• RELG 205 - Hebrew Bible in its Ancient Near Eastern Context
• RELG 208 - New Testament and Christian Origins
• RELG 251 - Modern Jewish Thought
• RELG 270 - Islam
• RELG 272 - Introduction to the Qur’an

Minor
Acquire a MENA Studies minor advisor;

• Demonstrate knowledge of first year Arabic, Hebrew, Farsi or Turkish by:
  Completing two semesters of college-level study at Oberlin or elsewhere; or
• Attaining first-year or better proficiency as certified by an instructor of the relevant
  language at Oberlin; or
• First-year or better proficiency as certified on a case-by-case basis for languages not
  taught at Oberlin.

Complete at least five additional full academic courses from the MENA class list or their
equivalent (for instance at other institutions) from at least two departments or programs and
including at least two above the introductory level, not including those applied to the language
requirement.

Courses in which a student has earned a letter grade lower than a C- or P cannot be used to
fulfill the requirements of the minor.

Musical Studies
The Musical Studies program in the College of Arts and Sciences is overseen by the Musical
Studies/Double Degree Committee, a General Faculty committee that consists of faculty
members from both the Conservatory and the College of Arts and Sciences.

Music for Arts & Science Students

Courses
Most courses in the Conservatory are open to qualified students in the College of Arts and Sciences,
although many Conservatory courses and the schedules of applied music teachers in fact become
filled entirely with Conservatory students. Thus, although efforts are made to accommodate Arts
and Sciences students, they should not expect to enroll in all Conservatory courses of their choice.
Courses limited to Conservatory students are noted in the catalog course descriptions.

The academic courses listed below are specifically designed for Arts & Sciences students
(Musical Ensembles are listed here):

• CMUS 100 - Introduction to Western Art Music (Offered Second Semester)
• CMUS 103 - Introduction to the Anthropology of Music (Offered First Semester)
• CMUS 130 - General Music Theory (Offered First Semester)
• TECH 101 – Introduction to Electroacoustic Music (Offered First Semester)

The following courses, described in the Conservatory section of the catalog, are recommended
Musical Studies

Musical Studies

to qualified Arts & Sciences students (see the specific course descriptions in the Conservatory section of this catalog for prerequisites and/or limitations):

- MHST 101 - Introduction to the History and Literature of Music (Offered First Semester)
- ETHN 100 – Introduction to Musics of the World (Offered Second Semester)

Note: Students who wish to elect any course in Music Theory and/or Aural Skills are required to take Music Theory Placement Test 1 and Aural Skills Placement Test 1 (see www.oberlin.edu/condean for more information).

Musical Ensembles

Qualified students in the College of Arts and Sciences may be accepted for membership in Arts & Sciences Orchestra, Musical Union, Oberlin College Choir, Oberlin College Women’s Chorale, Oberlin Orchestra, Oberlin Chamber Orchestra, Oberlin Sinfonietta, Contemporary Music Ensemble, Collegium Musicum, Javanese Gamelan, Performance & Improvisation Ensembles, Oberlin Jazz Ensemble, Opera Theater, and various other ensembles under the direction of members of the Conservatory faculty. Ensembles are offered for two credits/Half Academic Course per semester and may be repeated for credit. For further details consult the Conservatory of Music section of this catalog.

Musical Studies Major

The Bachelor of Arts degree with a major in Musical Studies is an integral part of the liberal arts program of the College of Arts & Sciences. The Musical Studies major is designed for Arts & Sciences students with serious preparation for and interest in the study of music within a liberal arts context. The major emphasizes critical thinking, writing, and communications skills grounded in practical musical experience. Students in the major build musical foundations in applied study, musicianship skills, and music history, and continue more advanced work in the major with a selection of courses chosen to contextualize their consideration of music.

Students interested in intensive pre-professional training are advised to apply for the Bachelor of Music program in the Conservatory. Students interested in pursuing graduate work in music are advised to take additional courses beyond the minimum major requirements and to pursue the honors program.

In addition to any grade restrictions for Conservatory courses, courses in which a student has earned a letter grade lower than a C- or P cannot be used to fulfill the requirements of the Musical Studies major.

Minor

No minor in music exists for College of Arts and Sciences students.

Double-Degree Program

The Double-Degree program leads to both the Bachelor of Music and the Bachelor of Arts degrees. Within the Double-Degree program, the Bachelor of Arts degree may not be in music. Double-degree candidates must be admitted to both the Conservatory of Music and the College of Arts and Sciences, either upon first application to Oberlin or any time while in residence. In the latter instance, students should declare their interest in the double-degree program to the Director of Conservatory or College Admissions as appropriate.

The Musical Studies program in the College of Arts and Sciences is overseen by the Musical Studies/Double Degree Committee, a General Faculty committee that consists of faculty members from both the Conservatory and the College of Arts and Sciences.

Private Study

Private instruction by members of the Conservatory faculty or by advanced students supervised by the faculty is offered in composition, piano, voice, organ, strings (violin, viola, cello, double bass, harp, guitar), woodwinds (flute, oboe, clarinet, bassoon), brass (trumpet, horn, trombone, tuba), percussion, early instruments (harpsichord, fortepiano, recorder, Baroque flute,
Baroque oboe, Baroque violin, Baroque cello, viola da gamba), and selected Jazz instruments (trumpet, trombone, saxophones, percussion, piano, guitar, and double bass). College students are permitted, under the following conditions, to earn credit in private study (see also “Private Study” in the Conservatory of Music section of this catalog): The student must be certified as eligible for credit. This certification must be secured prior to the first semester in which credit is desired and is based on an audition before the appropriate applied study or composition department. Secondary Private Study auditions are held during the orientation periods and/or during the first week of classes each semester; see www.oberlin.edu/condean for audition dates, procedures, and policies. Results of secondary auditions are typically posted one or two days following the auditions on the bulletin board outside Bibbins 113 in the Conservatory.

The Conservatory’s Office of Associate Deans makes all assignments to teachers in private study. Because of heavy demands for private study on certain instruments or in composition, it is not always possible to place qualified students with faculty or student teachers; priority is given to advanced students (see “Supervised Student Teaching Program” and “Approved Student Teacher Program” in the Conservatory of Music section of this catalog). A student assigned to private study must contact the teacher before the end of the first week of the semester or forfeit the spot on the teacher’s schedule.

Normally, College students are permitted to earn two credits/Half Academic Course in applied study per semester (i.e. thirty minutes of instruction weekly). Exceptionally talented students, upon the written recommendation of the private study teacher and with the approval of the Associate Dean in the Conservatory, may earn six credits/Full Academic Course (i.e. one hour of applied study instruction plus studio class weekly). In such cases, additional tuition will not be charged unless the six credits increase the student’s registered hours beyond the semester limit.

Students enrolled in the College of Arts and Sciences who wish approval to perform a non-required recital must complete two departmental or studio recital appearances before approval may be requested. A student may apply a maximum of 48 credits/8 Full Academic Courses of private study toward the BA degree. A student whose work does not merit continuation of private study with a teacher may be removed from the schedule.

All students continuing with secondary applied study must complete a consent form (available from the Conservatory Dean’s Office) each fall semester in order to be placed with a teacher. A student who at his or her own volition discontinues applied study instruction for one or more semesters is not guaranteed a future place on a teacher’s schedule. A student who has discontinued lessons for more than one semester is required to reaudition.

No student may take lessons on more than one instrument without payment of additional tuition (see “Tuition” in the Expenses section of this catalog).

**Major Description**

The Musical Studies major is designed for Arts & Sciences students with serious preparation for and interest in the study of music within a liberal arts context. The major emphasizes critical thinking, writing, and communications skills grounded in practical musical experience. Students in the major build musical foundations in applied study, musicianship skills, and music history, and continue more advanced work in the major with a selection of courses chosen to contextualize their consideration of music. Students interested in pursuing graduate work in music are advised to take additional courses beyond the minimum major requirements and to pursue the honors program.

**Note:** Students interested in intensive pre-professional training are advised to apply for the Bachelor of Music program in the Conservatory.

**Admission to the Major**

Students must apply for admission to the Musical Studies major. The Musical Studies Committee determines acceptance to the major on the basis of the following:
i. Successful completion of one of the following courses, with either a required minimum grade of B- or the recommendation of the instructor: CMUS 100; CMUS 103; CMUS 130; ETHN 100; JAZZ 290; MHST 101; TECH 101.

ii. Approval for credit-bearing secondary private study at Oberlin. Approval must be obtained prior to application to the major. Secondary-lesson auditions are organized by the Conservatory at the beginning of each semester; see www.oberlin.edu/condean for audition procedures and requirements.

iii. An essay in which the applicant articulates specific goals for the major, specifies an area of concentration/focus within the major, identifies advanced courses appropriate to that concentration, and provides a rationale for those choices.

**Major Requirements**

The major consists of a minimum of 58 credits/14.5 Full Academic Courses of foundational and advanced work, apportioned as follows:

### I. Musical Foundations: minimum 42 credits/10.5 Full Academic Courses required

#### b. Music Theory & Aural Skills

- MUTH 130/131: Theory I (4 cr/1 FC); MUTH 101: Aural Skills I (2 cr/1 HC)
- MUTH 132: Theory II (4 cr/1 FC); MUTH 102: Aural Skills II (2 cr/1 HC)
- MUTH 231: Theory III (4 cr/1 FC); MUTH 201: Aural Skills III (2 cr/1 HC)

#### c. Musicology

- MHST 101 (4 cr/1 FC)
- MHST 200-level (4 cr/1 FC)
- MHST or ETHNO 200-level or HPRF 302 (4 cr/1 FC)

#### d. Applied Study

A minimum of four semesters (8 cr/4 HC) of secondary private study. Successful completion of a minimum of two ensembles, to be selected from the following:

- APST 700 (Musical Union); APST 701 (Oberlin College Choir);
- APST 705 (Oberlin College Women’s Chorale); APST 709 (Oberlin Orchestra/Contemporary Music Ensemble); APST 724 (Sinfonietta/Chamber Orchestra);
- APST 726 (Oberlin Arts & Sciences Orchestra);
- APST 730 Collegium Musicum; APST 800 (Chamber Music); APST 805 (Contemporary Chamber Music); APST 808 (Performance and Improvisation Ensemble); APST 810 (Piano Ensemble);
- Conservatory world-music ensembles; Conservatory historical-performance ensembles.

### II. Advanced Work in the Major Concentration: minimum 16 credits/4 Full Academic Courses required

The Musical Studies major offers students the opportunity both to focus and contextualize their study of music. Each Musical Studies major must identify an area of concentration and propose a minimum of three specific advanced courses appropriate to that concentration. The Musical Studies Senior seminar offers students an opportunity to place their study within a broader cultural context, and to conduct research (may be supplemented with creative and/or performance work) leading to the liberal-arts influenced capstone project.

#### a. Concentration Courses

Three Full Academic Courses as appropriate to the approved concentration within the major. Two of these courses must be above the introductory level and one additional course must be at the 300-level or above.
electives may not duplicate Musical Foundations courses and must include at least one Conservatory course. The Musical Studies Committee strongly recommends including at least one Arts & Sciences course in the concentration courses.

b. **Musical Studies Senior Seminar**\(^5\) (4 cr/1 FC)

1. Students who enter the major through CMUS 100 may substitute another MHST or ETHN course for MHST 101.

2. Students interested in graduate study in music are advised to pursue private applied study and ensembles each semester.

3. An audition may be required for certain ensembles.

4. MUTH 232 and MHST 200-level courses may be applied towards fulfillment of this requirement. Students interested in graduate study in music are advised to fulfill concentration requirements with upper-division music electives; specifically recommended is MHST 301: Introduction to Music Research and Writing.

5. A capstone project that reflects the liberal arts nature of the major and the student’s concentration is a requirement of this class.

**Honors Program**

Students in the Musical Studies major who wish to pursue an independent research project are invited to apply for the honors program in the second semester of the junior year. Entry to the honors program is contingent on approval of the honors proposal by both the student’s advisor and the Musical Studies Committee. Detailed application information is available from the Chair of the Musical Studies Committee.

Students admitted to the honors program must enroll in CMUS 400/401 (Senior Honors). Students admitted to the honors program are not required to enroll in the Musical Studies Senior Seminar. The requirements for the successful completion of the honors project include a scholarly thesis and comprehensive examinations.

**Neuroscience**

**Janice Thornton**, Professor of Neuroscience, Chair  
**Lynne Bianchi**, Professor of Neuroscience; Coordinator, Health Career Programs  
**Albert Borroni**, Lecturer in Neuroscience and Computer Science  
**Gunnar Kwakye**, Assistant Professor of Neuroscience  
**Leslie Kwakye**, Assistant Professor of Neuroscience  
**Michael Loose**, Associate Professor of Neuroscience  
**Tracie Paine**, Assistant Professor of Neuroscience  
**Siobhan Robinson**, Assistant Professor of Neuroscience  
**Patrick Simen**, Assistant Professor of Neuroscience

Neuroscience is an interdisciplinary field of study that employs the tools and perspectives of biology, psychology, chemistry, physics, mathematics, and medicine to achieve a better understanding of brain structure, brain function, behavior and the mind. The Neuroscience major is designed for students interested in the cellular, chemical, and structural organization of the brain and the relationship between the brain’s operation and perception, thought, emotion, and behavior. Opportunities are available for students to use multiple approaches at many levels of analysis including molecular, cellular, systems, and behavioral levels.

The Neuroscience major is appropriate for any student with an interest in the field. It will also serve those students interested in graduate study or professional work in any area
of neuroscience or in fields such as animal behavior, behavioral genetics, biopsychology, pharmacology, clinical psychology, biotechnology, medicine, or public health. To be well prepared for graduate or professional study in these fields, students will generally need to take additional course work over and above the minimum required to fulfill the Neuroscience major. Students should consult closely with their advisors to determine the most appropriate set of courses consistent with their interests and goals.

**Advanced Placement**
There is no advanced placement examination in Neuroscience. Advanced placement credit for a course within the Neuroscience major that is taught by another department will be accepted for credit toward the Neuroscience major if the relevant department accepts advanced placement credit for the course toward its major.

**Entry-Level Course Sequence Suggestions**
Students intending or considering a major in Neuroscience may wish to consult a Neuroscience faculty member during the first or second year. The following courses should be completed by the end of the sophomore year: Biology 100, Chemistry 101 and 102 (or 103), Neuroscience 201 and Neuroscience 211. Additionally, completion of Biology 213 during the sophomore year is recommended. Furthermore, students should have the introductory biology and chemistry courses completed prior to taking any upper level neuroscience courses (300 level and above).

**Neuroscience Major**
Any variation in meeting the major requirements indicated below must be approved in writing by the Chair of the Neuroscience Department. Similarly, the department chair must approve course credit earned away from Oberlin before it can serve to satisfy requirements for the major.

Courses in which a student has earned a letter grade lower than a C- cannot be used to fulfill the requirements of the Neuroscience major.

The requirements for the Neuroscience major are as follows:

All of the following courses:
- BIOL 100 - Organismal Biology
- CHEM 101 - Structure and Reactivity in Chemistry
- CHEM 102 - Principles of Chemistry
- NSCI 201 - The Brain: An Introduction to Neuroscience
- NSCI 211 - Neuroscience Laboratory

NOTES: Qualified students may take CHEM 103 - Topics in General Chemistry in place of CHEM 101 and 102.

One of the Following Statistics Courses:
- STAT 113 - Introduction to Statistics
- STAT 114 - Introduction to Biostatistics
- PSYC 200 - Research Methods I

One of the Following Additional Courses:
- BIOL 213 - Molecular Biology, Cell Biology, and Biochemistry
- CHEM 205 - Principles of Organic Chemistry
THREE Lecture/Discussion Electives, TWO of which must be NSCI courses, distributed as follows:

At least TWO of the following courses with a cellular/systems perspective:
- NSCI 319 - Neurophysiology: Neurons to Networks to Cognition
- NSCI 320 - Neuroanatomy
- NSCI 325 - Neuropharmacology
- NSCI 331 - Hormones, Brain and Behavior
- NSCI 337 - Neurotoxicology and Neurodegeneration
- NSCI 357 - Sensory Neuroscience

At least ONE of the following courses with a behavioral/cognitive perspective:
- NSCI 350  -  Behavioral Neuroscience
- NSCI 360 - Cognitive Neuroscience
- PSYC 214 - Abnormal Psychology
- PSYC 219 - Cognitive Psychology
- PSYC 305 - Advanced Methods in Human Psychophysiology

Two full-semester Laboratory Neuroscience Electives:
- NSCI 321 - Studies in Neuronal Function
- NSCI 324 - Laboratory in Neuroanatomy
- NSCI 327 - Neuropharmacology Laboratory
- NSCI 332 - Neuroendocrine Research Methods
- NSCI 338 - Neurotoxicology and Neurodegeneration Laboratory
- NSCI 358 - Sensory Neuroscience Laboratory
- NSCI 361 - Cognitive Neuroscience Laboratory

The following course may take the place of a NSCI Laboratory course:
- PSYC 305 - Advanced Methods in Human Psychophysiology

NOTES: PSYC laboratory courses may have additional requirements. PSYC 305 can be used to meet either a lecture or a lab requirement, but not both.

Either NSCI 361 or PSYC 303 can be used toward the major, but not both.

**Senior Seminar in Neuroscience**
- NSCI 400 - Senior Seminar

**Supporting Courses**
Neuroscience is inherently an interdisciplinary field. Certain additional courses outside the major are useful or necessary for gaining admission to graduate programs in particular specialties. Biology 213 (Cell and Molecular Biology) is recommended and should be optimally completed in the sophomore year. Students preparing for graduate school in cell and molecular neuroscience might also consider taking courses such as organic chemistry (CHEM 205), bioorganic chemistry (CHEM 254), biochemistry (CHEM 374), physics (PHYS 103, 104), immunology (BIOL 327), physiology (BIOL 312) or genetics (BIOL 310). Students planning to pursue graduate work in cognitive or computational neuroscience could consider additional work in mathematics (e.g. MATH 220, 232), computer science (e.g. CSCI 150, 290) and other courses listed in the Cognitive Sciences Concentration section of the catalog. Students with particular
interests in animal behavior or brain evolution might select additional courses such as animal physiology (BIOL 312), evolution (BIOL 218), and biological anthropology (ANTH 102).

**Minor**
The Neuroscience Department does not offer a minor.

**Research Opportunities**
Students interested in research on or off campus are encouraged to discuss with their advisors the various research options available. Enrollment in NSCI 607- Independent Research - is by consent only. Information on the Honors Program is available below and on the Neuroscience Department’s web page at www.oberlin.edu/nsci.

**Honors**
During the second semester of the junior year or earlier, students wishing to enter the Honors Program in Neuroscience should discuss their interest with one or more of the Neuroscience Faculty and submit a Statement of Interest Form to the Department. If a faculty member is able to work with a student, he/she will help the student develop an appropriate research project proposal. To be formally accepted into the Honors Program, a student’s research proposal is submitted to the Neuroscience Department early in the first semester of the student’s senior year. Proposals are judged for their quality and feasibility. Students whose proposals are approved enroll in NSCI 607-Independent Research. Admission to the Honors Program requires a minimum of GPA of 3.1 in the major.

**Pre-Medical and Health Career Preparation**
Students planning to apply to medical school may major in any subject, provided they take those courses required by medical schools for admission. Early in their academic careers at Oberlin, students should discuss their health career plans with one of the Health Career advisors. For a list of these advisors contact Lynne Bianchi, Coordinator, Health Career Programs.

**Transfer of Credit**
The Neuroscience Department accepts courses taken at other colleges and universities as meeting requirements for the major if, and only if, the courses are judged to be equivalent in content to courses offered at Oberlin College. In all cases, at least half of the courses a student counts toward meeting major requirements must be taken at Oberlin, including at least two upper level NSCI courses and one lab, as well as the senior seminar. A request to the Chair of the Neuroscience Department for permission to substitute a course taken away from Oberlin for the major should be made in advance—prior to enrolling in the course. It is the student’s responsibility to make sure proper transfer of credit forms are completed and placed on file in the Office of the Registrar.

**Winter Term**
During Winter Term, the Neuroscience Department offers a number of individual research opportunities in the laboratories of faculty members. Also, students are encouraged to participate in one or more of the many off-campus research and internship opportunities in laboratories, hospitals and clinics throughout the country.

**Introductory and Non-Major Courses**
- NSCI 201 - The Brain: An Introduction to Neuroscience
- NSCI 211 - Neuroscience Laboratory
Advanced Courses

- NSCI 319 - Neurophysiology: Neurons to Networks to Cognition
- NSCI 320 - Neuroanatomy
- NSCI 321 - Studies in Neuronal Function
- NSCI 324 - Laboratory in Neuroanatomy
- NSCI 325 - Neuropharmacology
- NSCI 327 - Neuropharmacology Laboratory
- NSCI 331 - Hormones, Brain and Behavior
- NSCI 332 - Neuroendocrine Research Methods
- NSCI 337 - Neurotoxicology and Neurodegeneration
- NSCI 338 - Neurotoxicology and Neurodegeneration Laboratory
- NSCI 357 - Sensory Neuroscience
- NSCI 358 - Sensory Neuroscience Laboratory
- NSCI 360 - Cognitive Neuroscience
- NSCI 361 - Cognitive Neuroscience Laboratory

Senior Seminars

- NSCI 400 - Senior Seminar

Research and Private Readings

- NSCI 607F - Research - Full
- NSCI 607H - Research - Half
- NSCI 995F - Private Reading - Full
- NSCI 995H - Private Reading - Half

OCEAN: Oberlin College Educational Alliance Network

Deborah Roose, Professor of Education; Director of OCEAN
Phyllis Gorfain, Professor Emeritus of English
Gary Kornblith, Professor Emeritus of History
Carol Lasser, Professor of History
Kristina Mani, Associate Professor of Politics
Michael Parkin, Associate Professor of Politics
Robert Pierce, Professor Emeritus of English
Len Podis, Professor of Rhetoric and Composition and English
Ben Schiff, Professor of Politics
Jeff Witmer, Professor of Mathematics

OCEAN, the Oberlin College Educational Alliance Network, is a concurrent enrollment program. Qualified students at participating high schools enroll in courses based on the Oberlin curriculum and taught by instructors who are supervised by Oberlin College faculty members. Students must earn at least a grade of C to be eligible for credit; only pass/no pass grades appear on student transcripts issued by Oberlin College; high schools grade in accordance with their institutional policies.
OCEAN Courses

- ENGL 900 - OCEAN: Shakespeare & Performance
- HIST 900 - OCEAN: American History
- STAT 900 - OCEAN: Statistics
- POLT 900 - OCEAN: International Relations
- POLT 901 - OCEAN: American Government
- RHET 900 - OCEAN: College Writing

Peace and Conflict Studies
Stephan Mayer, Committee Chair

Peace and Conflict Studies Concentration

The Peace and Conflict Studies Concentration is an interdisciplinary concentration that:

- studies the factors that lead to human conflict and aggression, including those that are psychological, sociological, anthropological, environmental, political, economic, religious, and historical in nature;
- examines levels of conflict ranging from micro- or interpersonal-level to macro- or international-level;
- explores the potential links between issues of social and environmental justice and violent conflict, including the relationship between different forms of violence, such as structural versus episodic violence, and perceptions of injustice; and
- can augment the intellectual study of peace and conflict with experiences outside of the classroom in the form of fieldwork and internships.

The concentration consists of five components.

1. Introductory Core Course
   Please select either the PSYC or POLT option; these courses are cross-listed.
   - POLT 119 - Introduction to Peace and Conflict Studies
   - PSYC 118 - Introduction to Peace and Conflict Studies

2. Intermediate Courses
   Please select 4 courses from at least 3 different departments:
   - AAST 202 - African American History Since 1865
   - ENVS 101 - Environment and Society
   - HIST 180 - Global Environmental History
   - HIST 293 - Dirty Wars and Democracy
   - POLT 211 - Revolutions
   - POLT 227 - War, Weapons & Arms Control
   - PSYC 204 - Cultural Psychology
   - PSYC 218 - Social Psychology
   - SOCI 222 - Social Psychology: A Sociological Approach
   - SOCI 277 - Race and Ethnic Relations
3. Advanced Courses

Please select one of the following courses:

- HIST 357 - Non-Violent Opposition to British Imperialism: M. Gandhi
- PSYC 430 - Seminar in Social Conflict
- (Private Reading option. To insure flexibility and the ability for students to tailor this concentration to their individual needs, students will also be able to fulfill the advanced course requirement through a private reading. For this requirement to be fulfilled in this manner, in addition to obtaining the approval of the professor conducting the private reading, the student will also need to obtain approval from chair of the PACS concentration.)

4. An Experiential Component

In order to provide students with practical experience in this area, at least one winter term experience, a study away, or summer experience should focus on skills directly related to the concentration. We anticipate that this requirement will be fulfilled through an internship experience. Oberlin College is fortunate to have many alumni working in the area of peace and conflict studies. A generous financial gift from the Class of 1958 will also be used to help defer the expenses of students who partake of this experience. Lastly, we will require that students’ winter term experience be sponsored by a member of Peace and Conflict Studies Committee.

5. Intellectual coherence statement

Students will be required to submit a plan for their concentration at the time of declaration, outlining their intended course of study and their understanding of how this will be an intellectually coherent course of study. No later than the last semester of their senior year, students must also register for a non-credit course with a member of the Peace and Conflict Studies Committee that requires them to submit a five-ten page paper reflecting upon their actual work in the concentration.

Additional Information

Additional Information. Any student, regardless of major or minor, can pursue a Peace and Conflict Studies concentration. This concentration does not substitute for a major or minor. Its completion will be noted on the student’s final transcript along with majors, minors, and Honors. Courses in which a student has earned a letter grade lower than a C- or P cannot be used to fulfill the requirements of the concentration. Students may ask the PACS committee to consider adding a course to the concentration by writing to the chair of the faculty PACS committee, Stephan Mayer (Department of Psychology).

Students wishing to pursue the concentration should consult with the chair of the faculty PACS committee, Stephan Mayer (Department of Psychology).

Philosophy

Dorit A. Ganson, Associate Professor, Chair
Todd S. Ganson, Professor
Timothy M. Hall, Associate Professor
Peter K. McInerney, Professor
Katherine Thomson-Jones, Assistant Professor
Martin Thomson-Jones, Associate Professor

Study in Philosophy is an essential ingredient of a liberal arts education. The Department of Philosophy offers a full curriculum on three levels: introductory courses (100 level), intermediate and advanced courses with concentration on particular sub-fields of philosophy (200 level), and
topical and historical seminars (300 level). The Philosophy major meets the needs and interests of the following students: a) those who plan graduate study and teaching in the field; b) those who intend to go to law school; c) those who seek preparation for work in government, business, social service, journalism, or any field in which critical thinking is valued; and d) those who wish to approach a liberal arts education through a concentrated study of philosophy. The major also combines easily with other majors, and both the Law and Society major and the Cognitive Sciences Concentration count some Philosophy Department courses toward their requirements.

Introduction Courses
Courses at the 100 level offer the student a choice of emphases in an initial study of methods, problems, and theories in philosophy. None of these courses duplicates courses of higher number. Some 200 level courses are also open to students with no previous work in philosophy. These courses are not intended to serve as introductory courses in philosophy, but they may still be taken by students without previous philosophical training who have a special interest in their topics. Any 200 level course with no stated prerequisite falls into this category.

Course Sequence Suggestions
The department suggests any of its 100 level courses as an appropriate first course in philosophy. (Other philosophy courses that are open without prerequisite may also be taken as first courses, though they are not intended as introductory courses.) From any of these first courses, students may, with occasional exceptions, proceed to any of the department’s advanced offerings. For the purposes of the major it is desirable, though not mandatory, that the course in Deductive Logic (200) or that in Reason and Argument (201) should be completed early in one’s philosophical studies. Students interested in majoring in philosophy should consult with a member of the department concerning course sequence planning. It is possible to complete the Philosophy major even if it is not started until the junior year.

Major
For students majoring in Philosophy, nine full courses in Philosophy are required.

1. At least six courses must be distributed among the following subject areas, with at least one course in each area:
   a. Mind and World. Two of the following courses: 206 Epistemology, 208 Metaphysics, 220 Philosophy of Language, 222 Philosophy of Science, and 228 Philosophy of Mind.
   c. Value. Courses designated with a (V) in the catalog. Possible courses include Ethics, Environmental Ethics, Philosophy of Art, Philosophy of Music, Topics in Applied Ethics, Biomedical Ethics, and Social, Political, Legal Philosophy.
   d. Logic. The two courses in this area are Philosophy 200 Deductive Logic and Philosophy 201 Reason and Argument.

2. Students must complete at least one 300-level seminar.

For all majors, no course may count toward more than one distribution requirement.

For all majors, no more than one 100-level course will count toward the major’s total course requirement.

Courses in which a student has earned a letter grade lower than a C- or P cannot be used to fulfill the requirements of the major.
Minor
Students may earn a minor in philosophy upon completion of 5 full courses in philosophy chosen in consultation with a minor advisor. No more than one of these courses may be from the 100 level. Students majoring in philosophy may not minor in philosophy.

Honors
The department offers an Honors Program to qualified senior majors. The Program involves intensive study and writing under faculty supervision for an academic year. It culminates in the preparation of a lengthy written thesis, and a defense of the thesis before departmental faculty and, typically, an external examiner from another college or university. Questions should be directed to the department’s Director of the Honors Program.

Winter Term
Most members of the department will be available to sponsor Winter Term projects in 2014. See the department’s web site for a complete list of the faculty members who are available and the areas of philosophy each of them covers.

Introductory Courses
- PHIL 120 - Knowledge & Reality
- PHIL 121 - Philosophy & Morality
- PHIL 122 - The Nature of Value
- PHIL 126 - Problems of Philosophy

Advanced Courses
- PHIL 200 - Deductive Logic
- PHIL 201 - Reason and Argument
- PHIL 206 - Epistemology
- PHIL 210 - Existentialism
- PHIL 216 - Modern Philosophy
- PHIL 222 - Philosophy of Science
- PHIL 225 - Environmental Ethics
- PHIL 226 - Social, Political, Legal Philosophy
- PHIL 227 - Feminist Philosophy: Ethics and Politics
- PHIL 228 - Philosophy of Mind
- PHIL 231 - Philosophy of Music
- PHIL 235 - Biomedical Ethics
- PHIL 250 - Twentieth Century Continental Philosophy

Special Topics Courses
- PHIL 315 - Seminar: Causation
- PHIL 349 - Philosophy of Law
- PHIL 358 - Seminar: Philosophy of Perception
Private Reading and Independent Research

- PHIL 995F - Private Reading - Full
- PHIL 995H - Private Reading - Half

Physics and Astronomy

Yumi Ijiri, Professor; Department Chair
Stephen A. FitzGerald, Professor
Melinda Keller, Lecturer; Laboratory Instructor
Robert Owen, Assistant Professor
John H. Scofield, Professor
Jason E. Stalnaker, Associate Professor
Daniel R. Stinebring, Francis D. Federighi Professor
Daniel F. Styer, John and Marianne Schiffer Professor

The word physics originates from the Greek word for nature. Physicists attempt to understand the basic principles that govern the behavior of the natural world in which we live. The courses in physics and astronomy are designed to serve both students interested in science as an important part of a general education and those desiring intensive training in physical science. Students may major in physics as preparation for further professional training in physics, astronomy, or engineering, or as excellent background for careers in other fields such as medicine, law, biology, geology, and secondary-school science teaching. Those interested in careers in engineering may also consider the Combined Liberal Arts and Engineering Program described under “Engineering” in this catalog. Students with special interests are encouraged to include physics and astronomy courses in an individual major, or to plan a double major. Physics and Astronomy students at Oberlin have opportunities to work closely with faculty members on research projects during academic terms, winter terms, and summers.

Advanced Placement

Students who earn sufficiently high scores on advanced placement examinations in physics will be given credit for all or part of Physics 103 and 104 or Physics 110 and 111 according to the following schedule:

- Physics B examination: Students earning a score of 4 will receive 1 full course for Physics 103; students earning a score of 5 will receive 2 full courses for Physics 103 and 104.
- Physics C examination (Mechanics): Students earning a score of 4 or 5 will receive 1 full course for Physics 110.
- Physics C examination (Electricity and Magnetism): Students earning a score of 5 will receive 1 full course for Physics 111.

High-school students who might wish to major in physics should take the calculus-based Physics C courses and examinations, if possible.

Students who complete a higher-level course in physics in the International Baccalaureate program with a score of 5 will be given 1 full course of introductory physics at Oberlin; those achieving a score of 6 or 7 will receive 2 full courses.

A student will have to relinquish Advanced Placement or IB credit initially earned if the corresponding work is repeated at Oberlin.

Students who have received advanced standing in either physics or mathematics and who are considering physics as a possible major should consult the chair of the Physics and Astronomy Department upon arrival in Oberlin regarding course selection and major requirements. Although Physics 103 and 104 are not the normal prerequisites for Physics 212 and upper-level courses, the department is prepared to arrange a transition to these courses for those who have earned
credit through the Physics B examination, have good backgrounds in mathematics, and are interested in majoring in physics.

**Entry-Level Course SequenceSuggestions**

Students considering a major in physics who qualify for Mathematics 134, 231 or 234 as first-year students should take those courses and Physics 110, 111. Those without advanced standing in mathematics should take Mathematics 133, 134 as first-year students and Physics 110, 111 as sophomores; such students may take the full graduate study preparation program with the exception of Physics 410, 411, and 412, and be prepared for graduate work in physics.

Physics 110, 111, and 212 provide training useful to students of any of the physical sciences or mathematics. These courses have calculus prerequisites. Students majoring in the life and earth sciences are also encouraged to take these courses if they have the necessary mathematical background.

The algebra-based sequence Physics 103, 104 is primarily for students majoring in the life and earth sciences. With the permission of the department an exceptional student who has taken all or part of Physics 103, 104 may use it as background for further work in physics.

Physics courses numbered 050-070 are designed for College and Conservatory students whose primary interests may not lie in the natural sciences but who wish to have a first hand acquaintance with the techniques and results of physical science.

**Major**

A Physics major is required to pass Physics 110, 111, 212, 310, and choose one of three concentrations:

**Concentration in Physics**

Students selecting this concentration must pass Physics 314, 414, at least one course chosen from Physics 311, 312, and 410, and at least 1 more course chosen from Physics 311, 312, 316, 340, 410, 411, 412, and Astronomy 301, 302. This minimum program is appropriate for students using physics as preparation for careers in fields such as medicine, law, business, or secondary-school teaching. (Such students will also find courses in chemistry, biology, and computer science to be valuable.) Students who wish to pursue physics as a career in research or in college or university teaching should take the graduate study preparation program, which consists of the five courses: Physics 311, 312, 410, 412 and 316 or 411. A graduate of this program could pursue undelayed, full-time, graduate study in physics or could enter certain positions in industrial or governmental laboratories.

**Concentration in Astrophysics**

Students selecting this concentration must pass Astronomy 301, 302, Physics 311, 314 and either Physics 414 or 242. Students who wish to become professional astronomers should consult Mr. Stinebring to discuss additional coursework that will permit admission to graduate study in astronomy.

**Concentration in Materials Physics**

Students selecting this concentration must pass Chemistry 101, 102 or Chemistry 103, Physics 314, 340, and either Physics 312 or Chemistry 339. Students who plan to pursue materials physics work at the graduate level should consult Mr. FitzGerald, Ms. Ijiri, Mr. Scofield, or Mr. Styer to discuss additional coursework that might be recommended. Chemistry 323 (and associated prerequisites) and Physics 410, 414 are all particularly relevant to materials physics.

Prerequisites for the courses in all concentrations include Mathematics 133, 134, 231, and 234. Computer applications are important in all branches of physics and astronomy. All majors are urged to consult their advisors about obtaining the appropriate background.
Courses in which a student has earned a letter grade lower than a C- or P cannot be used to fulfill the requirements of the major.

**Minor**
The minor in physics consists of Physics 110, 111, 212, and two additional courses numbered between 200 and 450. At least three of these courses must be taken at Oberlin.

**Honors**
The Honors Program is open to outstanding senior-year major students at the invitation of the department. Students in this program will normally be expected to complete the graduate study preparation program of courses described above and must carry out a special project in experimental or theoretical physics or astrophysics under the direction of a member of the department. Honors students write a thesis based on their work and take comprehensive examinations. The physics major requirement of Physics 414 may be waived upon request for an Honors student whose project is in experimental physics.

**Winter Term**
Physics and Astronomy faculty will consider sponsoring student-initiated experimental or theoretical (reading) projects in areas of physics or astronomy. Staff members have special interests in the areas shown below.

- **Mr. FitzGerald**: infrared spectroscopy, hydrogen storage. **Ms. Ijiri**: magnetic materials, x-ray and neutron scattering, experimental condensed matter physics. **Ms. Keller**: optics, physics education. **Mr. Owen**: general relativity, numerical relativity, computation, theoretical physics. **Mr. Scofield**: experimental solid state physics, photovoltaic and wind energy, energy use in buildings. **Mr. Stalnaker**: atomic and molecular physics, nonlinear optics, laser physics. **Mr. Stinebring**: radio astronomy, pulsars, cosmology, instrumentation, image processing. **Mr. Styer**: relativity for non-scientists, mini-research projects in theoretical physics.

**Astronomy**
Students who wish to become professional astronomers should consult Mr. Stinebring to arrange a program of courses (within the framework of a physics major) that will permit admission to graduate study in astronomy.

**Courses for a General Audience**
College and Conservatory students whose primary interests may not lie in the natural sciences but who wish to have a first-hand acquaintance with the techniques and results of astronomy should consider ASTR 100.

- ASTR 100 - Introductory Astronomy

**Courses for the Major/Astrophysics Concentration**

- ASTR 301 - Astrophysics I: Stars and Planets
- ASTR 302 - Astrophysics II: Galaxies and Cosmology

**Physics**

**Courses for a General Audience**

- PHYS 051 - Einstein and Relativity
- PHYS 052 - The Strange World of Quantum Mechanics
- PHYS 054 - Musical Acoustics
- PHYS 068 - Energy Science and Technology
Courses Primarily for Students Intending to Major in a Science

- PHYS 103 - Elementary Physics I
- PHYS 104 - Elementary Physics II
- PHYS 110 - Mechanics and Relativity
- PHYS 111 - Electricity, Magnetism and Thermodynamics
- PHYS 212 - Modern Physics
- PHYS 242 - Electronics
- PHYS 290 - Computational Modeling
- PHYS 310 - Classical Mechanics
- PHYS 311 - Electricity and Magnetism
- PHYS 312 - Quantum Mechanics
- PHYS 314 - Intermediate Laboratory
- PHYS 316 - Waves and Optics
- PHYS 340 - Physics of Materials
- PHYS 410 - Statistical Mechanics
- PHYS 411 - Electrodynamics
- PHYS 412 - Applied Quantum Mechanics
- PHYS 414 - Advanced Laboratory
- PHYS 451 - Special Problems in Physics and Astronomy
- PHYS 555 - Research

Politics

Eve Sandberg, Department Chair 2013-15, Associate Professor
Chris Howell, Department Chair 2014-15, Professor
Marc Jeremy Blecher, Professor
Stephen Crowley, Professor
Paul A. Dawson, Professor
Harry Hirsch, Professor
Ronald Charles Kahn, James Monroe Professor
Sonia Kruks, Robert S. Danforth Professor
Kristina Mani, Associate Professor
Michael Parkin, Associate Professor
David W. Orr, Paul Sears Professor of Environmental Studies
Eve Sandberg, Associate Professor
Benjamin N. Schiff, Professor
Jade Schiff, Assistant Professor

Major

The department encourages students to consult a faculty member when they begin to consider a major in Politics. When declaring a major, students work with a faculty advisor to develop a program that fits the student’s interest and goals.

The Politics Major requires completion of: (a) a minimum of 10 Courses (40 credits) in Politics, of which 7 Courses must be above the introductory level; (b) intermediate (200-level) courses in at least three of the Department’s four fields: American politics, comparative politics, international politics, and political theory; (c) a Politics research seminar (300-level) course. First Year Seminar courses taught by Politics faculty count towards the Politics major as introductory
courses. At least 5 Full Courses must be taken from the Oberlin Politics Department. Courses in which a student has earned a letter grade lower than a C- or P cannot be used to fulfill the requirements of the major.

**Minor**
A minor in Politics consists of 5 Courses in Politics, with at least two courses at the intermediate level or above. Courses must be in at least two fields. At least 3 Courses must be taken from the Oberlin Politics Department. Courses in which a student has earned a letter grade lower than a C- or P cannot be used to fulfill the requirements of the minor.

**Advanced Placement**
A student with a score of 5 on the American Politics, Comparative Politics, or General Politics AP exam will earn one full course (within the maximum limit of five full courses of work accepted before matriculation) toward the Politics major and toward graduation requirements.

**Honors**
The honors program consists of a thesis based on original research conducted over the course of the senior year and written and oral exams conducted by a scholar from institutions beyond Oberlin on a student’s honors-related coursework in the Politics Department.

Eligible juniors selected in mid-year by the Politics Department are invited to apply for admission to honors. Admission is conditional upon submission by the end of the spring semester of an appropriate writing sample and a detailed statement of interest. During the senior year, honors candidates will work closely with a thesis advisor and also participate in an honors seminar in both the fall and spring semesters.

A full description of the honors program is available in the Politics Department office.

**Winter Term**
Department members who are participating in Winter Term sponsor projects including community service, off-campus internships, and other activities. Not all department members are available to sponsor Winter Term projects every year. Areas of particular interest are: Mr. Blecher: readings in comparative politics, Chinese and Asian politics, socialism, political economy, Marxism. Mr. Crowley: issues in post-communist politics, international relations of the Soviet Union and the former Soviet Republics, political sociology, theoretical issues in comparative politics. Mr. Dawson: local government and community service. Mr. Hirsch: Civil rights and civil liberties, including criminal law and the First Amendment; LGBT politics; American political thought, both historically and contemporarily. Mr. Howell: trade unions, political economy, left-wing parties, and readings in West European politics. Mr. Kahn: First Amendment, race and gender discrimination, urban politics, Federal courts and environmental issues, law and government. Ms. Kruks: feminist theory, contemporary continental theory, and history of political thought. Ms. Mani: peaceful conflict resolution, Latin American politics, international security affairs. Mr. Parkin: campaigns and elections, mass political behavior (voting, public opinion), media and politics, political psychology, quantitative analysis. Ms. Sandberg: international development, African politics. Mr. (Ben) Schiff: international organizations, Middle Eastern politics, arms transfers and arms control, other topics in international politics. Ms. (Jade) Schiff: contemporary political theory; politics and literature; phenomenology and politics.

In addition, the department annually sponsors a January Winter Term Congressional Internship program. Information may be obtained from the department office.

Note that the application deadline for these internships is normally early in the Fall semester.
The Oberlin Initiative in Electoral Politics
The department oversees a program of course offerings (POLT 421, 422) and paid, eight-week summer internships designed to interest students in, and prepare them for, service in elective offices. Information is available from the department office, and the application deadline is normally in late October.

Politics Online
For more information on the Politics Department, courses and instructors, please visit our home page at www.oberlin.edu/politics.

Cross-Referenced Courses
The following cross-referenced courses can be counted towards the Politics major or minor.

African American Studies (AAST)
- AAST 132 - Introduction to African Studies: Patterns, Issues and Controversies
- AAST 235 - Government and Politics of Africa
- AAST 236 - Politics and Society in Africa since the 1980s
- AAST 337 - African Capitalists and African Development: Seminar

First Year Seminar Courses
- FYSP 094 - Das Kapital
- FYSP 139 - Political Leadership

Introductory Courses
American Politics
- FYSP 139 - Political Leadership
- POLT 100 - Introduction to American Politics
- POLT 105 - American Government: Congressional Elections 2014

Comparative Politics
- POLT 110 - Revolution, Socialism and Reform in China

International Politics
- POLT 119 - Introduction to Peace and Conflict Studies
- POLT 120 - Introduction to International Politics
- POLT 122 - Colloquium: Israel-Palestine Conflict

Political Theory
- POLT 130 - Being Political: Political Theory and Political Action
- POLT 132 - Explaining Social Power: Classical and Contemporary Theories

Intermediate Courses
American Politics
- POLT 200 - Mass Politics in a Media Age
- POLT 202 - American Constitutional Law
- POLT 203 - The First Amendment
For the most current catalog and course information, consult the online catalog at http://catalog.oberlin.edu.

**Politics**

- POLT 205 - Political Research and Analysis
- POLT 206 - The Politics of Sexual Minority Communities
- POLT 208 - Environmental Policy
- POLT 209 - Public Policy in America
- POLT 271 - Gender, Sexuality and the Law
- POLT 272 - The Elections of 2014
- POLT 275 - Criminal Law

**Comparative Politics**

- POLT 210 - Latin American Politics
- POLT 211 - Revolutions
- POLT 212 - Political Economy of Development in Asia
- POLT 214 - Social and Political Change in Eastern Europe
- POLT 216 - The Political Economy of Advanced Capitalism
- POLT 219 - Work, Workers and Trade Unions in Advanced Capitalist Societies
- POLT 260 - Post Soviet Politics
- POLT 268 - Democracy in Comparative Perspective: Issues, Problems, and Prospects
- POLT 269 - Latin American Politics Past and Present through Film

**International Politics**

- POLT 226 - International Law
- POLT 227 - War, Weapons & Arms Control
- POLT 228 - US Foreign Policy Making

**Political Theory**

- POLT 231 - European Political Theory: From Plato to Rousseau
- POLT 232 - European Political Theory: Rousseau and After
- POLT 235 - Debating Democracy
- POLT 238 - Modern American Political Thought
- POLT 239 - Marxist Theory
- POLT 252 - The Politics of Indigeneity

**Seminars**

**American Politics**

- POLT 301 - Seminar: Constitutional Law: First Amendment
- POLT 304 - Topics in Political Psychology
- POLT 305 - Seminar: The Presidency
- POLT 309 - Justice

**Comparative Politics**

- POLT 313 - Seminar: The Transition to Capitalism in China
- POLT 315 - Seminar: Future of Organized Labor
- POLT 317 - Seminar: The Transformation of the Welfare State
International Politics
  • POLT 321 - Seminar: International Politics
  • POLT 328 - Seminar: Pirates, Priests and Protestors: Non-state Actors in International Politics
  • POLT 329 - Seminar: Globalization

Political Theory
  • POLT 330 - Seminar: Responding to Disaster: Politics, Philosophy, Literature
  • POLT 331 - Seminar: Modernity and Postmodernity in Contemporary Political Theory
  • POLT 333 - Education for Politics: Discipline, Resistance and Virtue
  • POLT 338 - The Problem of Citizenship: From Aristotle to Arizona

Honors
  • POLT 403F - Senior Honors - Full
  • POLT 403H - Senior Honors - Half
  • POLT 404F - Senior Honors - Full
  • POLT 404H - Senior Honors - Half

Selective Courses
  • POLT 402 - American Democracy: Law and Policy
  • POLT 409 - Public Education, Policy and Law
  • POLT 411 - Practicum in Applied Research
  • POLT 421F - Studies in Electoral Politics - Full
  • POLT 421H - Studies in Electoral Politics - Half
  • POLT 422F - Projects in Electoral Politics - Full
  • POLT 422H - Projects in Electoral Politics - Half
  • POLT 430 - Legal Advocacy

Portuguese (Please see the Hispanic Studies Department)

Psychology
F. Stephan Mayer, Department Chair and Norman D. Henderson Professor of Psychology
Sam C. Carrier, Associate Professor
Nancy Darling, Professor
Patricia Ann deWinstanley, Professor
Cynthia Frantz, Associate Professor
Meghan Morean, Assistant Professor
Albert L. Porterfield, Associate Professor
Karen Sutton, Professor
Paul Thibodeau, Assistant Professor
Sara Verosky, Visiting Assistant Professor
Travis Wilson, Assistant Professor

Psychology is the scientific study of behavior, thought, and feeling. Its subject matter includes biological, cognitive, developmental, and social perspectives on normal and abnormal behavior. The Department of Psychology’s curriculum prepares students for
graduate work in psychology and for other academic and career goals for which knowledge of psychology and its methods is relevant.

Psychology is an appropriate major for students who wish to pursue careers in research and teaching or in the delivery of professional clinical services. Although students interested in academic careers in Psychology must eventually obtain a Ph.D. degree, doctoral training is not the only avenue for those interested in careers in counseling, therapy, social work, and related helping professions. For such students, psychology is one of several appropriate undergraduate majors. Undergraduates interested in applied areas of psychology are encouraged to obtain field experience through Winter Term projects and summer jobs. Psychology is also excellent preparation for such fields as law, medicine, and business.

For more information consult the Psychology web page at www.oberlin.edu/psych/.

**Major**

Students must complete 11 full courses for the Psychology major. A core of 5 basic courses is required of all majors. Beyond these 5 core courses, students have considerable leeway in constructing the major that is comprised of 6 additional courses. Students interested in specific applications or sub-disciplines within psychology should consult early with their advisors to plan the most appropriate sequence of courses.

Courses in which a student has earned a letter grade lower than a C- or P cannot be used to fulfill the requirements of the major. A minimum number of 9 full psychology courses must be earned in courses numbered 200 through 499, with at least 6 of these courses completed at Oberlin. PSYC 100 (or an approved equivalent) is a prerequisite to most Psychology courses numbered 200 and above. Any variation in meeting major requirements must be approved in writing by the chair of the Department of Psychology.

Students intending to major in Psychology should complete PSYC 100 in their first year. To prepare for laboratory courses and other research opportunities, prospective majors should plan to finish Research Methods I (PSYC 200) and II (PSYC 300) no later than second semester of their sophomore year. Majors who plan on graduate training in psychology are encouraged to take additional courses in sociology, anthropology, mathematics, computer science, and other natural sciences. They should also consider carrying out independent research during their junior and/or senior years. Majors who plan on graduate training in clinical, counseling, health psychology, or industrial-organizational psychology should obtain field experience during Winter Term or in summer jobs. All majors considering graduate training should consult with their advisors and other members of the Department early in their major.

**Required Courses:**

- NSCI 201 - The Brain: An Introduction to Neuroscience
- PSYC 100 - Introduction to Psychological Science
- PSYC 200 - Research Methods I
- PSYC 204 - Cultural Psychology
- PSYC 300 - Research Methods II

At least one of the following:

- NSCI 357 - Sensory Neuroscience
- NSCI 360 - Cognitive Neuroscience
- PSYC 207 - Memory and Learning
- PSYC 209 - Complex Cognition

Take one course from at least two of the following three clusters:

Cluster 1:

- PSYC 218 - Social Psychology
Cluster 2:
- PSYC 216 - Developmental Psychology
- PSYC 217 - Adolescence and the Transition to Adulthood

Cluster 3:
- PSYC 215 - Introduction to Clinical and Counseling Psychology
- PSYC 220 - Developmental Psychopathology
- PSYC 214 - Abnormal Psychology

At least one of the following:
- PSYC 301 - Advanced Methods in Personality/Social Psychology
- PSYC 302 - Advanced Methods in Developmental Psychology
- PSYC 303 - Advanced Methods in Cognitive Psychology
- PSYC 304 - Advanced Methods in Adolescent Development
- PSYC 305 - Advanced Methods in Human Psychophysiology
- PSYC 306 - Advanced Methods in Psychological Assessment

One 400-level seminar in psychology
- PSYC 420 - Seminar in Social Neuroscience
- PSYC 430 - Seminar in Social Conflict
- PSYC 431 - Psychology of Law
- PSYC 450 - Seminar in Language and Thought
- PSYC 461 - Seminar in Adolescent Development
- PSYC 470 - Seminar in Psychotherapy
- PSYC 480 - Seminar in Child Development
- NSCI 400 - Senior Seminar

One additional full course (or equivalent) from the following list:
- A 300-level Advanced Methods course
- A 400-level Seminar course
- A 500-level Supervised Research course
- A 600-level Independent Research or Empirical Honors course
- A 995 Private Reading course

**Advanced Placement**

Students who receive a 5 on the AP Psychology examination will be exempt from the requirement to take PSYC 100 and will receive one full course at the 100 level toward requirements and graduation.

**Transfer of Credit**

All transfer credit must be approved by the Department Chair. Students should obtain prior written approval from the Department Chair to insure that courses taken at other institutions will count toward major requirements. At least 6 of the 9 full courses numbered 200 through 499 must be completed at Oberlin and at least one of the two required laboratory courses must be taken at Oberlin. It is the student’s responsibility to complete transfer of credit forms and submit them to the Office of the Registrar. Please note that PSYC 200 comprises statistics, research methods, and a lab in SPSS. Students wishing to transfer in a replacement for this course should consult carefully with their advisor.
Winter Term
The Department strongly encourages majors and prospective majors to gain either research experience or experience in applied or clinical settings during Winter Term. Department faculty can provide general advice but students are free to develop specific projects on their own. Some students remain on campus during Winter Term to conduct honors research or independent research under the sponsorship of department faculty.

The following list of faculty interests can guide students seeking Winter Term sponsors: Mr. Carrier: sensation and perception, computer simulation of behavior, human-computer interface design; Ms. Darling: adolescent development, social relationships; Ms. deWinstanley: cognitive psychology, memory, attention, cognitive development; Ms. Frantz: social psychology, conflict resolution, perspective taking, sustainable human behavior; Mr. Mayer: social and cultural psychology, peace studies, sustainable human behavior; Mr. Porterfield: psychophysiology, emotion, psychopathology; Ms. Sutton: psychotherapy and cognitive processes, personality and health, behavioral medicine; Mr. Thibodeau: cognitive psychology, reasoning, decision-making, metaphor, language, political psychology; Mr. Wilson: developmental psychology, children’s adjustment at school.

Honors
Honors in Psychology
Junior psychology majors with a minimum GPA of 3.0 in the major and at least a B in Research Methods I and II are invited to pursue Honors in Psychology. An invitee who wishes to do so should seek out an interested faculty member to serve as his/her primary Honors advisor.

Introductory and Non-Major Courses
- PSYC 100 - Introduction to Psychological Science
- PSYC 118 - Introduction to Peace and Conflict Studies

Courses with One Prerequisite
- PSYC 200 - Research Methods I
- PSYC 204 - Cultural Psychology
- PSYC 207 - Memory and Learning
- PSYC 209 - Complex Cognition
- PSYC 211 - Personality: Theory and Research
- PSYC 217 - Adolescence and the Transition to Adulthood
- PSYC 214 - Abnormal Psychology
- PSYC 215 - Introduction to Clinical and Counseling Psychology
- PSYC 216 - Developmental Psychology
- PSYC 218 - Social Psychology
- PSYC 220 - Developmental Psychopathology

Advanced Methods Courses
- PSYC 300 - Research Methods II
- PSYC 301 - Advanced Methods in Personality/Social Psychology
- PSYC 302 - Advanced Methods in Developmental Psychology
- PSYC 303 - Advanced Methods in Cognitive Psychology
- PSYC 304 - Advanced Methods in Adolescent Development
- PSYC 305 - Advanced Methods in Human Psychophysiology
- PSYC 306 - Advanced Methods in Psychological Assessment

For the most current catalog and course information, consult the online catalog at http://catalog.oberlin.edu.
Seminars
- PSYC 420 - Seminar in Social Neuroscience
- PSYC 430 - Seminar in Social Conflict
- PSYC 431 - Psychology of Law
- PSYC 450 - Seminar in Language and Thought
- PSYC 461 - Seminar in Adolescent Development
- PSYC 470 - Seminar in Psychotherapy
- PSYC 480 - Seminar in Child Development

Advanced Work
- PSYC 500 - Teaching Assistant
- PSYC 510 - Supervised Research in Memory and Learning
- PSYC 520 - Supervised Research in Social and Environmental Psychology
- PSYC 540 - Supervised Research in Cognitive Neuroscience
- PSYC 560 - Supervised Research in Adolescent Development
- PSYC 570 - Supervised Research in Child Development
- PSYC 590 - Supervised Research in Clinical & Counseling Psychology

Independent Work
A variety of opportunities for students to pursue independent work is available at all levels in the curriculum. Both laboratory and non-laboratory research courses are available at junior, senior, and Honors levels. Registration for Independent Work courses requires prior approval of the proposed work by the staff member who will supervise it.

Quantitative and Formal Reasoning
The Quantitative and Formal Reasoning Committee administers this requirement. This requirement is designed to empower students to be able to use quantitative and formal reasoning in their academic and professional work, as well as in their personal lives. Courses carrying the Quantitative and Formal Reasoning (QFR) designation aim to help students develop the ability to use tools, algorithms, or strategies to solve problems, make decisions, or evaluate evidence, and to equip students with the ability to formally evaluate models or sets of evidence. QFR courses emphasize developing and evaluating assumptions, organizing and structuring data, and conducting analyses to make sound judgments and conclusions. QFR courses often focus on quantitative data, but the hallmark of QFR is the application of formal logic and explicit rules for decision-making.

As noted in the Graduation requirements for the The College of Arts and Sciences of this catalog, the quantitative and formal reasoning requirement is as follows:

Students are required to complete two QFR courses, at least one of which must be completed by the end of the 4th semester (6th semester for Double Degree students). This requirement can only be satisfied with courses completed at Oberlin College. Transfer students may petition to count one transferred course with a comparable focus on quantitative and formal reasoning toward this requirement.

In QFR courses, students spend a substantial amount of course time developing the ability to use tools, algorithms, or strategies to solve problems, make decisions, or evaluate evidence. Examples include: organizing and graphing data, performing and interpreting statistical tests, designing experiments and observational studies, and developing formal models (logical, computational, mathematical, or statistical). QFR skills also include
formally critiquing and testing models and arguments and understanding the type of evidence needed to adequately evaluate them.

**Criteria for QFR courses**

- Courses must explicitly include QFR content, as evidenced by one or more QFR competencies: organizing and graphing data; developing a computer model; performing statistical tests and inferring conclusions from them; designing an experimental or observational study or formal logical model; generating alternative hypotheses and deducing predictions from them; debugging a program; testing the limits of a computational model; assessing the accuracy of a graph; and recognizing and evaluating assumptions embedded in experimental design.
- Students must be asked to demonstrate and use QFR reasoning as part of the work of the course. Reading assignments on or demonstrations of QFR reasoning alone are not sufficient.
- At least one third of students’ grades must be based on QFR skills. These grades can come from hands-on projects (e.g., doing problem sets, writing programs, designing studies, generating and evaluating data, formally critiquing empirical studies), as well as from exam questions that explicitly evaluate such skills (e.g., questions that require induction or deduction, questions that require critical evaluation of the available empirical support for a specific hypothesis or theory, etc.).

**Religion**

*Cynthia R. Chapman,* Associate Professor, Department Chair  
*Joyce K. Babyak,* Associate Professor  
*Corey Barnes,* Associate Professor  
*Cheryl Cottine,* Assistant Professor  
*James C. Dobbins,* Fairchild Professor  
*David G. Kamitsuka,* Associate Professor  
*Margaret D. Kamitsuka,* Associate Professor  
*Mohammad Mahallati,* Presidential Scholar in Islamic Studies  
*Albert G. Miller,* Associate Professor  
*Paula S. Richman,* Danforth Professor  
*Abraham P. Socher,* Associate Professor

The Religion major is designed to serve as a focus of a liberal arts education for the general student and as a pre-professional foundation for those pursuing the study of religion beyond the baccalaureate degree. While offering a broad curriculum in the study of religion, the major also affords an opportunity for concentrated study in particular religious traditions and specific areas of religious thought and practice. Students who contemplate graduate study in religion or professional study in seminary or rabbinical school after graduation are advised to consult with the chair or other members of the department as early in their undergraduate careers as possible.

Approaches to the academic study of religion have developed in engagement with a host of historical factors. Understanding religious studies as an academic discipline requires an appreciation of the intersections and divergences among a variety of approaches. In our major, we focus on the following three influential general approaches:

- The *tradition-based approach* to the study of religion predates the “invention” of the Western academic study of religion in the 19th century, but continues to be vitally important for the academic study of Buddhism, Christianity, Islam, and Judaism in our curriculum. Religious tradition-based approaches provide the means for in-depth study
of the synchronic and diachronic aspects of religions in global contexts. This approach includes historical, textual, and ethnographic methods of investigation.

• The modern-culture-based approach to the study of religion emerged with the development of modern religious thought in the West and modern religious social ethics. This approach initially focused on modern Western philosophical questions of metaphysical and moral truth and meaning but has expanded to include issues arising from other forms of critical theory such as gender theory and postcolonial theory.

• The geographical religion-based approach analyzes religious forms of life in terms of the history and cultures of a region. Oftentimes historical, anthropological, and archeological frameworks and methods are employed by this approach. This approach has been influential in the modern academic study of ancient Near Eastern religions (including biblical studies) and in the study of East Asian, South Asian, and African religions, and religions of the Americas—previously underrepresented in religious studies.

Some courses in the Religion Department are cross-referenced or cross-listed with, or generally fulfill requirements of, other programs of study in the College—e.g., African American Studies; Comparative American Studies; East Asian Studies; Gender, Sexuality, and Feminist Studies; Jewish Studies; and Law and Society. Courses offered in the department are grouped in the following categories:

First-Year Seminars and 100-level Courses
First-year seminars and lecture courses at the 100 level are intended primarily for non-majors. First-year seminars are writing intensive and focus on the essential skills of reading, analysis, writing, and discussion. The 100-level Introduction to Religion courses are intended to introduce students to at least three religious traditions. In addition a few colloquia for first- and second-year students are offered in varying years.

200-Level Courses
Most 200-level courses serve as “gateways” to our major in that they are designed to introduce students to one or more general approach (described above) and disciplinary subfield in the academic study of religion. In addition, 200-level courses are where the breadth and concentration for the major are acquired. The particular focus of each 200-level course is indicated more fully in the course descriptions below.

300-Level Seminars
Advanced 300-level seminars are primarily intended for Religion majors and minors who have completed at least one 200-level course in the applicable subfield.

RELG 300 – Approaches to the Academic Study of Religion
The overarching learning objective of this course is to train students in the skills necessary for doing primary research in the academic study of religion, particularly in light of the three general approaches to the study of religion of the major. This course will culminate in the development of a prospectus for the student’s Senior Capstone Project along with the relevant subfield literature review.

RELG 400 – Senior Capstone Colloquium
The senior capstone courses are designed to provide a culminating experience to the Religion major. There are two paths to completing the capstone experience. One option is the RELG 401/RELG 402 sequences that are taken over the fall and spring semesters, respectively. These courses are designed for those who choose to research and write an extended research paper as a capstone experience. The second option for the Capstone
Reading Seminar is a RELG 405 that is only given in the spring semester.

- RELG 401 - Senior Capstone Project Colloquium Part I.
  The overarching learning objective of this course is to train students in the skills necessary for doing primary research in the academic study of religion, particularly in light of the three general approaches to the study of religion of the major. This course will culminate in the development of a draft of a student’s Senior Capstone Project along with the relevant subfield literature review.

- RELG 402 - Senior Capstone Project Colloquium Part II.
  The colloquium is a team-taught course for senior religion majors only, designed to facilitate independent research that deepens and synthesizes student learning in the major, or

- RELG 405 - Senior Readings Colloquium.
  This course is designed for students, as a capstone experience, to have shared reflection about their academic work in the major through reading and writing reflections on common themes within the field of Religion.

**Major**

Before declaring the major in Religion, students must complete the following forms, in consultation with an advisor (a continuing faculty member in the department): (1) a Plan for the Major and (2) a Majors Checklist (available on Blackboard) and (3) the Declaration of Major form (available from the Office of the Registrar). The Plan for the Major should describe the student’s intentions and goals for the major as well as a strategy for achieving those goals. The student and advisor should re-visit the Plan for the Major several times during the student’s work in the department and revise it as appropriate.

The Religion major consists of a minimum of 9 courses in the department. Under ordinary circumstances, no more than one first-year seminar (FYSP 050, 058, 085, 091, 101, 124, 131, 144, 147, 156, 158, 164, 172, 186, 194) or colloquium for first- and second-year students (RELG 118) or one of the eight “Introduction to Religion” (RELG 101, 102, 103, 104, 105, 107, 108 and 109) courses may be counted in the 9 courses required for the major.

Students majoring in Religion must complete the following:

1. At least one course in each of the three general approaches to the academic study of religion.
   - The tradition-based approach:
     - Judaism (250, 251, 253, 254, 258)
     - Islam (270, 272, 273)
     - Christianity (217, 218, 228)
     - Hinduism (231, 238)
   - The modern-culture-based approach:
     - Modern Religious Thought in the West (225, 226, 227, 229)
     - Religious Social Ethics (241, 242, 245)
     - Gender & Religion (247, 261, 262)
   - The geographical region-based approach:
     - Ancient Near East (202, 203, 205, 208, 210)
     - East Asia (235, 236, 239)
     - South Asia (233)
     - Modern North America (263, 282, 284)

2. Take one 200-level course in at least four of the subfields represented in our major.
   (Courses identified under the general approaches requirement may also count toward this subfield requirement.)
• American Religious History (282, 284, 285)
• East Asian Religions (235, 236, 239)
• Religious Social Ethics (241, 242, 243, 245, 249)
• Gender and Religion (247, 261, 262, 263)
• History of Christianity (217, 218)
• Islam (270, 272, 273)
• Jewish and Christian Scriptures (202, 205, 208)
• Judaism (250, 251, 253, 254, 258)
• Modern Religious Thought in the West (225, 226, 227)
• South Asian Religions (231, 233, 234, 238)

3. Take at least one additional 200-level course in one of the four subfields (along with a 300-level seminar), thus forming a subfield concentration.

4. Take at least one 300-level seminar. Majors will normally take the seminar within their subfield concentration.

5. Take one of two paths for completion of the 400-level Capstone experience: either the RELG 401/RELG 402 sequence, or RELG 405:

RELG 401/RELG 402:
• Take Senior Capstone Colloquium Part I (RELG 401) in the first semester of the senior year. Students must have completed at least one 200-level course in two of the three general approaches to the study of religion as a prerequisite for RELG 401. RELG 401 is normally taken in fall semester of senior year. Students are strongly encouraged to have completed an advanced 300-level seminar before taking RELG 401.
• Take the Senior Capstone Colloquium part 2 (RELG 402) in the second semester of the senior year. RELG 401 is a prerequisite for RELG 402. The Senior Capstone Colloquium is a team-taught advanced course where students work on a substantive independent research project while also participating in a colloquium setting to discuss the research process and engage in peer-review and interdisciplinary exchange with department faculty. The course culminates with the completion of the Capstone Project. Only students who have completed RELG 401/RELG 402 may be considered for Honors.

RELG 405:
• This one semester course is designed for students, as a capstone experience, to engage them in critical works within the field of religious studies in light of their own coursework in the major through reading and writing on common themes within the field of Religion. This course is only be open to students taking it to fulfill their major requirement. Students do not write a capstone thesis for this course, but will have regular writing assignments that cover not only the content of the readings but also the process of writing. The course will be led by one faculty convener with the participation of several additional religion faculty.

6. Students planning graduate or professional study in Religion are encouraged to take at least one year of foreign or classical language study at the college level.

Minor
The minor in Religion consists of 5 full courses. One of these courses must be a 300-level seminar.

Minimum Grade
Students must earn a C– or higher in any Religion course they wish to count for the major or minor.
Transfer of Credit
Students wishing to transfer credit toward the Religion major are advised to provide the department with as much information about the transferred course as possible (including the syllabus, papers, and exams). The department will not normally count more than two full courses of transfer credit toward the major and does not normally accept transferred courses to satisfy distribution requirements in the major. Students should seek preapproval from the Chair for coursework they intend to take elsewhere and transfer to Oberlin.

Honors
Students will be considered for honors based on their performance in the major, the quality of their senior capstone project, and an oral examination. Please consult with the Chair of the department for further information about honors.

Winter Term
Faculty in the Religion Department sponsor a wide variety of Winter Term projects, particularly projects related to their areas of scholarly expertise. Students planning projects are invited to approach individual faculty members to discuss their ideas and plans.

First-Year Seminars
• FYSP 050 - Conceptions of the Self East and West

Introductory Courses
• RELG 102 - Introduction to Religion: Roots of Religion in the Mediterranean World
• RELG 108 - Introduction to Religion: Women and the Western Traditions

Intermediate Courses
• RELG 205 - Hebrew Bible in its Ancient Near Eastern Context
• RELG 208 - New Testament and Christian Origins
• RELG 218 - Christianity in the Late Medieval World: 1100-1600
• RELG 225 - Modern Religious Thought in the West: Late 17th to Mid-19th Century
• RELG 226 - Modern Religious Thought in the West: Mid-19th Century to the Present
• RELG 231 - Rituals, Asceticism, and Devotion in Classical Hinduism
• RELG 233 - Modern India: Colonialism, Critique, and Conversion
• RELG 228 - Recent Developments in Christian Thought
• RELG 235 - Chinese Thought & Religion
• RELG 236 - Japanese Thought and Religion
• RELG 245 - Religion and Ethics
• RELG 249 - Medical Ethics
• RELG 251 - Modern Jewish Thought
• RELG 258 - Introduction to the Talmud
• RELG 263 - Roots of Religious Feminism in North America
• RELG 270 - Islam
• RELG 272 - Introduction to the Qur’an
• RELG 276 - The Ethics of Conflict Resolution and Peace-Making in Christianity and Islam
• RELG 281 - Traditional African Cosmology and Religions: Shifting Contours and Contested Terrains
• RELG 284 - The History of the African-American Religious Experience
• RELG 285 - Evangelicalism in the United States

**Seminars**

• RELG 304 - History and Literature of the Ancient Near East
• RELG 329 - Hindu Epic Narrative in Indian Theater
• RELG 336 - Christian Mysticism
• RELG 343 - Selected Topics in Modern and Contemporary Religious Thought: Realism and Liberation
• RELG 347 - Seminar: Virtue, Religion, and the Good Life
• RELG 356 - Buber, Rosenzweig and Heschel
• RELG 373 - Islamic Mystic Traditions and Literature
• RELG 387 - Seminar: Religion and U.S. Social Welfare Policy and Social Work Practice: A Historical Perspective
• RELG 995F - Private Reading - Full
• RELG 995H - Private Reading - Half

**Seminars for Religion Majors Only**

• RELG 401 - Capstone Research Methods
• RELG 402 - Capstone Colloquium
• RELG 405 - Capstone Seminar in Religious Studies

**Rhetoric and Composition**

*Leonard A. Podis*, Professor, Chair  
*Nancy Boutilier*, Visiting Assistant Professor  
*Jan Cooper*, John Charles Reid Associate Professor  
*Joilynn Karega*, Instructor  
*Laurie Hovell McMillin*, Professor, Chair  
*Nick Petzak*, Staff  
*Ferdinand Protzman*, Lecturer  
*Anne R. Trubek*, Associate Professor and Writer in Residence

The Rhetoric and Composition Department supports the college-wide commitment to the teaching of writing. Writing is one of the primary skills needed at Oberlin and is also necessary for almost any occupation to which an Oberlin graduate might aspire. Beyond these practical values, writing serves as one of the most essential tools for inquiry in a liberal education. All Oberlin students are strongly encouraged to pursue the goal of writing well.

**Major**

No major is offered in Rhetoric and Composition, but students with such interests might consider majoring in English or Creative Writing. The Individual Major is another alternative.

**Minor**

Students may earn a minor in Rhetoric and Composition by completing approved programs of
study. Such programs will consist of at least 4 full courses, including:

- two RHET courses at the 200- or 300-level;
- RHET 401/ENGL 399: Teaching and Tutoring Writing Across the Disciplines;
- and one elective from the following: a 100-level RHET course from the sequence 101-105 or 120; a private reading in a topic of rhetoric and composition of the student’s choosing; an additional 200- or 300-level RHET course, OR another course approved by the chair.

Writing Associate Training

Students interested in training to be Writing Associates (peer tutors) should apply for consent to enroll in RHET 401/ENGL 399. Please consult the instructor of RHET 401 for details.

Seeking Writing Assistance

Members of the Rhetoric and Composition Department will be glad to consult with students interested in working on their writing at any level or with any faculty member seeking advice about working with students to improve their writing.

Winter Term

Staff members will be available to sponsor Winter Term Projects in writing.

Courses for First Year Students Only

The Rhetoric and Composition Department regularly offers at least one First-Year Seminar per year. First-year students seeking a small, writing-intensive course to orient them to the liberal arts at Oberlin College should seriously consider taking an FYSP. The First-Year Seminars offered by Rhetoric and Composition faculty for 2013-14 are listed below.

- FYSP 129 - Coming of Age in African Literature

Writing Courses for First-and Second-Year Students

For first- or second-year students seeking an introduction to college writing. These courses focus on a variety of topics, but they all offer substantial attention to the process of writing and to critical thinking and reading. Many sections are interdisciplinary and employ a workshop/discussion format. Especially recommended for first- and second-year students who want to prepare for other Writing Intensive or Writing Advanced courses across the curriculum. The Rhetoric and Composition courses 101 through 105 cover essentially the same skills and issues; writing processes and strategies and writing for various purposes and audiences. The course numbers do not indicate a sequence; instead, they signify the different emphases and approaches adopted by various instructors.

- RHET 103 - College Writing: Motives and Methods
- RHET 104 - College Writing and Beyond: Negotiating Language, Culture and Power
- RHET 105 - Writing to Learn & Participate

Writing Courses for Students Beyond the First Year

Rhetoric and Composition courses at the 200 and 300-level are intended for students beyond the first year who are interested in improving their writing skills. Issues in disciplinary discourses and composing and revising for a range of writing tasks are emphasized through frequent writing assignments, class discussions, and writing workshops. First-year students may enroll in these courses only by special consent of the instructor.

- RHET 201 - Writing in the Sciences
- RHET 301 - Seminar in Scholarly Writing
• RHET 303 - Writing about Travel: Composing as Reflection on Time Abroad
• RHET 305 - Grant and Fellowship Proposal Writing
• RHET 306 - Writing about the Arts
• RHET 307 - From Nature Writing to Ecopoetics
• RHET 401 - Teaching and Tutoring Writing Across the Disciplines

Rhetoric and Composition Practica
These courses offer students a chance to gain practical experience in writing either by working with an approved student publication or by developing a grant or fellowship application.
• RTCP 107 - Practicum in Journalism
• RTCP 308 - Fellowship Writing

Russian and East European Studies
Stephen Crowley, Professor of Politics; Committee Chair
Arlene Forman, Associate Professor of Russian
Heather Hogan, Professor of History
Shulamit Magnus, Associate Professor of Jewish Studies and History
Thomas Newlin, Associate Professor of Russian
Tim Scholl, Professor Russian Language, Literature, and Culture and Comparative Literature
Veljko Vujacic, Associate Professor of Sociology

The Russian and East European Studies (REES) curriculum is multidisciplinary, incorporating offerings in history, politics and sociology with Russian language, literature, and culture courses (in the original and in translation). A major in Russian and East European Studies can lead to graduate work in any of the above-mentioned fields. In recent years Oberlin REES majors have successfully competed for entrance into graduate schools and have found careers in teaching, library science, government work, medicine, law, international business, as well as in charitable or non-profit organizations. A minor is also offered and is described below.

The Russian and East European Studies Curricular Committee
The Russian and East European Studies Curricular Committee serves as the advisory board for the major. Committee members include:
Stephen Crowley, Politics
Arlene Forman, Russian Language, Literature, and Culture
Heather Hogan, History
Shulamit Magnus, Jewish Studies and History
Tom Newlin, Russian Language, Literature, and Culture
Annemarie Sammartino, History
Tim Scholl, Russian Language, Literature, and Culture and Comparative Literature
Veljko Vujacic, Sociology

Suggested Course Sequence
New students considering a major or minor should include an introductory course in Russian history, politics, sociology, literature or culture in their first semester. Students are also strongly encouraged to begin Russian language study in their first year. At the time of declaration of the major, students and their advisors will discuss an appropriate area of focus for the major (e.g., chronological, thematic, methodological, or disciplinary).
**Placement**

Incoming students with previous training in Russian should take the Placement Test to determine the level at which study in Russian should continue. Students beginning at Oberlin can enroll in Russian 101 during the fall semester or take the Winter Term Intensive Beginning Russian course. Participation in a study abroad program is highly recommended, as residency in Russian House.

**Study Abroad**

A high priority of the program is to prepare undergraduates for study in Russia or Eastern Europe. Students interested in studying in Russia are encouraged to apply to one of the following programs: (1) the Bard-Smolny program in St. Petersburg, (2) the American Council of Teachers of Russian (ACTR) semester programs in St. Petersburg, Moscow, and Vladimir, (3) the Middlebury School in Russia programs in Moscow, Yaroslavl or Irkutsk, or (4) the joint program offered by the Moscow Institute of Social and Political Studies and the International University of Moscow. Students interested in studying in the Czech Republic can participate in semester programs run by GLCA or CIEE. GLCA also offers a study program in Poland. Students interested in studying in Hungary may participate in the CIEE program in Budapest. Over the past 15 years more than 100 of our students have participated in one or more of these programs. Credits are fully transferable to Oberlin. For further information on these and other programs, contact members of the REES Curricular Committee.

**OCREECAS**

Created in 1998 through support from The Clowes Fund, Inc. and a private donation, the Oberlin Center for Russian, East European and Central Asian Studies (OCREECAS) is designed to promote greater awareness of the region in the Oberlin community. The Center seeks to foster the development of new curricula and to expand summer and post-graduation internships, community service, study abroad and employment opportunities for students. OCREECAS sponsors internship opportunities in Russia and Eastern Europe and seeks to enhance the Oberlin curriculum through on-campus residencies of visiting scholars and artists. Recent OCREECAS short courses have included Soviet Cultural Globalization; Putin’s Russia; Postcommunism as a Cultural Problem; Oil on Troubled Waters: Geopolitics and the Environment in Central Asia and the Caucasus; Emerging Nations: Identity and Culture in Today’s Central Europe.

**OCREECAS Internships**

Qualified juniors, seniors and recent graduates interested in working in a service or non-profit capacity in Russia and Eastern Europe are encouraged to apply for OCREECAS grants-in-aid. Successful candidates have recently completed internships in Krakow, Kiev and Irkutsk working on projects focused on the environment, contemporary media and Jewish studies. For further information see the Center’s web site: http://new.oberlin.edu/arts-and-sciences/departments/russian/ocreecas.dot or contact Russian House Director, Maia Solovieva.

**Major**

Courses in which a student has earned a letter grade lower than a C- or P cannot be used to fulfill the requirements of the major.

The major consists of two years of college-level Russian (or the equivalent) plus a minimum of 9 full courses, which should be accumulated as follows:

**Language and Literature (4-5 full courses):** completion of the third year of Russian language study (two full courses) with the remaining courses chosen from literature, culture and film courses taught by the Russian Department. Normally, up to 2 full courses in this category may be awarded for study abroad. Social Sciences (4-5 courses): completion of at least 4 full courses chosen from two or more disciplines from the following list of Core Courses.
Core Courses
Please consult individual departmental listings for full course description and availability. Not all of these courses are offered every year.

Courses taught under the auspices of OCREECAS will count toward the major. Other courses that address the region in a substantive way may also count toward the major, upon approval by the REES Committee.

History (HIST)
- HIST 108 - Russian History II
- HIST 223 - Ethnic Minorities in Central Europe
- HIST 235 - Inside the Pale: East European Jewry, 1772-1939

Politics (POLT)
- POLT 211 - Revolutions Semester Offered: Second Semester
- POLT 214 - Social and Political Change in Eastern Europe Semester Offered: First Semester 2013-2014
- POLT 260 – Post-Soviet Politics Semester Offered: First Semester
- POLT 239 - Marxian Theory Semester Offered: First Semester

Russian and East European Studies (REES)
- REES 351 - Anthropology of Eastern Europe
- REES 995F - Private Reading - Full
- REES 995H - Privater Reading-Half

Sociology (SOCI)
- SOCI 230 - Social Change and Political Transformation in Eastern Europe
- SOCI 431 - Communism and Intellectuals: From Utopia to Disillusionment

Additional Courses
Courses taught in the following departments also apply to the major;

Economics (ECON)
These courses have other Economics courses as prerequisites.
- ECON 227 - International Trade and Finance

Honors Program
Majors should consider application to the Honors Program and are encouraged to speak with a REES committee member about their interests. Criteria for admission normally include the following: overall GPA of at least 3.25; major GPA of at least 3.50; as well as strong evidence of an interdisciplinary focus in courses taken and in the proposed topic of research.

Minor in Russian and East European Studies
The REES minor consists of 5 full courses.
1. No more than 1 full course can be derived from basic language courses (100-level) or a semester of intensive language study in a REES-approved academic program in Russia or Eastern Europe.
2. A minimum of 2 full courses must be in non-language work in REES core courses or courses taught under the auspices of OCREECAS. At least two courses must be beyond the introductory level and completed at Oberlin.

**Russian Language, Literature and Culture**

**Tom Newlin**, Associate Professor, Department Chair  
**Arlene Forman**, Associate Professor  
**Tim Scholl**, Professor (On Sabbatical 2014-15)  
**Maia Solovieva**, Lecturer, Faculty-in-Residence  
**Polina Dimova**, Visiting Assistant Professor of Russian Literature

The Department of Russian Language, Literature, and Culture offers a wide range of distinctive courses, both in Russian and in translation, for majors and non-majors alike. The study of Russian culture is extended beyond the classroom through a host of Russian-related events on campus.

Through our multi-year sequence of language courses students can gain extensive training in speaking, reading, and writing Russian, and develop a working understanding of Russian culture. We place a strong emphasis on building functional communicative skills so that students acquire the linguistic and cultural tools necessary to live, study, and do research in Russia. Classes are regularly divided into small conversation groups to promote greater oral proficiency.

Our interdisciplinary course offerings in literature, cinema, and culture (both in Russian and in translation) enable students to investigate significant works and periods in a way that hones their critical skills. Students especially interested in the interconnections between culture, history, and politics should consider the Russian and East European Area Studies Program.

**Placement**

Incoming students with previous training in Russian should take the Placement Test to determine the appropriate level to continue studying Russian. Students beginning at Oberlin should note course sequences, some of which are prerequisite to the advanced level and the major. Participation in a Russian study abroad program is highly recommended, as is residency in Russian House.

**Suggested Course Sequence**

New students considering a major should take a Russian language course in their first semester. New students with or without previous training are encouraged to take related courses in translation, such as Russian literature, culture, history or politics, during their first year.

**Study Abroad**

The department strongly encourages all students interested in Russian to spend a semester, year, or summer abroad. Students can apply to a number of Oberlin-affiliated programs in Russia, including the Bard-Smolny program in St. Petersburg, the Middlebury College programs in Moscow, Yaroslavl, and Irkutsk; and the American Council of Teachers of Russian programs in Moscow, Saint Petersburg, and Vladimir. Some programs, including the one offered jointly by the Moscow Institute of Social and Political Studies and the International University of Moscow, accept students without previous language training. Students interested in drama can participate in the Moscow Art Theater program, sponsored by the National Theater Institute. For further information on these and other programs, contact Ms. Forman, Mr. Newlin, Ms. Solovieva or Mr. Scholl.

Students on financial aid should consult the Director of Financial Aid before planning to participate in any of the aforementioned programs.

**The Russian Language Major**

Two majors are offered. A basic knowledge of the Russian language is fundamental to both. Courses awarded a final grade below C- or P will not count toward either major.

For the most current catalog and course information, consult the online catalog at http://catalog.oberlin.edu.
To major in Russian, students must complete third-year (advanced) Russian and a minimum of five full courses in Russian literature and culture. Two courses in Russian literature in translation are required, as are two courses offered in the original language (including the senior seminar). Normally, credit for the equivalent of two courses may be awarded for off-campus study at an accredited American university or appropriate abroad program in St. Petersburg, Moscow or other Russian cities. Four courses applied toward the major must be taken at Oberlin College. Private reading courses, as a rule, do not apply to this category. Related coursework in Russian History, Politics, Sociology, History of Theater, Dance, or Music are strongly recommended.

The Russian and East European Studies Major
The Russian and East European Studies Major has a multidisciplinary focus, combining courses in language, literature, history, politics, and sociology. The major is administered by the Russian Department in consultation with the Russian and East European Studies Curricular Committee. For further details consult “Russian and East European Studies” in this catalog.

Honors
Russian majors should seriously consider the possibility of participating in the departmental Honors Program. Students will be accepted into the program by invitation. Criteria for admission normally include the following: overall GPA of at least 3.25; major GPA of at least 3.50 by the beginning of the sixth semester; completion of Russian 305, or 306 and at least one literature course in translation by the end of the sixth semester.

Minor
Courses in which a student has earned a letter grade lower than a C- or P cannot be used to fulfill the requirements of the minor.

To minor in Russian a student must complete two semesters of Intermediate Russian and an additional four full courses dealing with Russian literature and culture (cinema, art, theater). At least two courses in this second category must be taken at Oberlin. Students planning to study on a program in Russia should consult the Russian staff for a preliminary interpretation of such work in terms of Oberlin credit.

Russian House
Students who wish to pursue their Russian experience intensively are strongly encouraged to take up residence in Russian House, a small coeducational facility housing 15 students and the focal point for most campus Russian language and cultural activities. Native speakers of Russian are regularly in residence. Majors as well as those with a peripheral interest in Russian are encouraged to live in the Russian House.

Winter Term
Intensive Beginning Russian is offered each year during Winter Term. Students who successfully complete this course can enroll in Russian 102. Faculty are available to sponsor Winter Term projects in the following areas: 19th- and 20th-century Russian literature, literature and the environment, Russian film, Russian theater and dance, translation. Occasionally, the Russian program sponsors a study tour to Russia (two weeks, visiting Moscow and St. Petersburg). The cost of the program is supported by the individual student participants. Additional information may be obtained from the Russian faculty.

OCREECAS
Created in 1998 through support from the Clowes Fund, Inc. and a private donation, the Oberlin Center for Russian, East European, and Central Asian Studies is designed to promote greater
awareness of the region in the Oberlin community. The Center seeks to foster the development of new curricula and to expand summer and post-graduation internship, community service, study abroad, and employment opportunities for students. OCREECAS sponsors a variety of internship opportunities in Russian, Eastern Europe, and Central Asia and seeks to enhance the Oberlin curriculum through on-campus residencies by visiting scholars and artists.

**OCREECAS Internships**

Qualified juniors, seniors and recent graduates interested in working in a service or non-profit capacity in Russia, Eastern Europe or Central Asia are encouraged to apply for OCREECAS grants-in-aid. For further information contact Ms. Solovieva. http://new.oberlin.edu/arts-and-sciences/departments/russian/ocreecas.dot.

**Language Courses (Offered Every Year)**

- RUSS 101 - Elementary Russian
- RUSS 102 - Elementary Russian
- RUSS 203 - Intermediate Russian
- RUSS 204 - Intermediate Russian
- RUSS 305 - Advanced Russian: Cross-cultural Communication (1)
- RUSS 306 - Advanced Russian: Cross-cultural Communication II

**Topics in Translation**

**First-Year Seminars**
- FYSP 113 - Re-envisioning Russia

**Topical and Survey Courses**

Courses in translation have no prerequisites. 300-level courses generally have a more substantial research component or a heavier reading load than 200-level courses. Students uncertain about their preparedness for a given course should consult with the professor. Note that these courses are not offered every year, and that listings for courses offered beyond 2014-2015 are provisional and in some cases may change.

- RUSS 215 - The Meaning of Life: Dispatches from Nineteenth-Century Russia
- RUSS 221 - Love in a Cold Climate: Literature and Desire in Nineteenth-Century Russia
- RUSS 222 - Cold War Culture: A-bombs, Beatniks and Dogs in Space
- RUSS 226 - Synaesthetic Utopias
- RUSS 322 - Russian Decadence in its Western Context
- RUSS 325 - Literature and Revolution
- RUSS 329 - Literature and the Land: Nature Writing in Russia and America
- RUSS 333 - War and Peace

**Advanced Courses (Taught in Russian)**

- RUSS 411 - Singing the Russian Soul: Russian Poetry and Music
- RUSS 446 - Senior Seminar: The Russian Novel
Sociology

Daphne A. John, Associate Professor of Sociology and Chair
Rick Baldoz, Assistant Professor of Sociology
Greggor Mattson, Assistant Professor of Sociology
Christine Parris, Assistant Professor of Sociology
Veljko Vujacic, Associate Professor of Sociology
Clovis L. White, Associate Professor of Sociology

Sociology is concerned with the study of social phenomena—the self, groups, community solidarity, economic and political behavior, inequality, culture and values, social organization, institutions—in societies of various types and levels of development. The question of how groups, societies, and larger social systems change or remain the same over time frames work in the discipline. The department curriculum reflects the breadth of the discipline and responds to the variety of student interests. The curriculum addresses the educational objectives of students who wish to: (1) study for advanced degrees in Sociology as preparation for careers in teaching or research; (2) apply Sociology in the professions such as law or urban planning; (3) apply Sociology in public policy or social service agency work; (4) utilize Sociology to contribute to majors in other disciplines such as psychology, anthropology, history, or political science; (5) learn the ways in which the sociological imagination can increase and enrich one’s participation in society. These different objectives may suggest different courses or combinations of courses so students thinking about majoring in the department should consult an advisor early in their decision process.

Major

A major in Sociology consists of the following:

1. A minimum of 9.5 courses (nine full courses and one half course) in the department, including an introductory sociology course.
   a. Required courses: 301, 302 and 303. Students are strongly advised to take these courses by the end of their junior year, since advanced courses assume knowledge of material covered in them. Those considering Honors should know that they must have completed 301 and 302 courses to be eligible for the program.
   b. At least one course from three of the four core analytic areas (see Distribution Requirements below).
   c. At least one seminar in Sociology.
   d. The 9.5 courses required for the major may include only one introductory course.
   e. A First Year Seminar offered by a Sociology faculty counts toward the major but is not considered a substitute for an introductory course.
   f. Courses in which a student has earned a letter grade lower than a C- or P cannot be used to fulfill the requirements of the major or minor.

2. Students considering graduate or professional schools should emphasize quantitative studies and thus consider taking STAT 113 or STAT 114 (which can be counted toward the major).

3. Courses in many other disciplines add strength to a major in Sociology. The particular pattern of courses chosen will vary, depending on the plans and interests of the student. The pattern should be worked out in close consultation with the major advisor.
Related Courses
The following can be counted toward the major:

• STAT 113 - Introduction to Statistics
• STAT 114 - Introduction to Biostatistics

Distribution Requirements
A major in Sociology should include courses from the various analytic areas which are the basis for organization of the field. The four core analytic areas are Social Organizations and Institutions; Social Inequality, Stratification, and Power; Microsociology/Individuals and Society; and Historical, Comparative, and Transnational Change. Below are listed the core analytic areas and the courses, both currently and previously offered, within each area.

Each major should take at least one course from three of the four analytic areas.

Social Organizations and Institutions
• SOCI 224 - Sociology of Sport
• SOCI 250 - Sociology of Popular Culture
• SOCI 256 - Social Orders & Disorders
• SOCI 258 - Security, Secrecy, and Spectacle: Surveillance Society Since 9/11
• SOCI 264 - The American Family: Comfort, Conflict and Criticism
• SOCI 275 - Enacting the Law
• SOCI 305 - Feminist Research Methodologies
• SOCI 314 - Unequal Educations
• SOCI 356 - Censorship and Silencing
• SOCI 406 - Seminar: Gender and the State in the Middle East and North Africa
• SOCI 442 - Censorship & Silencing

Social Inequality, Stratification, and Power
• SOCI 215 - Contemporary Asian American Experience
• SOCI 235 - Gender Stratification
• SOCI 243 - Urban Sociology: The City as a Growth Machine
• SOCI 250 - Sociology of Popular Culture
• SOCI 277 - Race and Ethnic Relations
• SOCI 284 - Environmental Sociology
• SOCI 305 - Feminist Research Methodologies
• SOCI 420 - Social Inequalities: Class, Race, and Gender
• SOCI 443 - Generations of Youth: Relationship, Work, Culture, and Communication
• SOCI 445 - Seminar in Urban Sociology: Housing America
• SOCI 450 - Beyond Margins versus Mainstream

Micro-Sociology: Individuals and Society
• SOCI 238 - Gender and Sexuality in the Middle East and North Africa
• SOCI 450 - Beyond Margins versus Mainstream
• SOCI 203 - Desire to be Modern: Sociology of Sexuality
• SOCI 222 - Social Psychology: A Sociological Approach
• SOCI 403 - Seminar in Social Psychology: African-American Personality

Historical, Comparative, and Transnational Change
• SOCI 203 - Desire to be Modern: Sociology of Sexuality
• SOCI 220 - Cyberspace and Social Relations
• SOCI 230 - Social Change and Political Transformation in Eastern Europe
• SOCI 233 - Gender, Social Change, Social Movements
• SOCI 238 - Gender & Sexuality in the Middle East and North Africa
• SOCI 241 - American Urbanism
• SOCI 305 - Feminist Research Methodologies
• SOCI 318 - Chinatown as an American Space
• SOCI 338 - Prostitution and Social Control: Governing Loose Women
• SOCI 362 - Partition, War, Dislocation: Mid-20th Century South Asia and Historic Palestine
• SOCI 414 - Seminar: Coal, Communities and Culture
• SOCI 431 - Communism and Intellectuals: From Utopia to Disillusionment
• SOCI 450 - Beyond Margins versus Mainstream

Minor
The minor in Sociology consists of the following:
1. A minimum of 5 full courses in the department which must include:
2. An introductory course (but not more than one).
3. Either Sociology 301/302 (Social Research Methods) or Sociology 303 (Social Theory).
4. Courses in which a student has earned a letter grade lower than a C- or P cannot be used to fulfill the requirements of the major or minor.

Honors
The department invites a number of qualified majors to participate in the Honors Program. To be eligible, students must have completed Sociology 301/302 by the end of their junior year. Senior Sociology Majors are asked to submit a written proposal (to the department chair) to participate in the Sociology Honors Program at the end of their junior year. Students are not formally accepted into the Honors Program until the research proposal is approved by the department. The level of Honors is determined by the thesis grade, assessment of oral presentation of the project and major GPA.

Off-Campus Programs for Credit
Students are encouraged to broaden their educational experience by taking advantage of off-campus programs, preferably sometime during their junior year. A maximum of 3 courses may be applied toward the major and require prior approval of the department. A program of special interest for Sociology majors is the GLCA Philadelphia Center.

Transfer of Credit
Students who transfer sociology courses taken at other institutions may, with the approval of the department, apply certain of such courses toward the major or minor. No transfer courses
will substitute for the required Sociology 301, 302, and 303 which must be completed at Oberlin College. The transfer of credits may be subject to the transfer of credit fee. Requests to transfer courses taken at other institutions are evaluated on an individual basis. Generally, transfer credit shall not exceed 3 full courses.

Private Reading
Students who have completed available courses in a subject may schedule a reading course in that subject during their junior or senior years. In some instances, reading courses in subjects not offered in the department may also be arranged. No more than one reading course may be scheduled in any semester, or more than two during an undergraduate program. Each private reading course will be the equivalent of one-half course (2 credits).

First Year Seminar Courses
- FYSP 118 - Through the Looking Glass
- FYSP 163 - She Works Hard for the Money: Women, Work, and the Persistence of Inequality
- FYSP 191 - Social Justice in the US

Introductory Courses
Any of the following courses serves as a prerequisite for upper-level courses.
- SOCI 110 - Introduction to Sociology: Social Structure, Inequality, and Behavior
- SOCI 124 - Introduction to Sociology: Classics of Sociology
- SOCI 125 - Introduction to Sociology: An Analysis of Society
- SOCI 130 - Introduction to Sociology: Social Problems

Survey Courses in Specializations
- SOCI 203 - Desire to be Modern: Sociology of Sexuality
- SOCI 215 - Race, Immigration, and the Asian American Experience
- SOCI 222 - Social Psychology: A Sociological Approach
- SOCI 229 - New Immigrant Destinations in the U.S.: Race, Place and Occupations
- SOCI 230 - Social Change and Political Transformation in Eastern Europe
- SOCI 241 - American Urbanism
- SOCI 250 - Sociology of Popular Culture
- SOCI 275 - Enacting the Law
- SOCI 277 - Race and Ethnic Relations
- SOCI 284 - Environmental Sociology

Advanced Courses in Specializations
- SOCI 301 - Social Research Methods
- SOCI 302 - Social Research Methods Lab
- SOCI 303 - Classical and Contemporary Sociological Theory
- SOCI 314 - Unequal Education
Senior Seminars
These seminars are designed to integrate theory, methods, and the core analytical areas by linking the specific seminar topic to broader sociological issues. They serve as capstones for the sociology major.

- SOCI 403 - Seminar in Social Psychology: African-American Personality
- SOCI 420 - Social Inequalities: Class, Race, and Gender
- SOCI 431 - Communism and Intellectuals: From Utopia to Disillusionment
- SOCI 414 - Seminar: Coal, Communities and Culture

Statistical Methods
Jeff Witmer, Program Director, Professor of Mathematics
Ron Cheung, Assistant Professor of Economics
Nancy Darling, Professor of Psychology
Daphne John, Associate Professor of Sociology
Michael Parkin, Associate Professor of Politics
Kevin Woods, Associate Professor of Mathematics

Statistical methods are widely applied in the social and natural sciences (and, to a lesser extent, in the humanities) to model human behavior, to better understand the natural world, and to aid decision making in the face of uncertainty. Statistical reasoning touches a great many fields of human endeavor and is taught at Oberlin in many departments and at several levels.

A first course in statistics might be taken in the Mathematics Department. Students majoring in Psychology, Politics, or Sociology can take a first course in one of those departments. A second-level course for a general audience is offered by Mathematics. Second-level courses for psychology or economics students are offered by those departments. The Mathematics Department offers an upper-level course each year; other departments offer higher-level courses from time to time.

Placement Exam. Please see the Mathematics section of the catalog for information on the Statistics Readiness Exam for STAT 113 and 114.

Advanced Placement. Students scoring 3 or above on the College Board Advanced Placement exam in statistics are encouraged to enroll in STAT 215.

Courses with no statistics prerequisite

- STAT 113 (Statistical Methods for the Social and Behavioral Sciences) and 114 (Introduction to Biostatistics) are offered each semester by the Mathematics Department. These courses have no prerequisite, but the Mathematics Department administers a readiness exam that students are to take prior to being given consent for either course; students who have passed a calculus course are exempted from the statistics readiness exam. STAT 113 and STAT 114 are similar in coverage of basic statistics methods, but differ primarily in the sources of examples used. The software package R is used in these courses.
- POLT 215 (Statistics and Modeling) an introduction to statistics and, in particular, linear models for students with some background in statistics and a good background in mathematics.
- PSYC 205 (Political Research and Analysis) provides a quantitative approach to the study of political phenomena, using the SPSS software package.
- PSYC 200 (Research Methods I) is offered every semester; the prerequisite to PSYC 200 is PSYC 100 or NSCI 201 – or permission of the instructor. This course uses the SPSS software package and blends basic statistics with research methods that are important to
neuroscience, psychology, and other social sciences.

- SOCI 210/211 (Social Research Methods and the accompanying lab) is offered every fall and gives an introduction to research methods and statistics used in sociology. The SPSS software package is used to analyze data sets for quantitative hypothesis testing.

**Courses with a statistics prerequisite**

- STAT 213 (Statistical Modeling) is offered every year for students who have completed a first course in statistics (or who have AP statistics credit). The software package R is used in this course, which develops multiple regression, factorial analysis of variance, and logistic regression.
- STAT 237 (Bayesian Computation) is offered in alternate years and develops more sophisticated statistical models from a Bayesian perspective.
- PSYC 300 (Research Methods II) is offered every semester as a continuation of PSYC 200 in which more advanced material is covered, including multiple regression, factorial and repeated measures analysis of variance, ANACOVA, MANOVA, and logistic regression.
- ECON 255 (Introduction to Econometrics) is offered every semester and builds on STAT 113, using econometric software such as State primarily for the application of multivariate regression analysis.
- ECON 355 (Advanced Econometrics), ECON 356 (Advanced Microeconometrics), and ECON 357 (Time Series Analysis) are all sequels to ECON 255 in which more advanced methods are developed, such as logit and probit analysis and the techniques particular to the analysis of time series data. One of these advanced courses is typically offered each year. There may be some overlap between ECON 355 and ECON 356, so consult with the economics department chair to be sure of receiving credit for both.

**Statistical Methods Courses**

- STAT 113 - Introduction to Statistics
- STAT 114 - Introduction to Biostatistics
- STAT 213 - Statistical Modeling
- STAT 215 - Statistics and Modeling
- STAT 237 - Bayesian Computation

**Theater**

Matthew Wright, Chair of Theater, Associate Professor of Theater
Heather Anderson Boll, Assistant Professor of Theater
Jeremy Benjamin, Lecturer in Lighting Design and Technology
Justin Emeka, Assistant Professor of Theater and Africana Studies
Chris Flaharty, Associate Professor of Theater; Costume Designer
Caroline B. Jackson Smith, Associate Professor of Theater and Africana Studies
Daniel James, Lecturer, Technical Director
Christopher McCollum, Visiting Assistant Professor
Paul Moser, Associate Professor of Theater
Joseph P. Natt, Lecturer; Technical Director
Eric Steggall, Managing Director/Lecturer

The Theater Department offers students the opportunity to study acting, directing, design and production, theater history and criticism, and playwriting within the broader context of a liberal
arts education. In addition to coursework, theater students acquire practical experience in all aspects of the theater by participating in departmental productions. Because the performing arts are collaborative by nature, the department fosters a strong sense of community while respecting both cultural diversity and individuality. The major objectives of the department are:

1. To provide critical understanding and enhanced appreciation for theater arts and their relationships to other areas of liberal arts learning.
2. To provide concentrated preparation in theater for students wishing to pursue advanced studies or professional careers.
3. To provide practical experiences in all aspects of production.
4. To encourage interdisciplinary artistic collaboration and studies across other academic disciplines.

The introductory level courses are open to all students interested in broadening the scope of their education or who are majoring in a related field and wish to use theater as a resource. Students wishing to pursue more intensive involvement in theater are encouraged to enroll in intermediate and advanced-level courses in technique along with courses in production, history, and the aesthetics of theater. Students also have the opportunity to work closely with guests and artists-in-residence each year. Guest directors, playwrights, and other specialists may offer workshops lasting from a few days to one month.

The Theater Curriculum

The Theater curriculum offers courses in acting, directing, history, criticism, design, and production. In addition to class meetings, many courses have a laboratory component that involves students in the process of creating a theater production. The program also sponsors theater residencies from time to time, which have included workshops with specialists in stage combat, Le Coq, masks, Noh, Suzuki and Viewpoints.

Oberlin College Theater (OCT) Season

Each year, the Theater Department produces a season of theatrical offerings that includes three faculty or guest-directed mainstage productions in Hall Auditorium, and several student-directed projects in the Little Theater. Casting in all of these productions is open to all Oberlin College students. Smaller scale productions such as the THEA 101 Showcase and the Directing Class One-Act Festival are intended to provide a bridge between the classroom experience and fully mounted productions. In addition to productions that are sponsored by the Theater and Dance Program, students have the opportunity to participate in productions sponsored by other departments and student theater organizations such as Oberlin Student Theater Association (OSTA) and Oberlin Musical Theater Association (OMTA).

Senior Projects and Honors

Seniors majoring in theater are strongly encouraged to pursue a senior “capstone” project that will serve as the culmination of their undergraduate studies. Usually, the senior project will evolve directly from the student’s concentration (see below, Areas of Concentration) within the major. (e.g. directing, designing, or acting in a full length production, etc.) Applications for Senior Projects must be submitted to the Theater program secretary by April 1st of the student’s junior year. If the project requires assignment of space in Little Theater or an alternative venue, the project application must be accompanied by a LT application, available from Janice Sanborn in the Theater office.

The Honors program is designed to offer a few exceptional theater majors the opportunity to undertake a full year (i.e. two semester) creative and/or scholarly project under the close supervision of a faculty sponsor. These students will be invited by the faculty, from the pool of Senior Project applicants. In order to qualify for Honors status, applicants must:
• Possess a proven ability to successfully complete a significant scholarly/research project, as evidenced through course work and/or submission of a significant sample of scholarly writing
• Have a minimum GPA of 3.65 both overall and within the department

Winter Term
Winter Term provides an opportunity for students to engage in projects sponsored by the faculty in acting, directing, design, and theater research. Normally, several on-campus Winter Term theater productions are in rehearsal during the month of January. Guest artists are often brought in to work with students in areas such as physical theater, stage combat, voice, and acting. In addition, students use this time to become active in various alumni and off campus theater-related internships.

The following faculty members are available to sponsor Winter Term projects, as indicated. Ms. Anderson Boll: acting; directing. Mr. Copeland: history and criticism in theater; playwriting; performance. Mr Emeka: acting; directing. Mr. Flaharty: costume design; makeup; design research. Ms. Jackson Smith: acting; directing; writing/dramatic literature; other performance projects. Mr. Moser: acting; directing. Mr. Wright: acting; directing.

Major and Non-Major Off Campus Study
Many students majoring in theater elect to take advantage of the numerous study away programs available in the field. Oberlin has several designated Affiliated Programs, including:
• The Great Lakes College Association Arts in New York program
• National Theater Institute at The Eugene O’Neill Theater Center
• Trinity/La Mama Performing Arts Program in New York
• Spring Semester at NYU’s Tisch School Of The Arts
• The British American Drama Academy

Before credit is awarded for off-campus study, students must obtain tentative prior approval the Chair of Theater and the Associate Dean of Studies. After the study is completed, the student must supply evidence of satisfactory participation. A maximum of four full courses of off-campus study, or the equivalent, may be applied to the major in Theater. Please visit the Study Away Office for additional information about the above-listed programs, as well as others that might be of interest.

Theater Major
It is recommended that those students intending to pursue a career and/or advanced studies in the field of Theater or related performing arts consider declaring a major in Theater. The major program of study is designed to allow students the flexibility of pursuing general theater studies while focusing on a particular emphasis within the Theater curriculum, such as acting, directing, history/criticism, playwriting, or production/design.

Students who intend to major in theater must first secure a faculty advisor. This should be an instructor in your area of intended concentration and would ideally be someone with whom you’ve already successfully completed intermediate level coursework. (For example, students wishing to declare a Theater major with a concentration in Acting would first successfully complete THEA 200: Introduction to Scene Study, and ask an acting instructor to be their advisor). You’ll then schedule an appointment with your advisor and work closely with them to design an individualized plan of study and acquire the necessary approvals.

Areas of Concentration
Because of the wide range of disciplines within the field of Theater, it is helpful for the student to
guide his/her course of study by focusing on one or two specific areas of concentration. Within our program, we have delineated these areas of concentration: Acting, Directing, Critical Inquiry, Interdisciplinary Performance, and Production/Design (including Stage Management). It must be remembered, however, that these are merely areas of study and that, by majoring in Theater, it is expected that students will take courses in all of these areas, while focusing on one. We believe that, in order to excel at any one area within the broad field of Theater, it is essential to acquire a working knowledge of all areas.

**Theater Major Requirements (10 full courses) to include:**

1. Two full courses in Western Theater History (THEA 252, 253)
2. Two full courses (or equivalent) in Performance, chosen from THEA 100 (Acting1), 101 (Intro to Theater Arts), 200 (Acting 2), 202 (Acting for Camera), 208 (Directing 1), 210 (Movement, will count as a half course), 218 (Stage Combat, will count as half course), 268 (Black Arts Workshop), 269 (Voice, will count as half course), 270 (Speech and Dialects, will count as half course).
3. Two full courses (or equivalent) in Production and Design chosen from THEA 172 (Prod. Scenery), 173 (Prod. Costumes), 174 (Lighting), 212 (Stage Management), 222 (Introduction To Design), 232 (Costume Design), 236 (Set Design), 312 (Production Workshop)
4. Two full courses (or equivalent) in Theater Studies chosen from THEA 254 (Asian Theater), 264 (African American Drama), 302 (Non-Literary Theater), 309 (Theater of the Millennium), 317 (Texts and Concepts), 324 (Concept of The Avant-Garde), 333 (Stage to Screen), or any cross-referenced Dramatic Literature course offered by another department (see list below)
5. Two full courses (or equivalent) advanced-level (300 or 400 level) Theater Electives in student’s area of concentration [Students concentrating in Playwriting may count CRWR 330, 470, or 480 as these concentration electives]
6. Two Theater Crews (THEA 199) – 0 credits -- experiences

THEA 995: Private Readings may not substitute for any major requirements.

Courses in which a student has earned a letter grade lower than a C- or P cannot be used to fulfill the requirements of the major.

**Theater Minor (5 full courses) to include:**

1. Two full courses in Western Theater History (THEA 252, 253)
2. One Production and Design elective (full or half course)
3. Two full courses at the intermediate or advanced level in the student’s area of interest
4. One Theater Crew (THEA 199) – 0 credits -- experiences

**Cross-Referenced Courses**
The following courses from other departments count toward the Dramatic Literature requirement of the Theater major.

- ENGL 123 - Introduction to Shakespeare
- ENGL 218 - Shakespeare and the Limits of Genre
- ENGL 282 - Shifting Scenes: Drama Survey
- GERM 311 - Introduction to German Literature I
- GERM 312 - Introduction to German Literature II
Critical Studies Courses*
  • THEA 252 - Western Theater History I
  • THEA 253 - Western Theater History II
  • THEA 264 - African American Drama
  • THEA 282 - Shifting Scenes: Drama Survey
  • THEA 302 - Non-Literary Theater: 1960 to the Present
  • THEA 316 - Modern Drama II: Brecht to Pinter
  • THEA 317 - Directing 2: Texts and Concepts
  • THEA 349 - Contemporary Drama: 1980-Present

Performance Courses
(Note: THEA 100: Acting 1 is a prerequisite for all 200-level Acting/Directing courses, THEA 200: Acting 2 is a prerequisite for all 300-level Acting/Directing courses)**
  • THEA 100 - Acting 1: Fundamentals
  • THEA 200 - Acting 2: Scene Study
  • THEA 201 - Acting 2: Advanced Scene Study
  • THEA 207 - Acting Ensemble
  • THEA 225 - Individual or Group Projects
  • THEA 269 - Voice for the Actor
  • THEA 281 - Rehearsal and Performance
  • THEA 300 - Acting 3: Poetic Realism
  • THEA 301 - Acting 3: Shakespeare
  • THEA 304 - Professional Aspect of Theater
  • THEA 306 - Special Topics: Acting Brecht
  • THEA 307 - Directing 2
  • THEA 319 - Acting and Directing for the Camera
  • THEA 328 - Musical Theater
  • THEA 341 - Directing Project

Production & Design Courses
  • THEA 172 - Production: Scenery
  • THEA 174 - Lighting Technology and Design
  • THEA 199 - Production Crew
  • THEA 212 - Stage Management
  • THEA 213 - Stage Management Practicum
  • THEA 232 - Costume Design
  • THEA 236 - Scene Design I
  • THEA 260 - Lighting Design
  • THEA 314 - The Poetics of Light
  • THEA 336 - Scene Design II
Arts Management

- THEA 240 - Arts Management I
- THEA 340 - Arts Management II

* The Theater faculty offers few dramatic literature classes. Most of these are offered by English, Classics, and various language departments. Because these courses vary annually, students should check to see if it counts towards the Theater Studies requirement. A student may count CRWR 330 Playwriting Workshop toward this requirement, but no Private Readings or Independent Study.

** Declaring a Theater major or minor does not guarantee consent of instructor for upper-level classes outside of a student’s area of concentration.

Third World Studies

Third World Studies is concerned with those areas and peoples of the world that are less politically powerful, economically developed and/or whose cultural survival is threatened. The approach is comparative and multi-disciplinary, encompassing inquiry into the cultures, economies, histories, societies, and politics of the “third world”. Work sponsored by the Third World Studies Committee is oriented toward inquiry about the “third world” in general. For this reason, the major is designed so that students do not concentrate exclusively on one particular region of the world. Those wishing to do so are advised to work under the appropriate regional curricular committee or program.

Please note: No student may declare a major in Third World Studies after the Spring Semester 2013.

Major

Students interested in majoring in Third World Studies should consult the chair or any member of the Third World Studies Committee (see http://www.oberlin.edu/secretary/faculty/colfaccom.html) as soon as possible. Together the student and advisor will work out a proposed program of study. Students declaring Third World Studies as their only major should submit their proposals by the second semester of the sophomore year; double majors should do so by the second semester of the junior year.

Majors must complete 10 courses (40 Credits) approved by the committee. These must include courses in two different departments/programs in the humanities and two different departments/programs in the social sciences. The major must also include an advanced seminar or colloquium to serve as a capstone. The major may not include more than four courses from any one of the following regions:

1. Asia,
2. Latin America and the Caribbean,
3. the Middle East and North Africa,
4. Sub-Saharan Africa.
Writing Requirement

The Committee on Writing administers this requirement.

The Writing requirement is designed to help students develop the ability to do the following: communicate effectively in writing, understand writing as a process, engage in writing as a form of critical thinking, demonstrate rhetorical flexibility by addressing various audiences and purposes in their writing, and demonstrate awareness of the conventions and forms of writing in particular disciplines.

As noted in the Graduation requirements for the College of Arts and Sciences section of this catalog, the writing requirement is as follows:

Students are required to complete two Writing courses, either W-Intensive (W-Int) or W-Advanced (W-Adv), by the end of the second year of study if at all possible. A third writing course, W-Adv, is strongly recommended. These courses must be completed at Oberlin College, with the exception that transfer students may petition to count one transferred course with a comparable focus on writing toward this requirement.

Courses carrying the W-Int designation involve explicit instruction in writing, are generally limited in size to allow such instruction, and require multiple writing assignments. These courses are designed to help students develop, compose, revise, organize and edit prose appropriate to the discipline or course. Courses carrying the W-Adv designation aim at helping students develop as writers within a discipline, employing the conventions and styles appropriate to that field and demonstrating the depth and engagement with disciplinary practices typical of knowledgeable practitioners. Students are encouraged to complete one course designated W-Adv in relation to their major field of study. In most cases, these courses will be upper-level or capstone courses geared toward a major, and some may be appropriate for majors in related fields.

Criteria for W-Int courses

- Writing-Intensive (W-Int) courses involve explicit instruction in writing, should be limited in size to allow such instruction, and require multiple writing assignments. These courses should be designed to help students develop, compose, revise, organize and edit prose appropriate to the discipline or course.
- W-Int courses attend to the writing process. Faculty in W-Int courses should pay explicit attention to the writing process, including the elements of organization, composition, revision, and editing prose, each as is appropriate for the course or discipline. This does not mean that faculty will need to teach mechanics per se.
- Faculty in W-Int courses should provide mechanisms for students to get feedback on their work and to incorporate this feedback into their writing for the course. This feedback may be in the form of faculty response or peer-review, for example.
- W-Int courses must require multiple writing assignments that total 15 or more pages of writing. A single long paper at the end of the semester would not meet this criterion unless the paper was developed in stages and revisions over the course of the semester. Raw lab notes, unedited journal entries, or similar types of writing would also not meet this criterion.
- W-Int courses should generally be limited to 20 students where possible. Research indicates that this is the ideal limit. Faculty wishing to teach W-Int courses with enrollments above 25 students should plan to incorporate peer-review techniques and apply for Writing Associates.
- The Committee on Writing will review and approve all courses carrying the W-Int designation.
Criteria for W-Adv Courses

Writing-Advanced (W-Adv) courses are associated with the major and aim at helping students develop as writers within a discipline, employing the conventions and styles appropriate to that field and demonstrating the depth and engagement with disciplinary issues typical of knowledgeable practitioners. Students are encouraged to complete one course designated W-Adv in relation to their major field of study. In most cases, these courses will be upper-level or capstone courses geared to the major. Nonetheless, the department or program administering the major will determine which course(s) should have this designation, and which course(s) with this designation offered by related departments or programs would benefit their majors.

- W-Adv courses follow the same criteria as the W-Int courses, with particular emphasis on modes of writing and communication appropriate to advanced work in the discipline.
- W-Adv courses carry the expectation that a certain level of disciplinary knowledge is required to undertake the advanced writing in the field.
- The kinds of writing assigned to students are similar to the kinds of writing used by specialists in the field. This could include, for example, essays, extensive research papers, formal lab reports, and formal presentations.
- The Committee on Writing will review courses designated as W-Adv and work with individual faculty as well as departments and programs on the development of these courses, but will defer to departments, programs, or curricular committees for the designation of W-Adv Courses.
The Double-Degree Program

The Double-Degree Program represents combined study in the College of Arts and Sciences and the Conservatory of Music. Students accepted to both the College of Arts and Sciences and the Conservatory of Music pursue a degree in each division. Oberlin’s encouragement of such study—in conjunction with an exceptionally broad range of course options—makes Oberlin a uniquely effective environment for the study of both music and the liberal arts.

General Educational Guidelines

General
Double-degree programs must be carefully planned. Music study in the Conservatory is pre-professional study with an organized sequence of courses and requirements designed to prepare students for professional careers in music. The College of Arts and Sciences offers a broad liberal education, thus encouraging intellectual breadth and depth.

While the educational goals of each division differ, an increasing number of students elect the challenging and unique opportunity Oberlin offers through the Double-Degree Program.

Admission to the Program
Students not currently enrolled at Oberlin enter the double-degree program by applying for admission to each division separately. Students currently enrolled in one division may apply for admission to the other division.

Degree Programs

Degrees
Double-degree students are awarded the Bachelor of Arts (BA) degree from the College of Arts and Sciences and the Bachelor of Music (BMus) degree from the Conservatory of Music upon completion of the program. A double-degree student may not pursue a Bachelor of Arts in musical studies. Normally both degrees are completed in the same semester. A double-degree student may elect to graduate from each division in different semesters, however; to do so, the requirements for the first degree as a single degree must be met. Refer to the Arts and Sciences or the Conservatory of Music portions of this catalog for the single-degree requirements.

General
A student pursuing majors in both the College of Arts and Sciences and the Conservatory of Music must earn a minimum of 214 credits. In addition, the student must complete institutional requirements as well as course and non-course requirements for a major in each division.

A few combinations of Conservatory and Arts and Sciences majors, together with the institutional graduation requirements, add up to more than 214 credits. Early planning and consultation with advisors in each division is important in order to complete the program in five years. It should be noted that in a few cases completion of all requirements in five academic years may not be possible.

Institutional Graduation Requirements

All students—Arts and Sciences, Conservatory of Music, and Double-Degree—are responsible for compliance with the institutional graduation requirements stated in the Oberlin College Course Catalog in effect when they first matriculate at Oberlin, unless action by an appropriate faculty body specifically directs otherwise. See the section below on Major Study for regulations concerning majors. The following summarizes these institutional requirements for the Double Degree:

1. 214 minimum total credits
2. 88 minimum Arts and Sciences credits (i.e., 22 full academic courses or the equivalent; 20 of which must be full academic courses or equivalent, up to two courses/8 credits may be fulfilled by co-curricular credits)
3. 110 minimum Conservatory credits
4. 7 semesters in residence at Oberlin
5. 3 Winter Term projects
6. Completion of a major in each degree program
7. 40 Arts and Sciences credits by the end of the fifth semester
8. Curriculum exploration requirement in the Arts and Sciences
   Note: Double-degree students may count Music History courses above MHST 101, upper-division Music Theory courses (300-level or above), and Historical Performance courses toward the Arts and Humanities portion of this requirement. However, these Conservatory courses do not count toward the 88 credit Arts and Sciences requirement.
9. Cultural Diversity requirement
10. Quantitative and Formal Reasoning (QFR) requirement
11. A minimum GPA of 1.67
12. Writing requirement

**Marching Requirements and Finish Away Status**
Normally double-degree students complete both degrees at the same time. However, under certain circumstances, a student may request permission to finish degree requirements off campus (see Finish Away in the Academic Policies section of this catalog).

A double-degree student completing the two degrees in different semesters may participate in Commencement exercises for the single degree (either B.A. or B.Mus) assuming all marching requirements for that degree are met. Double-degree students may return to participate in Commencement exercises as a double-degree student only after the requirements for the second degree have been met. Double-degree students who choose to participate in commencement a second time are responsible for all expenses related to the second commencement.

**Off-Campus Study**
Double-degree students must reconcile different policies about off-campus study between the College of Arts and Sciences and the Conservatory. Therefore, they should carefully consult the “Academic Policies” section of this catalog.

**Leaves and Withdrawals**
Double-degree students may apply for Academic Leave, Personal Leave, or Enrolled-Not-in-Residence.

Double-degree students are subject to the same regulations as Conservatory students with respect to withdrawal/suspension and readmission/reinstatement.

For more information, see Academic Policies: Leaves and Withdrawals.

**Major Study**

**Declaration of a Major**
The Conservatory and the College of Arts Sciences have different requirements regarding declaring a major as described below.

The Conservatory major is declared as part of the admissions process. See “Change of Major” and “Requirements for Graduation” in the Conservatory section of this catalog for relevant information.

Double-degree students must declare the Arts and Sciences major before the end of the fifth semester. See “Major and Minor Study” in the Arts and Sciences section of this catalog for relevant information.
Requirements for Major Study
Students with majors in both divisions must be aware of the requirements which apply to each major, as stated in the College of Arts and Sciences as well as the Conservatory of Music sections of this catalog. Much that the double-degree student needs to know is not included in this section of the catalog but in the other two sections. The double-degree student must meet every requirement for each major in the two divisions, as outlined fully in those sections of the catalog.

Recommended Course Distribution
In order to progress satisfactorily toward the BA degree, it is strongly recommended that double-degree students will have earned at least 16 Arts and Sciences credits by the end of the first year and 32 credits by the end of the second year. By the end of the fifth semester a double-degree student must have earned 40 Arts and Sciences credits. The student will be asked to drop one portion of the double-degree program if the 40-credit rule has not been met. Up to four credits of Advanced Placement or pre-matriculation transfer credit may count each year towards the recommended course distribution. Transfer credits earned at the end of the first year will be credited to the second year. Students should consult the major grid for the recommended course distribution for each Conservatory major. All other transfer credit limits apply.

It is strongly advised that each double-degree student, at every stage of his or her Oberlin career, prepare and update a ten-semester course distribution plan of study, and that this plan be regularly reviewed by the student in consultation with his or her advisors.

Double-degree students should refer to the section of the catalog describing requirements in their Conservatory major for the Private Study Committee Exam timetable. Students may deviate from the Private Study Committee Exam timetable only with special permission. In consultation with the principal private study teacher a double-degree student may petition the private study department for permission for these exams to occur in the third, fifth, or seventh semesters.

Double-degree students may take 26 credits in any semester without special permission. See the early pages of this catalog for a fee schedule for additional credits. A student requesting approval of a schedule in excess of 26 credits must have demonstrated the ability to successfully manage a heavy course load.

Honors Program
Students interested in pursuing Honors should refer to the description of Honors for the major in which he or she is interested. Further general information on the Honors Program is elsewhere in this catalog.

Advising
Faculty Advisors
Students admitted to both divisions are assigned advisors as follows: for a Conservatory performance major, the principal applied study teacher is normally the student’s faculty advisor. For all other Conservatory majors, a faculty member from the major department or program is normally assigned as advisor. For the College of Arts and Sciences, students are initially assigned advisors, usually in the areas of their possible majors. When the student officially declares the major, an appropriate Arts and Sciences faculty advisor is chosen. Whenever possible, advisors are selected who have a particular interest in and knowledge of the concerns of the double-degree student.

Double-degree students should consult with both of their faculty advisors for help in recommending and selecting an appropriate distribution of courses over ten semesters for majors in the two divisions.

Academic Standing
Double-degree students are expected to achieve at least a minimum level of acceptable accomplishment in each division in order to be considered in good academic standing. The academic standing of double-degree students will be determined jointly by the College of Arts
and Sciences and Conservatory of Music Academic Standing Committees. See “Academic Standing” in the College of Arts and Sciences and Conservatory of Music sections of this catalog for further information on the purview of the Academic Standing Committees of each division.

**Grading**

**Incomplete Grades**
The individual policies of each division apply for double-degree students; that is, the student follows the policy of the division in which the course is taught. These policies are described in appropriate sections of this catalog. Educational incompletes are available to double-degree students only in courses in the College of Arts and Sciences. For emergency incompletes, double-degree students must apply to the Office of the Dean of Studies for Arts and Sciences courses, and in the Conservatory to the Office of the Associate Deans.

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**Extra Divisional Programs/Courses**

*For a complete list of all extra divisional courses, please see: www.oberlin.edu/regist.*
The Conservatory of Music

General Information

Overview. The Conservatory of Music was founded in 1865 as a private music school and two years later became part of Oberlin College. It currently has an annual enrollment of approximately 600 music students. The Conservatory provides pre-professional training in music performance, composition, music education, music technology, music theory, and musicology, supported by an education in liberal and critical studies. Students may earn the following degrees or diplomas: Bachelor of Music, Performance Diploma, Master of Music, Master of Contemporary Chamber Music, Master of Music Teaching, Artist Diploma.

The Conservatory’s programs are designed to develop the sensitivity, understanding, and insights, as well as the knowledge, skills, and technical competence essential to professional musicians. Conservatory graduates pursue music careers as performers, conductors, composers, directors, music theorists, historians, and educators. They are employed throughout the United States and abroad in major symphony orchestras, opera houses and companies, regional and municipal orchestras, jazz groups, youth orchestras, chamber music ensembles, major film studios, churches, primary and secondary schools, colleges, universities, conservatories of music, and as freelance artists.

Relation to the College of Arts and Sciences. The Conservatory of Music and the College of Arts and Sciences share the same campus. Conservatory students take courses in both the College of Arts and Sciences and the Conservatory, and can pursue majors in both divisions concurrently, earning a Bachelor of Music degree and a Bachelor of Arts degree within a five-year program (see “Double Degree” in this catalog). The College of Arts and Sciences also offers a Bachelor of Arts with a major in Musical Studies; students are referred to the Arts and Sciences section of this catalog for detailed information.

Most courses in the Conservatory are open to qualified students in the College of Arts and Sciences; indeed, many College of Arts and Sciences students pursue Conservatory coursework, applied musical study, and ensemble performance. Because many Conservatory courses and the schedules of applied music teachers become filled entirely with Conservatory students, however, Arts and Sciences students may not be able to enroll in their preferred Conservatory courses.

Concerts and Recitals. The Conservatory offers an extraordinary array of performances; over four hundred concerts and recitals are presented annually. In 2013-14 there were 72 recitals by faculty and guest artists, 212 Senior and Junior recitals, and 201 concerts by student ensembles and other groups. The Conservatory also presents an annual series of faculty chamber music concerts.

Artist Recital Series. Over the past century, the Oberlin Artist Recital Series has brought to Oberlin an impressive array of internationally acclaimed solo performers, outstanding chamber ensembles, and major orchestras. Now in its 136th season, the Artist Recital Series continues to offer rich musical experiences to the Oberlin community.

Facilities

The Conservatory is housed in three contiguous buildings designed by Minoru Yamasaki—Bibbins Hall, Central Unit, and Robertson Hall—and the Bertram and Judith Kohl Building. The Conservatory Annex provides additional office space.
Bibbins Hall, the teaching building, contains 46 studios, 13 classrooms, a recital hall, and 15 offices. Private instruction, ensemble coaching, and classroom instruction take place in this building. The building also houses the Office of the Dean of the Conservatory, a distance learning room, and the TIMARA (Technology in Music and the Related Arts) complex, which includes a recording studio.

Central houses two concert halls, the orchestra rehearsal room, the choral rehearsal room, two small ensemble rehearsal rooms, the percussion teaching studio, the Audio Services office and recording facilities, and the student lounge.

The Conservatory Library, one of the largest academic music libraries in the country, adjoins the Conservatory’s central building. In 1988, the Conservatory Library opened a new wing that nearly tripled the library’s space, and the entire library was renovated and expanded in 2000. In addition to sound recordings, scores, and writings on music, the Conservatory Library provides access to:

- Electronic Resource Center enabling access to the library’s catalog (OBIS), subscription products such as Grove Music Online, and all internet resources;
- listening stations equipped to play CDs, LPs, digital audio tapes (DAT), and other audio cassettes;
- listening/viewing rooms accommodating up to four people each and equipped to play DVDs, video cassettes, laser discs, reel-to-reel tapes, and LPs;
- study carrels;
- conference room; and
- Special Collections Reading Room for the study of rare and unique music items.

Robertson Hall, the practice building, contains 182 rooms, including 150 practice rooms, the Otto B. Schoepfle Vocal Arts Center, the Professional Development Office, the Creativity & Leadership Office, the Kulas Organ Center, reedmaking rooms, a computing lab, faculty studios, and staff offices.

The Conservatory Annex is located east of Bibbins Hall, on the second floor of the Oberlin Bookstore. The Annex houses offices for Conservatory Admissions, Conservatory Communications, the Assistant Dean for Technology and Facilities, the International Outreach Coordinator, and the Business Manager. Two meeting rooms with media resources are available for use by the Conservatory community.

The Bertram and Judith Kohl Building, which opened in Spring 2010, houses Oberlin’s Jazz Studies program, as well as faculty in Musicology, Music Theory, Composition, and Music Education. The Kohl Building includes three rehearsal rooms, teaching studios, practice rooms, a computing lab, and features Clonick Hall, a state-of-the-art recording studio, as well as storage areas for significant collections, among them the Selch Collection of American Music History, the Jim and Susan Neumann Jazz Collection, the Lawrence McDonald Clarinet Collection, the Frank Kuchirchuk Collection of Jazz Photography, and Milton J. and Mona C. Hinton Papers.

Concert Halls. Warner Concert Hall seats 645. Kulas Recital Hall, which seats 144, is especially suited to chamber music concerts. The David H. Stull Recital Hall, a flexible 130-seat performing space, was added in Fall 2013 as part of the renovation of Bibbins Hall. Artist recitals, orchestra, and other large ensemble concerts are performed in Finney Chapel, which seats 1200. Hall Auditorium, seating 499, is used for Opera performances and Fairchild Chapel, seating 150, is used for a variety of small concerts, especially in Historical Performance and Organ. The Jazz Studies program also uses the Cat in the Cream Coffeehouse for many solo and small ensemble performances.

Electro-Acoustic Music. Six acoustically isolated and optimized electronic and computer music studios are located in the Conservatory. The Technology in Music and the Related Arts
Facilities/Instrument Collection

(TIMARA) complex is equipped with a wide selection of state-of-the-art hardware and software, including a recording studio and control room with a Digidesign Icon board, a networked lab of Macintosh computers, and a multimedia room with special focus on video and DVD production. Additionally, the studios are outfitted with historical analog synthesizers, a wide variety of microphones and signal processing gear, performance instruments like the Yamaha MIDI Grand Piano and Zeta String Quartet, interactive devices like the Lemur and iPad, and original technology built by the studio engineer.

The Otto B. Schoepfle Vocal Arts Center is the first of its kind to be incorporated into a program of vocal instruction in the United States. Named for a long-time supporter of the Conservatory, this laboratory includes KayPentax Multi-Speech software applications that transform the phonations of the voice into electrical signals, displaying them spectrographically on a computer screen in either real time or playback. Also under current use is the software application VoceVista, as well as an electroglottograph. The laboratory also houses stroboscopic and fiber-optic instrumentation that displays the vocal fold movement of an individual while singing or speaking (employed under the supervision of visiting medical personnel). Carefully trained student assistants help other singers to interpret displays. Of primary interest to the singer is the easy observation and affirmation of vibrancy, vowel definition, tonal balance, and legato.

Students may use the sophisticated audio and video equipment to record, play back, and analyze their own lessons or performances. Pedagogic and artistic values are not limited to the study of an individual’s own instrument, however. OBSVAC’s ability to analyze the techniques and artistry from recorded performances on DVD and video of great singing artists by vocal category (soprano, mezzo-soprano, tenor, baritone, and bass) offers the singing student, as well as visitors from around the world, a powerful resource for study.

Instrument Collection

Pianos. As Steinway Piano’s oldest continual customer, Oberlin has a superb collection of pianos. Warner Concert Hall, Kulas Recital Hall, Clonick Hall, classrooms, and teaching studios are all equipped with Steinway grand pianos, as are most of the practice rooms in Robertson Hall, the Kohl Building, and the rehearsal rooms in Central. Of the 262 pianos in the Conservatory, 234 are Steinway pianos. The remainder of the collection includes acoustical vertical pianos, historical pianos, a Yamaha Disklavier, and two Electronic Piano Labs. Warner Concert Hall, Finney Chapel, and Clonick Hall each feature Steinway Model D Concert Grands (one from New York and one from Hamburg in each hall).

Orchestral Instruments. Students have access to the Conservatory’s large collection of orchestral instruments, including all stringed and wind instruments, and six Lyon and Healy harps. Through the generosity of the Kulas Foundation, Oberlin owns two Gagliano violins and other performance-quality stringed instruments.

Organs. The Kulas Organ Center, located in the Robertson Hall practice building, is composed of practice rooms equipped with organs of various designs, both mechanical action and electro-pneumatic. Of the mechanical action tracker organs, six are Flentrops, one is a Brombaugh, and two are Noacks. Three electro-pneumatic organs are Holtkamps.

The teaching studios in Bibbins Hall contain Flentrop organs. Warner Concert Hall houses a splendid three-manual Flentrop organ of forty-four stops. Built entirely in classical North European style, this instrument was installed in 1974. Finney Chapel houses a Fisk Opus 116 organ. This magnificent instrument, a symphonic organ in the romantic tradition, complements the Flentrop in Warner. Three continuo organs, two by Flentrop and one by Byrd, are also available for use in the performing halls. A positiv organ by Flentrop is located in the front of Fairchild Chapel, and a two-manual Brombaugh organ in mean-tone temperament was installed in the gallery of Fairchild Chapel in 1981. In addition, an organ in the style of Silbermann by Bozeman-Gibson is housed in the Peace Church.
**Harpsichords.** The collection of harpsichords available for instruction, practice, and concerts includes: four French doubles (one by Hill, one by Dowd, one by Kingston, and one by Lake); four Italian singles (by Dowd, Dupree, Clark, and Sutherland); a German double by Hill; a Flemish double by Zuckerman; a Flemish single and a Flemish virginal by Martin; a pedal clavichord by Spearstra; and a clavichord by Gough.

**Other Instruments.** The Conservatory owns four fortepianos: five-octave instruments by McNulty, Wolf, and Hester, and a six-and-one-half octave by McCobb. Oberlin’s collection also includes a mid-19th-century Erard grand piano that was completely rebuilt by David Winston in 1993.

The Conservatory owns a large collection of viols for use by its Baroque ensembles and viol consorts. Oberlin’s Baroque instruments are sufficient to form a large Baroque orchestra: twelve Baroque violins, two Baroque violas, three Baroque cellos, and a violone, as well as Baroque flutes, recorders, oboes, bassoon, baroque guitar, baroque trumpets, and natural horns. Also included in the collection are various earlier instruments including vihuela, shawms, krummholz, vielles, harps, and cornetti.

Oberlin has a Javanese gamelan (complete with both slendro and pelog tuning systems), a large collection of Gambian Mandinka koras and xylophones from West Africa, and a representative selection of classical instruments from China, Japan, Korea, Turkey, and India.

**Degree and Diploma Programs**

**General.** The Conservatory offers the following degree and diploma programs of undergraduate and graduate study: Bachelor of Music, Performance Diploma, Master of Music, Master of Music Teaching, Master of Contemporary Chamber Music, and Artist Diploma. The College of Arts and Sciences offers a Bachelor of Arts with a major in Musical Studies for students who wish to major in music at Oberlin without the professional orientation of a Conservatory major. The B.A. in music is described under “Musical Studies Program” in the College of Arts and Sciences section of this catalog.

**Bachelor of Music Degree (BMus).** Majors within the Bachelor of Music are offered in:

- Performance—piano, organ, voice, strings (violin, viola, cello, double bass, guitar, harp), woodwinds (flute, oboe, clarinet, bassoon), brass (trumpet, horn, trombone, tuba), percussion, early instruments (harpsichord, recorder, Baroque flute, Baroque oboe, Baroque violin, Baroque cello/viola da gamba);
- Composition;
- Jazz Studies (Composition or Performance);
- Musicology;
- Music Theory (as part of a double major only);
- Piano Performance and Vocal Accompanying (double major);
- Technology in Music and Related Arts.

An **Individual Major** leading to a Bachelor of Music degree may be designed with a concentration in a single Conservatory department or among two or more Conservatory departments. In some cases Arts and Sciences courses may be an integral part of a student’s major. Examples of possible concentrations include African-American music, liturgical music, Suzuki violin pedagogy, fortepiano, and arts management. Programs of study for an Individual Major must be based on teaching and course resources available at Oberlin or at other schools with courses transferable to Oberlin. Private reading courses may not be planned for key areas of the major and only a small amount of course-credit central to the major may be earned away
from Oberlin. For guidelines and policy, see the Conservatory Individual Major’s Handbook (available from the Conservatory’s Office of the Associate Deans).

**Minors** within the Bachelor of Music are offered in:
- Performance (piano, organ, voice, horn, trumpet, trombone, tuba, harpsichord, fortepiano, recorder, Baroque flute, Baroque oboe, Baroque violin, Baroque cello, viola da gamba);
- Community Music;
- Composition;
- Ethnomusicology;
- Music History;
- Music Theory;
- Piano Pedagogy;
- Technology in Music and Related Arts.

**Performance Diploma (PDip).** This four-semester program, offered only in certain performance departments, is designed for the very small number of gifted performers who have not yet completed the Bachelor of Music or its equivalent and who are seeking a very narrowly focused program of study leading to a performance oriented career. Performance Diploma students who are non-native English speakers may apply to transfer to the Bachelor of Music program upon successful completion of Oberlin’s ESOL course requirement and demonstrated achievement of the TOEFL score required for entrance to the Bachelor of Music (see “Conservatory English Language Proficiency (ESOL) Requirement” in the Academic Policies section of this catalog). Performance Diploma students seeking admission to the Bachelor of Music degree must demonstrate skills necessary to complete both the performance and academic coursework required for the Bachelor of Music. Students who have been awarded the Performance Diploma and who subsequently meet the admission standards for the Bachelor of Music degree program may transfer the credits they earned in the Performance Diploma program to the Bachelor of Music degree program. Students in the Bachelor of Music degree program who have completed requirements for both the Bachelor of Music degree and the Performance Diploma will receive only the Bachelor of Music degree.

**The Double-Degree Program.** A five-year program of study, completed within five years, that leads to both the Bachelor of Arts and the Bachelor of Music degrees. Students must be admitted to both the Conservatory and the College of Arts and Sciences and complete a major in each. The program is described in the section of the catalog entitled “Double-Degree Program.”

**Master of Music (MM) in Conducting.** The MM in Conducting is available only as part of a five-year program integrated with undergraduate study at Oberlin in Performance, Composition, or Music History.

**Master of Music (MM) in Performance on Historical Instruments.** The MM in Performance on Historical Instruments is intended for a limited number of students who have acquired skills on historical instruments and who wish to pursue practical study in performance in combination with the study of performance practice and musicology. Concentrations are offered in harpsichord, fortepiano, organ, Baroque violin, Baroque flute, recorder, Baroque cello/viola da gamba, historical keyboard instruments (harpsichord, fortepiano, and organ, combined), and historical oboes (Baroque, Classical, and other oboes). Students holding an undergraduate degree from another institution will take four semesters to complete the program. Oberlin undergraduates may audition during their junior year for a five-year program that combines the Bachelor of Music degree in a modern instrument with the MM in an historical instrument.
**Degree and Diploma Programs/Requirements for Graduation**

**Master of Contemporary Chamber Music (MCCM).** The MCCM degree program is a professionally focused two-year graduate program designed to launch chamber music ensembles of exceptional artistic and creative potential. Through a curriculum of intensive coaching combined with individual applied study, coursework in theory and musicology designed to deepen analytical and stylistic perspectives, and entrepreneurship courses that develop professional support skills as well as foster an innovative approach, ensembles will develop their craft, artistry, and programming over the course of the program. Ensembles will benefit from faculty mentoring as well as support from touring, recording, and competitions and will be eligible to apply for startup funding offered through Oberlin’s Creativity & Leadership project.

**Master of Music Teaching (MMT).** The MMT degree program is a fourteen-month course of intensive pedagogical study available after completion of a Bachelor of Music degree in Performance or Composition from Oberlin or an institution other than Oberlin.

**Artist Diploma (ADip).** This four-semester program, offered only in certain performance departments and in piano technology, is intended for a limited number of exceptionally gifted performers who have completed the BMus or its equivalent, who have acquired extensive musical background through institutional or private studies or through unusual performing experiences, and who wish to concentrate on private applied study without additional course requirements. Oberlin Conservatory Bachelor of Music graduates may apply to the Artist Diploma program only with the recommendation of the department and approval of the Office of Associate Deans of the Conservatory. Students who enroll in and/or complete the Artist Diploma program may not transfer to the Bachelor of Music degree program.

**Requirements for Graduation**

The **Bachelor of Music** is awarded upon completion of:

1. Course and non-course requirements for one or more majors leading to the BMus degree;
2. 168 credits, including 32 credits of Arts and Sciences courses;
3. Three Winter Term projects;
4. The residence requirement;
5. A minimum GPA of 1.67.

The **Master of Music in Conducting** and the **Master of Music in Historical Performance** combined with an undergraduate degree in performance on a modern instrument are awarded upon completion of:

1. The requirements for a specified undergraduate major;
2. The course and non-course requirements for the graduate major.

The **Master of Music in Performance on Historical Instruments, Master of Contemporary Chamber Music**, and the **Master of Music Teaching** are awarded upon completion of:

1. The course and non-course requirements for the graduate degree.

The **Performance Diploma** is awarded upon completion of:

1. Specified course and non-course requirements;
2. 64 credits;
3. Four semesters of residence.

The **Artist Diploma** is awarded upon completion of:

1. Specified course and non-course requirements;
2. 40 credits;
3. Four semesters of residence.
Residence Requirement. Undergraduate Conservatory degree students must be in residence at Oberlin or in Oberlin College programs for a minimum of six semesters.

Expository Writing Proficiency. Students with an SAT verbal score below 580 or an ACT score below 24 must complete an approved writing course in the Rhetoric and Composition Department. BMus students for whom English is a second language and who submit a TOEFL score below 600 (100 on internet-based test) will be required to successfully complete ESOL 130 before enrolling in the rhetoric course. All double-degree students must adhere to the writing requirements of the College of Arts and Sciences (see “Requirements for Graduation” in the College of Arts and Sciences section of this catalog).

Major Study

General. Students in a Conservatory degree program are required to pursue full-time one or more Conservatory majors in every semester of enrollment and are expected to progress toward completion of the degree at the rate suggested by the recommended course distribution for each Conservatory major. Recommendations differ for double-degree students and are described in the double-degree section of this catalog.

Major Requirements. Requirements for each major are described in the Oberlin course catalog each year. Students are responsible for compliance with the major requirements stated in the Oberlin College Course Catalog in effect when they first matriculate at Oberlin, unless action by an appropriate faculty body specifically directs otherwise. Unless so directed by the Conservatory Faculty, the student may elect to follow either the requirements in effect when entering Oberlin or those in effect in any subsequent year; the student must follow one complete set of requirements, however. Unless the student notifies the Registrar to the contrary, the Registrar assumes that the student will follow the requirements described in the course catalog for the year the student entered Oberlin.

Any student who returns to Oberlin to complete a major after more than four semesters away is bound to follow the requirements in effect at the time the student reenters Oberlin.

The regulations governing major requirements for double-degree students differ and are described in the double-degree section of this catalog.

Major Status. In addition to Enrollment Status, which is determined by the number of credits completed towards graduation, the Conservatory recognizes Major Status, which is determined by the requirements completed towards the major in a given semester. Major Status for each major is defined in the relevant section of the catalog.

If students are denied continuation in a major by action of the Academic Standing Committee, they are permitted to enroll for the following semester without a major for the purpose of finding a new major; more than one semester of enrollment without a major is not permitted.

Change of Major. Any student interested in changing majors or in adding a second major must initiate that request through the Office of the Associate Deans of the Conservatory. A student must audition before a committee in the department of the new major before changing performance majors or before adding a second performance major. Auditions are arranged by the Conservatory Admissions Office. An interview with the appropriate Conservatory division director is required for changes involving majors other than performance.

If students are denied continuation in a major by action of the Academic Standing Committee, they are permitted to enroll for the following semester without a major for the purpose of finding a new major; more than one semester of enrollment without a major is not permitted.

Studio Change Policy. Any student in a multi-studio department who wishes to request a change of studio must first schedule an appointment with the Conservatory’s Associate Dean for Student Academic Affairs to discuss the rationale for such a request. If a possible change
seems warranted, the Associate Dean will instruct the student to meet with the current teacher to attempt to resolve any conflicts. If both the student and teacher agree that the teaching relationship cannot continue, the teacher will sign the change of studio form. The student will take the signed form to the Office of the Associate Dean for Student Academic Affairs. The Associate Dean will make every attempt to place the student in another studio on a space-available basis. Students should not approach another faculty member with a request to change into his or her studio until the above steps have been completed.

Studio changes normatively take effect at the beginning of the academic year; mid-year studio changes are not typically possible. Studio Change Requests for the next academic year must be made by June 1.

Minor Study
Degree students in the Conservatory are eligible for a minor area of study. A student admitted to a minor program that did not exist in the year of the catalog governing her/his major requirements will follow the requirements for a minor in a subsequent catalog. The specific requirements for each minor are described in the relevant section of the catalog.

Student Solo Concerts and Recitals
**General.** All solo concerts and recitals are scheduled through the Conservatory’s Office of Concert Production. All recitals will be scheduled to occur before the beginning of the reading period of each semester. See [http://oberlin.edu/conpro/](http://oberlin.edu/conpro/) for production policies and procedures governing the scheduling of performances.

**Danenberg Honors Recitals.** These recitals are intended to acquaint the entire student body with the highest standard of student performance. Performers are chosen by audition.

**Senior Recitals.** Students are expected to perform the senior recital no later than the last semester of enrollment. Students who need to give the senior recital after the last semester of enrollment must do so on campus during a period when the Conservatory is in session, either a fall or spring semester, or during a Conservatory summer school session. Students must register for private study in the semester during which they give the senior recital. They must register for hourly private-study lessons during the period leading up to the recital unless the recital is given during the first two weeks of the semester following the final semester of enrollment.

In addition, the aural skills requirement must be completed before the senior recital can be scheduled. Students who complete all of the requirements for graduation (with the exception of the senior recital) in December of a given year, or who are eligible to enroll part-time in their final semester, and who wish to continue their private study and perform their senior recital during the subsequent semester must register for a minimum of two credits of applied study at the credit-hour rate in effect that academic year.

Students not majoring in Performance or Composition may give a non-required senior recital with the approval of their private applied or composition study teacher. Two previous appearances on departmental, studio, or honors recitals are required.

See [http://oberlin.edu/conpro/](http://oberlin.edu/conpro/) for production policies and procedures relevant to the scheduling of senior recitals. A maximum of one hour and twenty minutes, including intermission, will be allotted to each senior recital.

**Junior Recitals.** See [http://oberlin.edu/conpro/](http://oberlin.edu/conpro/) for production policies and procedures relevant to the scheduling of junior recitals.

**Division Recitals.** See [http://oberlin.edu/conpro/](http://oberlin.edu/conpro/) for production policies and procedures relevant to the scheduling of recitals.
Recording. All Junior Recitals, all required and non-required Senior Recitals, and all Honors Recitals will be recorded by the Conservatory Audio Department. High-quality recording units in Kulas Recital Hall and Warner Concert Hall may be used to provide recordings of performances in division and studio recitals.

All concerts by Oberlin Conservatory organizations are recorded. These recordings are available for class work and private listening, and many are available for purchase through the Conservatory Audio Department. Oberlin Conservatory reserves the right to use these recordings to promote the school and raise money for the scholarship fund. All students who participate in performances and recordings release Oberlin Conservatory from any obligation, financial or otherwise.

Extracurricular Performances. A student must secure permission from his or her principal advisor before engaging in any extracurricular performances. This rule applies to all solo performances, special ensemble work, and accompaniments within the Conservatory, as well as outside activities. See http://oberlin.edu/conpro/ for production policies and procedures relevant to extracurricular recitals.

Student-Taught Applied Study

Supervised Student Teaching Program. Each semester a number of students are recommended by their private-study teachers to provide private instruction to Conservatory and Arts and Sciences students who have been approved by audition for secondary applied private study. The program is administered by the Conservatory’s Office of Associate Deans. Student teachers are closely supervised by their own private-study teachers or by an appointed faculty member. Students taking student-taught secondary lessons are required to register for 2 credits. The student teacher receives remuneration of $8.00 per weekly half-hour lesson.

Supervised student teachers of piano are required to have completed (or be currently enrolled in) APST 210: Intermediate Piano Pedagogy. Supervised student teachers of voice must have completed APST 230: The Teaching of Singing.

The faculty supervisor meets with the student teachers and their students during the first two weeks of the semester. After hearing students perform, the faculty supervisor works with the student teachers to establish realistic goals for the semester. The faculty supervisor is expected to hear students assigned to student teachers in his or her studio at least once later in the semester. This hearing may take the form of an appearance in the regularly scheduled studio class or in a special meeting with students and student teachers. At the close of the semester, and most typically during the examination period, the students and student teachers meet with the faculty supervisor to perform some material prepared during the course of the semester.

All lessons with supervised student teachers are offered for Pass/No Pass grading only. Grades for student-taught secondary lessons are assigned by the student teacher in consultation with the faculty supervisor and submitted to the registrar by the faculty supervisor.

Approved Student Teaching Program. The Administrative Assistant in the Applied Studies Office maintains a list of students recommended by their private-study teachers as qualified to give instruction in voice or on their instruments. These students are authorized to use the Conservatory’s facilities in Robertson Hall to teach Conservatory and Arts and Sciences students or individuals not connected with Oberlin College. No credit is offered for such study. The student is expected to remunerate the student teacher directly at the rate of $8.00 per half hour. This rate must not be exceeded.

Facilities for Student Teaching. Only students in the Supervised Student Teaching program or the Approved Student Teaching program are permitted to use Conservatory facilities for teaching.
Summer Programs
The Conservatory offers a series of workshops and institutes that provide high-school and college students, teachers, and accomplished amateurs with exceptional opportunities to develop performance and teaching skills, expand repertoire, build technique, and generally enjoy music-making and performances in a supportive and collegial atmosphere. Participants will study with members of the Conservatory’s distinguished resident and guest faculty and will have full use of the Conservatory’s exceptional facilities. Participants may be eligible to receive college credit.

Previous workshops and institutes have included:
- Baroque Performance Institute (Kenneth Slowik, Artistic Director)
- Composition Workshop (Lewis Nielson, Director)
- Cooper International Piano Competition (Robert Shannon, Director)/Violin Competition (Gregory Fulkerson, Director)
- Oberlin in Italy (Daune Mahy, Director)
- Oberlin Percussion Institute (Michael Rosen, Director)
- Oberlin Summer Academy for High School Organists (James David Christie, Director)
- Oberlin Trumpet Workshop (Roy Poper, Director)
- Sonic Arts Workshop (Tom Lopez, Peter Swendsen, Co-Directors)
- Vocal Academy for High School Students (Daune Mahy and Salvatore Champagne, Co-Directors)

Conservatory students interested in summer lessons should contact the Associate Dean for Student Academic Affairs for policy information.

For a brochure and information on current workshops and institutes, contact the Office for Summer Programs, Oberlin Conservatory of Music, 77 West College St, Oberlin, OH 44074. Phone: (440) 775-8044. Web address: www.oberlin.edu/con/summer.

Conservatory Courses of Instruction
For Conservatory courses, see www.oberlin.edu/regist.
Division of Conducting and Ensembles

Raphael Jiménez, Director

For complete information on this department, its faculty, and a biography for each faculty member go to: www.oberlin.edu/con/divinfo/conducting/.

Choral Ensembles

Jason Harris, Assistant Professor of Choral Conducting

Jazz Ensemble

Dennis Reynolds, Director of Oberlin Jazz Ensemble

Oberlin Arts & Sciences Orchestra

Philip Highfill, Professor of Accompanying (on leave Fall ’14)

Oberlin Orchestra and Chamber Orchestra

Raphael Jiménez, Associate Professor of Conducting and Director of Oberlin Orchestras

Robert Spano, Professor of Conducting (on leave ’14-’15)

Oberlin Sinfonietta, Contemporary Music Ensemble

Timothy Weiss, Professor of Conducting

Master of Music in Conducting

General. The Conducting major is a two-year curriculum with rigorous demands. Only candidates possessing a strong background and broad combination of skills should audition. Students will be considered upon completion of the fourth semester of the conducting sequence. The audition will include conducting a self-recruited and a self-prepared ensemble, an interview with the conducting committee, and a diagnostic examination consisting of sight singing, aural skills, score reading and score playing at the keyboard, knowledge of historical style periods, and theoretical analysis.

Prerequisites. Students applying for the instrumental or choral conducting program must have satisfied the following prerequisites for admission:

i. Intermediate and Advanced Instrumental or Advanced Choral Conducting

ii. Proficiency in piano

iii. Five full classes (20 credits) of Music Theory

iv. Four full classes (16 credits) of Music History

At the time students are auditioned for the conducting major, they must be

i. currently enrolled in good academic standing as an Oberlin student,

ii. maintaining a minimum of a 3.0 GPA, and

iii. successfully completing three years of any of the following undergraduate degree programs at the Oberlin Conservatory: performance, composition, electronic and computer music, or music history.

It is understood that students will probably have to extend the bachelor’s degree program so that both degrees will be completed at the end of five years.

Non-Course Requirement. Graduate Listening Exam. The faculty of the Division of Vocal Studies and the Division of Conducting and Ensembles will construct and administer a listening exam each year to be taken by the fifth-year Master of Music degree students of the Division. The faculty will choose pieces from a Common Listening List and a list compiled by the faculty of the Division. At least 50 percent (or 15 examples) will be chosen from the Common List. Copies of the listening lists and tapes of the materials will be available in the Library. The exam will be offered twice each year (November and April). The exam may be retaken until successfully passed. Any student failing the exam will be given a written appraisal of the areas of
weakness that led to the failure. The exam must be passed before the Degree will be granted.

**Comprehensive Examination.** A comprehensive final examination, both written and oral, is required in the final month of study. The examination will be administered by a committee convened by the student with the consent of his or her advisor.

### Master of Music in Conducting: Choral

**Course Requirements**

<table>
<thead>
<tr>
<th>Hrs.</th>
<th>Fresh</th>
<th>Soph</th>
<th>Junior</th>
<th>Senior</th>
<th>5th Year</th>
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<tr>
<td>4</td>
<td>APST 360, 361 (Adv Choral Cond)</td>
<td>-</td>
<td>-</td>
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<td>2</td>
</tr>
<tr>
<td>2</td>
<td>APST 214 (Keyboard Skills I)</td>
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<td>-</td>
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<td>2</td>
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<td>APST 240 (Continuo Realization)</td>
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<td>-</td>
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<td>-</td>
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<tr>
<td>20</td>
<td>Music Theory electives</td>
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<td>4</td>
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<td>4</td>
</tr>
<tr>
<td>4</td>
<td>MUTH 370 (Music of Twentieth Century)</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>16</td>
<td>Music History electives</td>
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<td>4</td>
<td>4</td>
<td>-</td>
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<tr>
<td>8</td>
<td>Language electives(^1)</td>
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<td>-</td>
<td>4</td>
<td>4</td>
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<tr>
<td>112</td>
<td>Undergraduate major and electives</td>
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<td>14</td>
<td>14</td>
<td>12</td>
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**Recommended Course Distribution**

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<tr>
<th>Hrs.</th>
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<th>22</th>
<th>22</th>
<th>22</th>
<th>10</th>
<th>10</th>
<th>8</th>
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</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>APST 460, 461 (Choral Cond Sem)</td>
<td>-</td>
<td>-</td>
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<td>-</td>
<td>4</td>
<td>4</td>
<td>-</td>
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<tr>
<td>8</td>
<td>APST 560, 561 (Choral Cond Sem)</td>
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<td>-</td>
<td>-</td>
<td>-</td>
<td>4</td>
<td>4</td>
<td></td>
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<tr>
<td>4</td>
<td>COMP 300, 301 (Orchestration)</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>2</td>
<td>2</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>MLIT 300, 301 (Surv Orch/Choral Lit)</td>
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<td>-</td>
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<td>5</td>
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<td>-</td>
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**Graduate credits**

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<thead>
<tr>
<th>Hrs.</th>
<th>10</th>
<th>10</th>
<th>8</th>
<th>6</th>
</tr>
</thead>
</table>

**Total credits**

| Hrs. | 22 | 22 | 22 | 22 | 20 | 20 | 16 | 14 |

\(^1\) One year of French, German, or Italian is required. It is recommended that a second year of one language be taken.

\(^2\) To be selected from upper-division Music Theory or Music History courses, or graduate-level Private Applied or Private Composition Study.
## Master of Music in Conducting: Instrumental

### Course Requirements

<table>
<thead>
<tr>
<th>Distribution</th>
<th>Hrs.</th>
<th>Fresh</th>
<th>Soph</th>
<th>Junior</th>
<th>Senior</th>
<th>5th Year</th>
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</tr>
<tr>
<td>2 APST 214 (Keyboard Skills I)</td>
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<td>-</td>
<td>-</td>
<td>-</td>
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</tr>
<tr>
<td>2 APST 240 (Continuo Realization)</td>
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<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>20 Music Theory electives</td>
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<td>-</td>
</tr>
<tr>
<td>3 MUTH 370 (Music of Twentieth Century)</td>
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<td>-</td>
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</tr>
<tr>
<td>16 Music History electives</td>
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<td>-</td>
<td>-</td>
</tr>
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<td>8 Language electives(^1)</td>
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<td>4</td>
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<td><strong>22</strong></td>
<td><strong>22</strong></td>
<td><strong>22</strong></td>
<td><strong>10</strong></td>
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<tr>
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<td>4 COMP 300, 301 (Orchestration)</td>
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<td>8 MLIT 300, 301 (Surv Orch/Choral Lit)</td>
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<td>6 Graduate electives(^2)</td>
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<td><strong>34 Graduate credits</strong></td>
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<td><strong>22</strong></td>
<td><strong>22</strong></td>
<td><strong>20</strong></td>
</tr>
</tbody>
</table>

\(^1\) One year of French, German, or Italian is required. It is recommended that a second year of one language be taken.

\(^2\) To be selected from upper-division Music Theory or Music History courses, or graduate-level Private Applied or Private Composition Study.
Division of Contemporary Music

Timothy Weiss, Director

Composition Department

For complete information on this department, its faculty, and a biography for each faculty member go to: www.oberlin.edu/con/divinfo/comp/

Aaron Helgeson, Visiting Assistant Professor of Composition
David Lang, Visiting Composer in Residence (on leave '14-'15)
Joshua Levine, Assistant Professor of Composition
Lewis Nielson, Professor of Composition

Bachelor of Music: Composition

<table>
<thead>
<tr>
<th>Course Requirements</th>
<th>Recommended Course</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Distribution</td>
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<td>Hrs.</td>
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<td>8</td>
<td>Composition or TIMARA electives¹</td>
</tr>
<tr>
<td>8</td>
<td>Music Theory electives²</td>
</tr>
<tr>
<td>36</td>
<td>Principal Private Study (Composition)</td>
</tr>
<tr>
<td>16</td>
<td>Music Theory (MUTH 130 or 131, 132, 231, 232)</td>
</tr>
<tr>
<td>8</td>
<td>Aural Skills (MUTH 101, 102, 201, 202)</td>
</tr>
<tr>
<td>4</td>
<td>Music History (MHST 101)³</td>
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<td>Secondary Private Study⁴</td>
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<td>12</td>
<td>Free electives</td>
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<tr>
<td>32</td>
<td>Liberal Arts electives</td>
</tr>
</tbody>
</table>

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|               | 22 | 20 | 22 | 22 | 20 | 20 | 20 |

Non-Course Requirements:

Committee Exams:

First Major Committee - ✓ - - - - - -
Second Major Committee - - - ✓ - - - -

Performance Requirements:

Concert Production ✓ ✓ - - - - - -
Departmental Performance - - ✓ ✓ - - - -

Composition Requirements:

Junior Recital or Project - - - - ✓ or ✓ - -
Senior Recital or Project - - - - - - ✓ or ✓
Thesis Work - - - - ✓ ✓ ✓ ✓
Any 300-level Composition or TIMARA course is appropriate, though at least one must be from Composition.

Any 300-level Music Theory course is appropriate.

MHST 101 may be waived by placement examination when the student enters Oberlin.

This requirement is intended to give Composition majors experience in private study in piano at their level of performance proficiency. Studies may be undertaken in other performance media with permission of the department.

The ensemble requirement may be satisfied by membership in Conservatory ensembles and credit-bearing ExCo ensembles. Other ensembles may be counted with the approval of the department.

Any upper-level Music History or Ethnomusicology courses are appropriate, though at least one must be 200-level.

Aims
The primary aim of the major in composition is to provide aspiring young composers with the means to extend their musical imagination by studying the technique of composition with an experienced composer, by close examination of masterworks of all eras, and by a thorough knowledge of contemporary musical expression.

Another aim is to provide the means for effective transmission of musical ideas to performers and audiences through practical experience in notation of music, orchestration, new instrumental and technological practices, and the balance of form and content.

Lastly, since most majors who finish degrees at Oberlin choose to continue their education, a final aim is to prepare the student for success in graduate education and to facilitate placement in the institution of the student’s choice.

Private Study Committee Exams
At the end of the second and fourth semesters of enrollment, the Composition faculty will review the progress of each student toward completion of the major.

The faculty will consider progress in the following areas:

1. Composition department classes (quantity and quality of work, and general participation in performing and critiquing).
2. Conservatory classes (music theory, aural skills, and musicology).
3. College classes (liberal arts electives).
4. Creative projects outside of class (performances, collaborations with dance or theatre, and so on).
5. Overall progress.

The faculty determines whether the student is performing at a better than satisfactory level, a satisfactory level, or a less than satisfactory level. If the department determines that a student is not making appropriate progress within the major, the student may be refused continuance in the program. It may also be recommended that the student redefine his/her relationship to the program and seek a Composition minor, an Individual Major, or a more liberal arts-based Musical Studies Major in the College of Arts & Sciences.

Detailed comments on individual work will not be offered in this process. Individual critique is provided within the class structure and the advising system.

Performance Requirements
First year Composition majors are required to assist departmental concerts and recitals. These activities may include: moving and setting instruments for rehearsals and performances, preparing and distributing posters for performances, striking instruments after rehearsals and performances, and so on. Assignments will be administered by the department.

Two performances on departmental concerts are required by the end of the second year. It is the student’s responsibility to seek out and follow concert submission guidelines.
Composition Requirements
The Junior Recital or Project consists of a public presentation of work. This normally takes the form of a 30-minute recital of original works. A lecture/demonstration on a topic from the field, or some other form approved by the department may also be accepted.

The Senior Recital or Project represents the culmination of the student’s work for the major. This may take the form of a 60-minute recital of original works. As with the junior requirement, a senior lecture/demonstration on a topic from the field, or some other form approved by the department may be accepted.

Work included in the junior or senior recital/project must be approved by the Composition department during the semester in advance of the presentation date. Junior and senior recitals/projects may not be given in the same academic year, other than in exceptional cases with departmental approval.

In addition to the junior and senior recital projects, composition majors are also required to complete two theses during the last three semesters of their degree:
1. A composition for a large ensemble such as orchestra or wind ensemble. The duration is not defined.
2. An extended work having a minimum duration of ten minutes or more that exhibits technical ability in the development of musical material. The ensemble is not defined.

Either or both works may appear on the senior recital.

Major Status
• Freshman Major Status is attained upon being accepted in the Conservatory as a Composition major.
• Sophomore Major Status is attained upon completion of COMP 201 and 202 and completion of the First Major Committee Examination.
• Junior Major Status is attained upon completion of COMP 203 and 204, the Second Major Committee Examination, and the Performance Requirements.
• Senior Major Status is attained following completion of the Junior Recital or Project and six Composition or TIMARA electives.

Music Theory and Aural Skills Requirement
Students are expected to register for Music Theory and Aural Skills courses each semester until they have completed the requirements. Part or all of these requirements may be waived by placement examination when the student enters Oberlin.

Music Theory I-IV and Aural Skills I-IV must be taken concurrently, e.g., a student will register for Music Theory I (MUTH 130 or 131) and Aural Skills I in the same semester. Under certain circumstances, with the permission of the appropriate division director and the Music Theory division director, students will be allowed to take Aural Skills IV and Music Theory IV separately. A student’s aural skills requirement must be completed before the senior recital can be scheduled. Double-degree students will resolve any conflicts with these expectations in consultation with their advisors.

Expository Writing Proficiency
Students with an SAT verbal score below 580 or an ACT score below 24, or a TOEFL score below 600 must complete one course chosen from RHET 101 or 102.

Minor in Composition
Eligibility
The student must be in a Bachelor’s Degree Program in the Conservatory. The student must be approved by the Composition Department
Course Requirements
Completion of the Composition core courses (COMP 201, 202, 203, 204).
Two semesters of secondary private study in Composition.

Non-Course Requirements
First Minor Committee Examination after COMP 202.
Second Minor Committee Examination after COMP 204.
Two performances on departmental concerts are required. It is the student’s responsibility to seek out and follow concert submission guidelines.

Technology in Music and the Related Arts (TIMARA) Department

For complete information on this department, its faculty, and biographies for each faculty member go to: http://www.timara.oberlin.edu/

Tom Lopez, Associate Professor of Computer Music and Digital Arts; Chair
Lyn Goeringer, Visiting Assistant Professor of Computer Music and Digital Arts
Joo Won Park, Visiting Assistant Professor of TIMARA
Peter Swendsen, Associate Professor of Computer Music and Digital Arts (on leave ’14-15)
John Talbert, Lecturer in Analog-Digital Circuit Design

Bachelor of Music: Technology in Music and Related Arts

<table>
<thead>
<tr>
<th>Course Requirements</th>
<th>Recommended Course Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hrs.</td>
<td>Fresh</td>
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<tr>
<td>16 TIMARA (TECH 201, 202, 203, 204)</td>
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<tr>
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<tr>
<td>8 TIMARA or Composition electives¹</td>
<td>- - - - 4 4 - -</td>
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<tr>
<td>8 TIMARA electives²</td>
<td>- - - - - - 4 4</td>
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<tr>
<td>36 Principal Private Study (TIMARA)</td>
<td>- - 6 6 6 6 6 6</td>
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<tr>
<td>16 Music Theory</td>
<td>4 4 4 4 - - - -</td>
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<tr>
<td>(MUTH 130 or 131, 132, 231, 232)</td>
<td>4 4 - - - -</td>
</tr>
<tr>
<td>8 Aural Skills (MUTH 101, 102, 201, 202)</td>
<td>2 2 2 2 - - - -</td>
</tr>
<tr>
<td>4 Music History (MHST 101)³</td>
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<td>4 Secondary Private Study⁴</td>
<td>- - 2 2 - - - -</td>
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<td>8 Ensemble electives⁵</td>
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<td>8 Musicology electives⁶</td>
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<td>32 Liberal Arts electives</td>
<td>4 4 4 4 4 4 4</td>
</tr>
</tbody>
</table>

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For the most current degree requirements and course information consult the online catalog at http://catalog.oberlin.edu
### Non-Course Requirements

**Committee Exams:**
- First Major Committee
  - - - - - -
- Second Major Committee
  - - - - - -

**Performance Requirements:**
- Concert Production
  - - - - - -
- Departmental Performance
  - - - - - -

**TIMARA Requirements:**
- Junior Recital or Project
  - - - - - -
- Senior Recital or Project
  - - - - - -

1. Any 300-level TIMARA or Composition course is appropriate.
2. Any 300-level TIMARA course is appropriate.
3. MHST 101 may be waived by placement examination when the student enters Oberlin.
4. This requirement is intended to give TIMARA majors experience in private study at their level of performance proficiency. Studies may be undertaken in any performance medium offered by the Conservatory.
5. The ensemble requirement may be satisfied by membership in Conservatory ensembles and credit-bearing ExCo ensembles. Other ensembles may be counted with the approval of the department.
6. Any upper-level Music History or Ethnomusicology courses are appropriate, though at least one must be 200-level.

### Aims

The major in Technology in Music and Related Arts is intended for those students who desire a career where traditional musical skills and understanding are combined with the exploration of the very latest techniques for musical expression. It is expected that students who qualify for this major will demonstrate musical proficiency comparable to that shown by applicants in other areas of the conservatory.

The major prepares a student for specialized graduate study in electroacoustic music, digital media, and interdisciplinary performance. For those who go directly into professional life, this major offers a structured course of study that stresses the application of technology as a special resource in composition, new media, and performance.

### Committee Exams

At the end of the first and second years of enrollment, the TIMARA faculty will review the progress of each student toward completion of the major.

The faculty will consider progress in the following areas:

1. TIMARA department classes (quantity and quality of work, and general participation in performing and critiquing).
2. Conservatory classes (music theory, aural skills, and musicology).
3. College classes (liberal arts electives).
4. Creative projects outside of class (performances, collaborations with dance or theatre, and so on).
5. Overall progress.

The faculty determines whether the student is performing at a better than satisfactory level, a satisfactory level, or a less than satisfactory level. If the department determines that a student is not making appropriate progress within the major, the student may be refused continuance in the program. It may also be recommended that the student redefine his/her relationship to the program and seek a TIMARA minor, an Individual Major, or a liberal-arts based Musical Studies Major within the College of Arts & Sciences.

### Performance Requirements

First year TIMARA majors are required to assist departmental concerts and recitals. These activities may include: moving and connecting equipment for rehearsals and performances,
attending software and hardware during rehearsals and performances, striking equipment after
rehearsals and performances, and so on. Assignments will be administered by the department.

Two performances on departmental concerts are required by the end of the second year. It is
the student’s responsibility to seek out and follow concert submission guidelines.

**TIMARA Requirements**

The Junior Recital or Project consists of a public presentation of work. This may take the form of
a 30-minute recital of original works, a lecture/demonstration on a topic from the field, or some
other form approved by the department.

The Senior Recital or Project represents the culmination of the student’s work for the major.
This may take the form of a 60-minute recital of original works, a senior thesis on a topic from
the field, or some other form approved by the department.

Work included in the junior or senior recital/project must be approved by the TIMARA
department 30 days in advance of the presentation date. Junior and senior recitals/projects may not
be given in the same academic year, other than in exceptional cases with departmental approval.

**Major Status**

- Freshman Major Status is attained upon being accepted in the Conservatory as a
  TIMARA major.
- Sophomore Major Status is attained upon completion of TECH 201 and 202, the First
  Major Committee Examination, and the Performance Requirements.
- Junior Major Status is attained upon completion of TECH 203 and 204, the Second Major
  Committee Examination, and the Performance Requirements.
- Senior Major Status is attained following completion of the Junior Recital or Project and
  six TIMARA or Composition electives.

**Music Theory and Aural Skills Requirement**

Students are expected to register for Music Theory and Aural Skills courses each semester until
they have completed the requirements. Part or all of these requirements may be waived by
placement examination when the student enters Oberlin.

Music Theory I-IV and Aural Skills I-IV must be taken concurrently, e.g., a student will
register for Music Theory I (MUTH 130 or 131) and Aural Skills I in the same semester. Under
certain circumstances, with the permission of the appropriate division director and the Music
Theory division director, students will be allowed to take Aural Skills IV and Music Theory
IV separately. A student’s aural skills requirement must be completed before the senior recital
can be scheduled. Double-degree students will resolve any conflicts with these expectations in
consultation with their advisors.

**Expository Writing Proficiency**

Students with an SAT verbal score below 580 or an ACT score below 24, or a TOEFL score
below 600 must complete one course chosen from RHET 101 or 102.

**Minor in Technology in Music and Related Arts**

**Eligibility**

The student must be in a Bachelor’s Degree Program in the Conservatory.
The student must be approved by the TIMARA Department.

**Course Requirements**

Completion of the TIMARA core courses (TECH 201, 201, 203, 204).
Two semesters of secondary private study in TIMARA.
Non-Course Requirements
First Minor Committee Examination after completing TECH 202.
Second Minor Committee Examination after completing TECH 204.
Two performances on departmental concerts are required. It is the student’s responsibility to seek out and follow concert submission guidelines.

Master of Contemporary Chamber Music

Course Requirements

<table>
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<tr>
<th>Hrs.</th>
<th>Recommended Course</th>
<th>Distribution</th>
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<tr>
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<td>Principal Private Study</td>
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<td>Chamber Music Coaching</td>
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<td>MHST 301 (Intro Research/Writing)</td>
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<td>Entrepreneurship/Prof Dev Electives</td>
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</tbody>
</table>

Non-Course Requirements
First Recital
Second Recital (juried)
Third Recital (off-campus)

Aims
The Master of Contemporary Chamber Music (MCCM) is a professionally focused two-year graduate program designed to launch chamber music ensembles of exceptional artistic and creative potential. Through a curriculum of intensive coaching combined with individual applied study, coursework in theory and musicology designed to deepen analytical and stylistic perspectives, and entrepreneurship courses that develop professional support skills as well as foster an innovative approach, ensembles will develop their craft, artistry, and programming over the course of the program. Ensembles will benefit from faculty mentoring as well as support from touring, recording, and competitions and will be eligible to apply for startup funding offered through Oberlin’s Creativity & Leadership project.

General Requirements

Residence
Completion of this two-year Master of Contemporary Chamber Music degree program typically requires full-time residence for four semesters beyond the Bachelor’s Degree.

Degree Requirements
In addition to the course requirements indicated in the grid, there is a performance requirement of three discrete, full programs. Two of these performances will occur on campus, including one juried recital in Spring of the first year. One performance will occur off-campus. A successful performance on the juried recital (Spring of the first year) is required for continuation in the program.
Historical Performance Program

David Breitman, Director

For complete information on this department, its faculty, and a biography for each faculty member go to: www.oberlin.edu/con/divinfo/histperf/.

David Breitman, Associate Professor of Historical Performance
James David Christie, Professor of Organ
Michael Lynn, Professor of Recorder and Baroque Flute
Marilyn McDonald, Professor of Violin and Teacher of Baroque Violin
Catharina Meints, Associate Professor of Violoncello, Viola da Gamba, and Baroque Cello
Kathryn Montoya, Assistant Professor of Recorder and Baroque Oboe
S. E. Plank, Professor of Musicology
Webb Wiggins, Associate Professor of Harpsichord

Bachelor of Music: Performance (Historical)
Harpsichord, Recorder, Baroque Flute, Early Oboes, Baroque Violin, Baroque Cello, Viola da Gamba, Baroque Cello/Viola da Gamba

<table>
<thead>
<tr>
<th>Course Requirements</th>
<th>Recommended Course Distribution</th>
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<td>Hrs.</td>
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<tr>
<td>16 Ensemble electives²</td>
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<tr>
<td>4 HPRF 302 (Intro to Historical Performance)</td>
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<tr>
<td>8 HPRF 111, 112, 113, 114 (Historical Performance in Context)</td>
<td>-</td>
</tr>
<tr>
<td>2 HPRF 303 (Historical Performance Seminar)</td>
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</tr>
<tr>
<td>16 MUTH 130 or 131, 132, 231, 232 (Music Theory)</td>
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<tr>
<td>8 MUTH 101, 102, 201, 202 (Aural Skills)</td>
<td>2 2</td>
</tr>
<tr>
<td>4 Upper-Division Music Theory electives</td>
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<td>16 Music History electives³</td>
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<td>10 Free electives</td>
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<td>168</td>
<td>24 24</td>
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</tbody>
</table>

For the most current degree requirements and course information consult the online catalog at http://catalog.oberlin.edu
Non-Course Requirements

Private Study Committee Exams:
- First Major Committee
- Second Major Committee

Performance Requirement:
- Junior Recital
- Senior Recital

1 The requirement may be satisfied by two semesters of Secondary Private Study, or by two semesters of class instruction to be chosen from the following courses:
  - APST 841 (Viola da Gamba Consort)
  - APST 242, 244 (Baroque Violin for Violinists)
  - APST 110, 111 (Piano Class)

If a person meets this requirement earning two hours of credit, an additional two hours of music electives are added to the requirements for the major. No course may be used to meet both the Secondary Private Study requirement and the Ensemble elective requirement.

2 To be chosen from the following courses:
  - APST 841 (Viola da Gamba Consort)
  - APST 843 (Baroque Ensemble)
  - APST 844 (Renaissance Recorder Ensemble)
  - APST 240 (Continuo Realization at the Keyboard)
  - APST 730 (Collegium Musicum)

Harpischordists must take APST 214 (Keyboard Skills I), APST 240 (Continuo Realization at the Keyboard) and four semesters of APST 340 (Continuo Accompanying). APST 214 and 240 may not be counted towards the ensemble requirement, but two of the four credits of APST 340 may be counted. Recorder majors must take six semesters of APST 844 (Renaissance Recorder Ensemble) and four semesters of APST 843 (Baroque Ensemble). Viola da gamba majors must take six semesters of APST 841 (Viola da Gamba Consort) and four semesters of APST 843 (Baroque Ensemble). Baroque cello/viola da gamba majors must take APST 841 (Viola da Gamba Consort) for six semesters; they must also take four semesters of APST 843 (Baroque Ensemble), in two of which they must play Baroque cello. Violinists, cellists, oboists, and flute players may substitute one semester of an ensemble in which they play the modern equivalent of their baroque instrument.

3 Three courses in Music History beyond MHST 101 are required, two of which must be at the 200 level.

4 May be waived by examination, in which case five hours must be added to liberal arts electives.

5 Two performances on a departmental or studio recital, or on an honors recital, are required before the Junior Recital.

6 The Junior and Senior Recitals may be performed during the first or the second semester, or during Winter Term. In order for Baroque cello/viola da gamba majors to fulfill the Junior and Senior recital requirements, each instrument must be performed on at least one-half of a recital (either the entire junior or one-half of the Senior recital).

Aims
This program of study is designed to prepare students for careers in performance on certain early instruments and for the combination of performance and musicology.

Advising
It is expected that majors in these early music instruments will work in close consultation with their advisors regarding the distribution of required courses over the four-year sequence.

Music Theory and Aural Skills Requirement
Students are expected to register for Music Theory and Aural Skills courses each semester until they have completed the requirements. Part or all of these requirements may be waived by placement examination when the student enters Oberlin.

Music Theory I-IV and Aural Skills I-IV must be taken concurrently, e.g., a student will register for Music Theory I (MUTH 130 or 131) and Aural Skills I in the same semester. Under certain circumstances, with the permission of the appropriate division director and the Music Theory division director, students will be allowed to take Aural Skills IV and Music Theory IV separately. A student’s aural skills requirement must be completed before the senior recital can be scheduled. Double-degree students will resolve any conflicts with these expectations in consultation with their advisors.

Expository Writing Proficiency
Students with an SAT verbal score below 580 or an ACT score below 24, or a TOEFL score below 600 must complete one course chosen from RHET 101 or 102.
Minor in Performance
(harpsichord, recorder, Baroque flute, early oboes, Baroque violin, Baroque cello, viola da gamba, Baroque cello/viola da gamba)

Eligibility
- The student must be in a Bachelor’s Degree Program in the Conservatory.
- The student must be recommended by his or her private study teacher, and approved by the Historical Performance Committee, after at least two semesters of secondary study.

Course Requirements
- Completion of at least six semesters of secondary private study. (One or two semesters may be waived, as described under “Private Applied Study Courses in Performance.”)
- HPRF 302 (Introduction to Historical Performance).
- Four additional credits in Historical Performance, normally earned through ensemble participation.

Non-Course Requirements
- First and Second Minor Committee Examinations (the examinations may be taken at any time before graduation at the discretion of the Historical Performance Committee).
- Two performances in Historical Performance Studio Class.
- One departmental recital appearance.

Graduate Program in Historical Performance
(five-year and two-year programs)

General Requirements

Procedures for Admission
The graduate program in Historical Performance can be pursued either as a five-year program in combination with an undergraduate degree in a modern instrument, or by persons who hold a Bachelor’s degree from Oberlin or another institution. Applicants are admitted based on an audition on their major instrument and a review of their academic record. Students audition for the five-year program during their junior year, and are expected to present a level comparable to any other applicant for the Master’s program.

Once admitted, students in the two-year Master’s program must demonstrate baccalaureate competence in music history and music theory. Deficiencies must be remedied by taking appropriate undergraduate coursework, or in the case of music history, by either coursework or re-examination.

Placement Exams
Two-year Master of Music: Exams in music history and music theory must be taken during orientation.

Residence
Completion of the two-year Master of Music degree program will typically require full-time residence for four semesters beyond the Bachelor’s degree.

Program Completion
All requirements for the two-year Master of Music degree must be completed within three years from the date of admission. Students are encouraged to attend the summer Baroque Performance Institute and may use the credits earned there toward the degree.
Grading
No credit with a grade lower than B– may be counted toward the requirements of the Master’s Degree.

Degree Requirements
The catalog includes sample grids for the five-year program. For information regarding the curricular requirements for instruments not included in these samples, please contact the Director of the Historical Performance Program.

**Five-year program: Bachelor of Music Combined with a Master of Music in Historical Performance**

Bachelor of Music: Performance (Organ) combined with Master of Music: Historical Performance (Fortepiano, Harpsichord, Organ), *Five-year program*

<table>
<thead>
<tr>
<th>Course Requirements</th>
<th>Recommended Course Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hrs.</td>
<td>Fresh</td>
</tr>
<tr>
<td>48 Principal Private Study</td>
<td>6 6 6 6</td>
</tr>
<tr>
<td>24 Principal Private Study (HP)(^1)</td>
<td>- - - -</td>
</tr>
<tr>
<td>4 Secondary Private Study (HP)(^1)</td>
<td>- - - -</td>
</tr>
<tr>
<td>16 Ensemble electives(^2)</td>
<td>2 2 2 2</td>
</tr>
<tr>
<td>8 Ensemble electives (HP)</td>
<td>- - - -</td>
</tr>
<tr>
<td>8 MLIT 213, 214 (Organ Literature, History and Design)(^3)</td>
<td>- - - 4 4 - - - -</td>
</tr>
<tr>
<td>2 APST 214 (Keyboard Skills I)</td>
<td>- - 2 - - - - - -</td>
</tr>
<tr>
<td>2 APST 215 (Keyboard Skills II) or APST 216 (Improv. at the Organ)(^4)</td>
<td>- - - 2 - - - - - -</td>
</tr>
<tr>
<td>4 APST 340 (Continuo Accompanying)(^6)</td>
<td>- - - - - - 2 2</td>
</tr>
<tr>
<td>16 MUTH 130 or 131, 132, 231, 232 (Music Theory)</td>
<td>4 4 4 4 - - - - - -</td>
</tr>
<tr>
<td>8 MUTH 101, 102, 201, 202 (Aural Skills)</td>
<td>2 2 2 2 - - - - - -</td>
</tr>
<tr>
<td>12 Upper-Division Music Theory electives</td>
<td>- - - - 4 4 - - - -</td>
</tr>
<tr>
<td>20 MHST 101, 301, and MHST electives(^5)</td>
<td>4 4 4 - - - 4 - 4 -</td>
</tr>
<tr>
<td>4 HPRF 302 (Intro to Historical Perf.)</td>
<td>- - - - 4 - - - - - -</td>
</tr>
<tr>
<td>4 HPRF 111, 112, 113, 114</td>
<td>- - - - - 1 1 1 1</td>
</tr>
<tr>
<td>4 HPRF 521 (Graduate Studies in Historical Performance)</td>
<td>- - - - - - - 2 2 -</td>
</tr>
<tr>
<td>2 APST 602 (Graduate Lecture Recital)</td>
<td>- - - - - - - - - 2</td>
</tr>
<tr>
<td>32 Liberal Arts electives</td>
<td>4 4 4 4 - 4 4 4 4 -</td>
</tr>
<tr>
<td><strong>168 Undergraduate credits</strong></td>
<td>22 22 24 20 22 22 12 12 8 4</td>
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<tr>
<td><strong>50 Graduate credits</strong></td>
<td>- - - - - - 13 11 13 13</td>
</tr>
<tr>
<td><strong>218 Total credits</strong></td>
<td>22 22 24 24 22 22 25 23 21 17</td>
</tr>
</tbody>
</table>
### Undergraduate Non-Course Requirements

Private Study Committee Exams:
- First Major Committee
- Second Major Committee
- Third Major Committee

Performance Requirement:
- Junior Recital\(^8,9\)
- Senior Recital\(^9\)

### Graduate Non-Course Requirements

Private Study Committee Exam
- Master’s Recital
- Recital Hearing
- Comprehensive Exams
- Keyboard proficiency\(^10\)
- Language proficiency\(^11\)
- Harpsichord Skills\(^12\)

1. Secondary study of the HP instrument is typical, but not required. At the discretion of the HP faculty, these secondary lesson credits may be used toward the Applied Study requirement for the Masters Degree (i.e., 2-2-2-2-6-6).

2. Organ majors must satisfactorily complete eight semesters of ensemble, of which two must be in singing groups. In the remaining six semesters students may choose to participate in any of the ensembles listed in the catalog as part of the Conservatory curriculum. In addition, if qualified, they may elect to count the following courses toward the ensemble requirement: APST 204 (Interpretation of Art Song); MLIT 220 (The Lied); and MLIT 221 (The Mélodie).

3. Because MLIT 213, 214 is offered in alternate years only, it must be taken in either the junior or senior year.

4. Two semesters of keyboard skills are required; organ majors may elect to take APST 216 (Improvisation at the Organ) or APST 240 (Continuo Realization at the Keyboard) in place of APST 215 (Keyboard Skills II)

5. Four courses in Music History beyond MHST 101 are required. One of the electives must be at the 300-level.

6. Required only of students whose major is harpsichord.

7. Students must have demonstrated baccalaureate competence in music history and music theory before enrollment for the lecture recital; the lecture recital cannot take place in the same semester as the master’s recital.

8. Two performances on a departmental or studio recital, or on an honors recital, are required before the junior recital.

9. The junior and senior recitals may be performed during the first or the second semester, or during Winter Term.

10. Required of non-keyboard majors. Requirement may be satisfied by passing a proficiency exam or taking an appropriate course in consultation with the keyboard faculty.

11. Examination of reading proficiency in French or German.

12. For harpsichordists: includes proficiency in tuning, maintenance, and continuo realization. APST 240 (Continuo Realization) may be taken to fulfill the continuo realization requirement.
Bachelor of Music: Performance (violin, viola, cello, double bass) combined with Master of Music: Historical Performance (Baroque violin, Baroque cello, viola da gamba), *five-year program*

<table>
<thead>
<tr>
<th>Course Requirements</th>
<th>Recommended Course Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hrs.</td>
<td>Fresh</td>
</tr>
<tr>
<td>48 Principal Private Study</td>
<td>6</td>
</tr>
<tr>
<td>24 Principal Private Study (HP)&lt;sup&gt;1&lt;/sup&gt;</td>
<td>-</td>
</tr>
<tr>
<td>4 Secondary Private Study (HP)&lt;sup&gt;1&lt;/sup&gt;</td>
<td>-</td>
</tr>
<tr>
<td>4 Secondary Private Study (Piano)</td>
<td>2</td>
</tr>
<tr>
<td>16 Large ensemble electives&lt;sup&gt;2&lt;/sup&gt;</td>
<td>2</td>
</tr>
<tr>
<td>12 Chamber music electives&lt;sup&gt;3&lt;/sup&gt;</td>
<td>2</td>
</tr>
<tr>
<td>8 Ensemble electives (HP)</td>
<td>-</td>
</tr>
<tr>
<td>16 MUTH 130 or 131, 132, 231, 232 (Music Theory)</td>
<td>4</td>
</tr>
<tr>
<td>8 MUTH 101, 102, 201, 202 (Aural Skills)</td>
<td>2</td>
</tr>
<tr>
<td>8 Upper-Division Music Theory electives</td>
<td>-</td>
</tr>
<tr>
<td>16 Music History 101, 301 and MHST electives&lt;sup&gt;4&lt;/sup&gt;</td>
<td>4</td>
</tr>
<tr>
<td>4 HPRF 302 (Intro to Historical Performance)</td>
<td>-</td>
</tr>
<tr>
<td>4 HPRF 111, 112, 113, 114</td>
<td>-</td>
</tr>
<tr>
<td>4 HPRF 521 (Graduate Studies in Historical Performance)</td>
<td>-</td>
</tr>
<tr>
<td>2 APST 602 (Graduate Lecture Recital)&lt;sup&gt;6&lt;/sup&gt;</td>
<td>-</td>
</tr>
<tr>
<td>32 Liberal Arts electives</td>
<td>-</td>
</tr>
<tr>
<td>12 Free electives&lt;sup&gt;5&lt;/sup&gt;</td>
<td>-</td>
</tr>
<tr>
<td>168 Undergraduate Credits</td>
<td>22</td>
</tr>
<tr>
<td>50 Graduate Credits</td>
<td>-</td>
</tr>
<tr>
<td>218 Total Credits</td>
<td>22</td>
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</tbody>
</table>
### Undergraduate Non-Course Requirements

#### Private Study Committee Exams:
- First Major Committee  
- Second Major Committee  
- Third Major Committee

#### Performance Requirement:
- Junior Recital\(^7,8\)  
- Senior Recital\(^8\)

#### Graduate Non-Course Requirements
- Private Study Committee Exam  
- Master’s Recital  
- Recital Hearing  
- Comprehensive Exams  
- Keyboard proficiency\(^9\)  
- Language proficiency\(^11\)

---

\(^1\) Secondary study of the HP instrument is typical, but not required. At the discretion of the HP faculty, these secondary lesson credits may be used toward the Applied Study requirement for the Masters Degree (i.e., 2-2-2-6-6).

\(^2\) String students must participate in the Large Ensemble program (Oberlin Orchestra/CME-APST 709; Sinfonietta/Chamber Orchestra APST 724) every semester in residence as assigned. Students must complete a minimum of six semesters of Large Ensembles to fulfill graduation requirements. Double-degree students are required to participate for the first consecutive eight semesters in residence. Transfer students must register every semester on campus.

\(^3\) For violin, viola and cello majors only. One semester must be in APST 805 (Contemporary Chamber Music) or APST 723 (Contemporary Music Ensemble). Only one semester of Contemporary Music Ensemble, APST 843 (Baroque Ensemble), or JAZZ 700 (Jazz Ensemble- Large Group) may be counted toward this requirement (please note that you may not apply a single ensemble experience toward both large and small ensemble requirements). One semester of APST 806 (Advanced String Quartet Seminar) will satisfy only one semester of the chamber music requirement. All required ensemble credits must be earned in on-campus ensembles. Transfer students are required to participate in a small ensemble in every semester of enrollment up to a maximum of six semesters. Double bass majors are required to take APST 285 (Orchestral Repertoire for Double Bass) for four semesters. It is recommended that Double Bass majors fulfill the other two semesters of this requirement with APST 812 (Double Bass Ensemble).

\(^4\) Three courses in Music History beyond MHST 101 are required. One of the MHST electives must be at the 300-level.

\(^5\) Violin majors must take one credit of APST 130 (Viola Class) or must satisfactorily complete APST 800 (Chamber Music) or APST 805 Contemporary Chamber Music) playing viola with the prior approval of the String Department. This requirement may also be waived by examination.

\(^6\) Students must have demonstrated baccalaureate competence in music history and music theory before enrollment for the lecture recital; the lecture recital cannot take place in the same semester as the master’s recital.

\(^7\) Two performances on a student recital (division, studio, or honors recital) are required before the junior recital. Two additional performances on a student recital (see above) may be substituted for the junior recital.

\(^8\) The junior and senior recitals may be performed during the first or the second semester, or during Winter Term. The senior recital cannot be given until the junior recital requirement has been satisfied.

\(^9\) Required of non-keyboard majors. Requirement may be satisfied by passing a proficiency exam or taking an appropriate course in consultation with the keyboard faculty.

\(^10\) Examination of reading proficiency in French or German.
Two-year Programs: Master of Music in Historical Performance
Master of Music in Historical Performance: Baroque Cello/ Viola da Gamba, *two-year program*

<table>
<thead>
<tr>
<th>Course Requirements</th>
<th>Recommended Course Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hrs.</td>
<td>Sem 1</td>
</tr>
<tr>
<td>26 Principal Private Study</td>
<td>6</td>
</tr>
<tr>
<td>6 Second Instrument Study</td>
<td>2</td>
</tr>
<tr>
<td>8 Ensembles</td>
<td>2</td>
</tr>
<tr>
<td>4 HPRF 502 (Intro to Historical Performance)</td>
<td>4</td>
</tr>
<tr>
<td>4 MHST 301 (Intro to Music Research and Writing)</td>
<td>4</td>
</tr>
<tr>
<td>4 Music History 300-level elective</td>
<td>-</td>
</tr>
<tr>
<td>4 Music Theory 400-level elective</td>
<td>-</td>
</tr>
<tr>
<td>4 HPRF 111, 112, 113, 114 (Historical Performance in Context)</td>
<td>1</td>
</tr>
<tr>
<td>4 HPRF 521 (Graduate Studies in Historical Performance)</td>
<td>-</td>
</tr>
<tr>
<td>2 APST 602 (Graduate Lecture Recital)</td>
<td>-</td>
</tr>
<tr>
<td><strong>66</strong></td>
<td><strong>19</strong></td>
</tr>
</tbody>
</table>

**Graduate Non-Course Requirements**
- Private Study Committee Exam
  - - ✓ - -
- Master’s Recital
  - - - ✓
- Recital Hearing
  - - - ✓
- Second Recital
  - - ✓ -
- Second Recital Hearing
  - - ✓ -
- Comprehensive Exam
  - - - ✓
- Language proficiency
  - ✓ - -

1 HPRF 502 is required during the first semester of study unless waived by exam/interview during orientation.

2 Students must have demonstrated baccalaureate competence in music history and music theory before enrollment for the lecture recital; the lecture recital cannot take place in the same semester as the master’s recital.

3 Examination of reading proficiency in French or German.
Master of Music in Historical Performance: Historical Instruments (harpsichord, fortepiano, organ, Baroque violin, Baroque flute, Baroque cello, viola da gamba, recorder), *two-year program*

<table>
<thead>
<tr>
<th>Course Requirements</th>
<th>Recommended Course Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hrs.</td>
<td>Sem 1</td>
</tr>
<tr>
<td>26</td>
<td>6</td>
</tr>
<tr>
<td>Principal Private Study</td>
<td>8</td>
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<tr>
<td>Ensembles</td>
<td>4</td>
</tr>
<tr>
<td>APST 340 (Continuo Accompanying)</td>
<td>4</td>
</tr>
<tr>
<td>HPRF 502 (Intro to Historical Performance)</td>
<td>4</td>
</tr>
<tr>
<td>MHST 301 (Intro to Music Research and Writing)</td>
<td>4</td>
</tr>
<tr>
<td>Musicology 300-level elective</td>
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<td>Music Theory 400-level elective</td>
<td>-</td>
</tr>
<tr>
<td>HPRF 111, 112, 113, 114 (Historical Performance in Context)</td>
<td>1</td>
</tr>
<tr>
<td>HPRF 521 (Graduate Studies in Historical Performance)</td>
<td>-</td>
</tr>
<tr>
<td>APST 602 (Graduate Lecture Recital)</td>
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<tr>
<td>Harpsichord</td>
<td>64</td>
</tr>
<tr>
<td>All other instruments</td>
<td>60</td>
</tr>
</tbody>
</table>

**Non-Course Requirements**
- Private Study Committee Exam
- Master’s Recital
- Recital Hearing
- Comprehensive Exam
- Keyboard proficiency
- Language proficiency
- Harpsichord skills

1. For students whose major is harpsichord.
2. HPRF 502 is required during the first semester of study unless waived by exam/interview during orientation.
3. Students must have demonstrated baccalaureate competence in music history and music theory before enrollment for the lecture recital; the lecture recital cannot take place in the same semester as the master’s recital.
4. Required of non-keyboard majors. Requirement may be satisfied by passing a proficiency exam or taking an appropriate course in consultation with the keyboard faculty.
5. Examination of reading proficiency in French or German.
6. For harpsichordists: includes proficiency in tuning, maintenance, and continuo realization. APST 240 (Continuo Realization) may be taken to fulfill the continuo realization requirement.
Master of Music in Historical Performance: Historical Keyboard Instruments (Harpsichord, Fortepiano, and Organ - combined), *two-year program*

<table>
<thead>
<tr>
<th>Course Requirements</th>
<th>Recommended Course Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Hrs.</strong></td>
<td><strong>Sem 1</strong></td>
</tr>
<tr>
<td>Principal Private Study</td>
<td>6</td>
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<tr>
<td>Secondary Study</td>
<td>2</td>
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<tr>
<td>Ensembles</td>
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</tr>
<tr>
<td>APST 340 (Continuo Accompanying)</td>
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</tr>
<tr>
<td>HPRF 502 (Intro to Historical Performance)¹</td>
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<td>MHST 301 (Intro to Music Research and Writing)</td>
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<tr>
<td>Musicology 300-level elective</td>
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</tr>
<tr>
<td>Music Theory 400-level elective</td>
<td>-</td>
</tr>
<tr>
<td>HPRF 111, 112, 113, 114 (Historical Performance in Context)</td>
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</tr>
<tr>
<td>HPRF 521 (Graduate Studies in Historical Performance)</td>
<td>-</td>
</tr>
<tr>
<td>APST 602 (Graduate Lecture Recital)²</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>19</strong></td>
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**Non-Course Requirements**

- Private Study Committee Exam: -
- Master’s Recital: -
- Recital Hearing: -
- Second Recital: -
- Second Recital Hearing: -
- Comprehensive Exam: -
- Language proficiency: -
- Continuo realization and other skills: -

¹ HPRF 502 is required during the first semester of study unless waived by exam/interview during orientation.

² Students must have demonstrated baccalaureate competence in music history and music theory before enrollment for the lecture recital; the lecture recital cannot take place in the same semester as the master’s recital.

³ The second recital must be split between a secondary instrument and the principal instrument, on a single secondary instrument, or split between two secondary instruments.

⁴ Examination of reading proficiency in French or German.

⁵ Proficiency in tuning, maintenance, and continuo realization. APST 240 (Continuo Realization) may be taken to fulfill the continuo realization requirement.
Master of Music in Historical Performance: Historical Oboes (Baroque, classical, and other oboes [da caccia, d’amore]), *two-year program*

<table>
<thead>
<tr>
<th>Course Requirements</th>
<th>Recommended Course Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Hrs.</td>
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<tr>
<td>Principal Private Study</td>
<td>26</td>
</tr>
<tr>
<td>Ensembles</td>
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</tr>
<tr>
<td>HPRF 502 (Intro to Historical Performance)</td>
<td>4</td>
</tr>
<tr>
<td>MHST 301 (Intro to Music Research and Writing)</td>
<td>4</td>
</tr>
<tr>
<td>Musicology 300-level elective</td>
<td>4</td>
</tr>
<tr>
<td>Music Theory 400-level elective</td>
<td>4</td>
</tr>
<tr>
<td>HPRF 111, 112, 113, 114 (Historical Performance in Context)</td>
<td>4</td>
</tr>
<tr>
<td>HPRF 521 (Graduate Studies in Historical Performance)</td>
<td>2</td>
</tr>
<tr>
<td>APST 602 (Graduate Lecture Recital)</td>
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</table>

<table>
<thead>
<tr>
<th>Non-Course Requirements</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Private Study Committee Exam</td>
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<tr>
<td>First Master’s Recital</td>
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<tr>
<td>First Recital Hearing</td>
<td>-</td>
</tr>
<tr>
<td>Second Master’s Recital</td>
<td>-</td>
</tr>
<tr>
<td>Second Recital Hearing</td>
<td>-</td>
</tr>
<tr>
<td>Comprehensive Exam</td>
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</tr>
<tr>
<td>Keyboard proficiency</td>
<td>-</td>
</tr>
<tr>
<td>Language proficiency</td>
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</tbody>
</table>

1 HPRF 502 is required during the first semester of study unless waived by exam/interview during orientation.

2 Students must have demonstrated baccalaureate competence in music history and music theory before enrollment for the lecture recital; the lecture recital cannot take place in the same semester as the master’s recital.

3 Required of non-keyboard majors. Requirement may be satisfied by passing a proficiency exam or taking an appropriate course in consultation with the keyboard faculty.

4 Examination of reading proficiency in French or German.

For the most current degree requirements and course information consult the online catalog at [http://catalog.oberlin.edu](http://catalog.oberlin.edu)
Division of Jazz Studies

Bob Ferrazza, Director

For complete information on this department, its faculty, and biographies for each faculty member go to: www.oberlin.edu/con/divinfo/jazz/.

Jay Ashby, Assistant Professor of Jazz Arranging
Gary Bartz, Visiting Professor of Jazz Saxophone
Peter Dominguez, Professor of Jazz Studies and Double Bass
Robin Eubanks, Associate Professor of Jazz Trombone and Jazz Composition
Bob Ferrazza, Professor of Jazz Guitar
Jamey Haddad, Professor of Advanced Improvisation and Percussion
Billy Hart, Associate Professor of Jazz Percussion
Dennis Reynolds, Director of Oberlin Jazz Ensemble
Paul Samuels, Teacher of Jazz Small Ensembles
Dan Wall, Associate Professor of Jazz Piano (on leave, Spring ’15)
TBD, Visiting Teacher of Jazz Trumpet

Bachelor of Music: Jazz Composition

<table>
<thead>
<tr>
<th>Course Requirements</th>
<th>Recommended Course Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hrs.</td>
<td>Fresh</td>
</tr>
<tr>
<td>48 Principal Private Study (Jazz Composition)</td>
<td>6 6</td>
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<tr>
<td>8 JAZZ 803 (Jazz Ensemble-Small Group)</td>
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</tr>
<tr>
<td>6 JAZZ 700 (Jazz Ensemble-Large Group)</td>
<td>- -</td>
</tr>
<tr>
<td>8 JAZZ 201, 202 (Jazz Improvisation)</td>
<td>- -</td>
</tr>
<tr>
<td>2 JAZZ 110 (Jazz Keyboard)</td>
<td>- -</td>
</tr>
<tr>
<td>8 JAZZ 120, 121 (Jazz Theory)</td>
<td>4 4</td>
</tr>
<tr>
<td>2 JAZZ 100 (Jazz Aural Skills)</td>
<td>- 2</td>
</tr>
<tr>
<td>4 JAZZ 130, 131 (Basic Arrang/Comp Tech)</td>
<td>2 2</td>
</tr>
<tr>
<td>1 CNST 160 (Digital Audio Skills)</td>
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<tr>
<td>16 MUTH 130 or 131, 132, 231, 232 (Music Theory)</td>
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</tr>
<tr>
<td>8 MUTH 101, 102, 201, 202 (Aural Skills)</td>
<td>2 2</td>
</tr>
<tr>
<td>4 MHST 101 (Intro to the History and Literature of Music)</td>
<td>- -</td>
</tr>
<tr>
<td>8 MHST 290, 291 (Intro to African-American Music)</td>
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</tr>
<tr>
<td>8 Music electives</td>
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<tr>
<td>32 Liberal Arts electives</td>
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<tr>
<td>5 Free electives</td>
<td>- -</td>
</tr>
<tr>
<td>168</td>
<td>22 24</td>
</tr>
</tbody>
</table>
Non-Course Requirements

Private Study Committee Exams:
- First Major Committee
- Second Major Committee

Composition Requirement:
- Junior Recital
- Senior Recital

Jazz Forum
A weekly convocation that features guest artists, historians, producers, writers and faculty members. Attendance is required of all jazz majors.

Music Theory and Aural Skills Requirement
Students are expected to register for Music Theory and Aural Skills courses each semester until they have completed the requirements. Part or all of these requirements may be waived by placement examination when the student enters Oberlin.

Music Theory I-IV and Aural Skills I-IV must be taken concurrently, e.g., a student will register for Music Theory I (MUTH 130 or 131) and Aural Skills I in the same semester. Under certain circumstances, with the permission of the appropriate division director and the Music Theory division director, students will be allowed to take Aural Skills IV and Music Theory IV separately. A student’s aural skills requirement must be completed before the senior recital can be scheduled. Double-degree students will resolve any conflicts with these expectations in consultation with their advisors.

Committee Examinations
Composition: The examining committee for the First and Second Major Committee Examinations is composed of the Jazz Studies faculty.

Performance: The examining committee for the First and Second Major Committee Examinations is composed of the principal private study teachers and the Jazz Studies faculty. The content of the Committee Examination will be determined by the appropriate Applied and Jazz Studies faculty members.

Freshman/Sophomore Composition Requirement
This consists of four pieces, three of which must be original. The fourth may be an arrangement of a pre-existing piece for large jazz ensemble. All pieces must be performed publicly.

Expository Writing Proficiency
Students with an SAT verbal score below 580 or an ACT score below 24, or a TOEFL score below 600 must complete one course chosen from RHET 101 or 102.
# Bachelor of Music: Jazz Performance

<table>
<thead>
<tr>
<th>Course Requirements</th>
<th>Recommended Course Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hrs.</td>
<td>Fresh</td>
</tr>
<tr>
<td>48</td>
<td>6</td>
</tr>
<tr>
<td>16</td>
<td>2</td>
</tr>
<tr>
<td>8</td>
<td>-</td>
</tr>
<tr>
<td>8</td>
<td>-</td>
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**168**

<table>
<thead>
<tr>
<th>Non-Course Requirements</th>
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</thead>
<tbody>
<tr>
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<td>24</td>
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</tbody>
</table>

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**Non-Course Requirements**

Private Applied Study Committee Exams:

- **First Major Committee**
  - -
- **Second Major Committee**
  - -

Performance Requirement:

- **Junior Recital**
  - - - - (✓)(✓) - -
- **Senior Recital**
  - - - - - - (✓)(✓)

---

1. Jazz performance majors are required to audition for JAZZ 700 (Jazz Ensemble-Large Group) each semester they intend to take an ensemble and to take a minimum of four credits in the Large Ensemble. The remaining twelve credits of the ensemble requirement may be fulfilled in JAZZ 803 (Jazz Ensemble-Small Group).

2. For Jazz percussionists. All other majors are required to take an additional two credits of free electives.

3. For non-keyboard majors. Keyboard majors are required to take an additional two credits of free electives.

4. The First Major Committee must be successfully completed in order to advance to the next level of instruction. The Second Major Committee must be satisfactorily completed by the end of the semester prior to the last two semesters of residence.
Jazz Forum
A weekly convocation that features guest artists, historians, producers, writers and faculty members. Attendance is required of all jazz majors.

Music Theory and Aural Skills Requirement
Students are expected to register for Music Theory and Aural Skills courses each semester until they have completed the requirements. Part or all of these requirements may be waived by placement examination when the student enters Oberlin.

Music Theory I-IV and Aural Skills I-IV must be taken concurrently, e.g., a student will register for Music Theory I (MUTH 130 or 131) and Aural Skills I in the same semester. Under certain circumstances, with the permission of the appropriate division director and the Music Theory division director, students will be allowed to take Aural Skills IV and Music Theory IV separately. A student’s aural skills requirement must be completed before the senior recital can be scheduled. Double-degree students will resolve any conflicts with these expectations in consultation with their advisors.

Expository Writing Proficiency
Students with an SAT verbal score below 580 or an ACT score below 24, or a TOEFL score below 600 must complete one course chosen from RHET 101 or 102.
Division of Keyboard Studies

Robert Shannon, Director

For complete information on this department, its faculty, and a biography for each faculty member go to: www.oberlin.edu/con/divinfo/keyboard/

Organ Department

James David Christie, Professor of Organ; Chair
Jonathan Moyer, Assistant Professor of Organ

Bachelor of Music: Performance (Organ)

<table>
<thead>
<tr>
<th>Course Requirements</th>
<th>Recommended Course Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hrs.</td>
<td>Fresh</td>
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<tr>
<td>48</td>
<td>6</td>
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<tr>
<td>Principal Private Study (Organ)</td>
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<tr>
<td>12</td>
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<tr>
<td>Ensemble electives¹</td>
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<tr>
<td>APST 221, 222 (Sacred Music Skills)²</td>
<td>-</td>
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<tr>
<td>MLIT 213, 214 (Organ Literature, History and Design)³</td>
<td>-</td>
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<tr>
<td>APST 214 (Keyboard Skills I)</td>
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<tr>
<td>APST 215 (Keyboard Skills II)⁴</td>
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<td>MUTH 130 or 131, 132, 231, 232 (Music Theory)</td>
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<tr>
<td>MUTH 101, 102, 201, 202 (Aural Skills)</td>
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<tr>
<td>Upper-Division Music Theory electives</td>
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<tr>
<td>16</td>
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<tr>
<td>Music History electives⁵</td>
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<td>Liberal Arts electives</td>
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<tr>
<td>Free electives</td>
<td>-</td>
</tr>
<tr>
<td>168</td>
<td></td>
</tr>
</tbody>
</table>

Non-Course Requirements

Private Study Committee Exams:
First Major Committee: - ✓ - - - - - - -
Second Major Committee: - - - ✓ - - - - -
Third Major Committee: - - - - ✓ - - -

Performance Requirement:
Junior Recital⁶, ⁷ - - - - ✓ (✓) - -
Senior Recital⁷ - - - - - - (✓) (✓)

¹ Organ majors must satisfactorily complete six semesters of ensemble performance, of which two must be in singing groups. In the remaining four semesters students may choose to participate in any of the ensembles listed in the catalog as part of the Conservatory curriculum. In addition, if qualified, they may elect to count the following courses toward the ensemble requirement: APST 204 (Interpretation of Art Song); MLIT 220 (The Lied); and MLIT 221 (The Mélodie).

² Because APST 221 and 222 are offered in alternate years only, they must be taken in either the freshman or sophomore year.
3 Because MLIT 213 and 214 are offered in alternate years only, they must be taken in either the junior or senior year.

4 Two semesters of keyboard skills are required; organ majors may elect to take APST 240 (Continuo Realization at the Keyboard) in place of APST 215 (Keyboard Skills II).

5 Three courses in music history beyond MHST 101 are required.

6 Two performances on a divisional or studio recital, or on an honors recital are required before the junior recital.

7 The junior and senior recitals may be performed during the first or the second semester, or during Winter Term.

Secondary Study
Although it is not a requirement, freshman organ majors are encouraged to study piano or harpsichord as a secondary applied study.

Major Status

Sophomore Major Status is attained upon completion of: The First Major Committee Examination.

Junior Major Status is attained upon completion of: Principal Private Study IV (Organ) and the Second Major Committee Examination.

Senior Major Status is attained upon completion of: Principal Private Study VI (Organ), the Third Major Committee Examination, and the Junior Recital.

Theory and Aural Skills Requirement
Students are expected to register for Music Theory and Aural Skills courses each semester until they have completed the requirements. Part or all of these requirements may be waived by placement examination when the student enters Oberlin.

Music Theory I-IV and Aural Skills I-IV must be taken concurrently, e.g., a student will register for Music Theory I (MUTH 130 or 131) and Aural Skills I in the same semester. Under certain circumstances, with the permission of the appropriate division director and the Music Theory division director, students will be allowed to take Aural Skills IV and Music Theory IV separately. A student’s aural skills requirement must be completed before the senior recital can be scheduled. Double-degree students will resolve any conflicts with these expectations in consultation with their advisors.

First Private Study Committee Examination
This examination will consist of approximately 10 minutes of solo music, prepared with the major teacher, to be performed from memory for the organ faculty at the end of the freshman year. In addition, two hymns are to be played: one chosen and prepared by the student; one to be read at sight. Total duration of this exam: 15 minutes. Transfer students with two or more semesters of organ credit will not be required to take this examination. No grades are given for this exam; it is advisory in nature. Comments will be offered by the faculty.

Second Private Study Committee Examination
This examination, to be played for the organ faculty at the end of the sophomore year, will consist of the following items:

i. A piece of approximately 12 minutes duration, prepared with the major teacher, to be performed from memory.

ii. A self-chosen and self-learned piece of approximately six minutes duration, which may be played from score. (Both pieces should take no longer than 18 minutes to play.)

iii. Sight reading of a chorale harmonization and a trio.

This examination will be graded pass/fail and must be passed in order for the student to continue as an organ performance major. Total duration: 25 minutes.

Third Private Study Committee Examination
This examination, to be played for the organ faculty at the end of the first semester of the junior
year, or at the end of the fifth semester of study, will consist of three parts:

i. A piece chosen by the faculty and announced two weeks before the examination date; this music is to be self-prepared, without help from the major teacher or others.

ii. More advanced sight reading of chorale harmonizations and trios.

iii. Transposition of a hymn harmonization up or down by a half or whole step.

This examination will be graded, and comments will be written by the faculty. Students who do not receive an average grade of B– or better on this examination will be required to repeat it at the end of the following semester. Total duration: 20 minutes.

**Junior Recital**
This will consist of solo pieces performed from memory. The maximum length shall be 35 minutes. Minimum length shall be 25 minutes. The junior recital may be performed during the first or second semester, or during Winter Term.

**Senior Recital**
This will consist of at least 50 minutes of solo repertoire and may be played from score. In addition, ensemble pieces may be included. The senior recital may be performed during the first or second semester, or during Winter Term.

**Miscellaneous**
At the discretion of the instructor, organ performance majors are expected and encouraged to secure a position as an organist in the Oberlin/Cleveland greater area. International students in their first year of study may accept positions only with institutions affiliated with the organ department.

**Expository Writing Proficiency**
Students with an SAT verbal score below 580 or an ACT score below 24, or a TOEFL score below 600 must complete one course chosen from RHET 101 or 102.

**Minor in Performance (Organ)**

**Eligibility**
The student must be in a Bachelor’s Degree Program in the Conservatory. The student must be recommended by his or her private study teacher.

**Course Requirements**
Completion of at least six semesters of Secondary Private Study (Organ).

**Non-Course Requirements**
First Minor Committee Examination after two semesters of Secondary Private Study (Organ).
Second Minor Committee Examination after four semesters of Secondary Private Study (Organ).
One departmental recital appearance.

**Artist Diploma (Organ)**
Information on the two-year program leading to an Artist Diploma (graduate level) can be found at the end of the catalog.
# Piano Department

**Alvin Chow,** Associate Professor of Piano; Chair  
**Angela Cheng,** Associate Professor of Piano  
**Monique Duphil,** Professor of Piano  
**Philip Highfill,** Professor of Accompanying (on leave, Fall ’14)  
**James Howsmon,** Professor of Instrumental Accompanying  
**Sanford Margolis,** Professor of Piano  
**Andrea McAlister,** Associate Professor of Piano Pedagogy  
**Robert Shannon,** Professor of Piano  
**Haewon Song,** Associate Professor of Piano  
**Peter Takács,** Professor of Piano  
**Monica Vanderveen,** Visiting Instructor of Vocal Accompanying and Coaching (Fall ’14)

## Bachelor of Music: Performance (Piano)

<table>
<thead>
<tr>
<th>Course Requirements</th>
<th>Recommended Course Distribution</th>
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<tbody>
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<td>Hrs.</td>
<td>Fresh</td>
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<td>---------------------</td>
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<tr>
<td>48 Principal Private Study (Piano)</td>
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<tr>
<td>8 Ensemble electives</td>
<td>2</td>
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<tr>
<td>8 APST 112, 113 (Keyboard Accompanying)</td>
<td>-</td>
</tr>
<tr>
<td>4 MLIT 215, 216 (Piano Literature)</td>
<td>-</td>
</tr>
<tr>
<td>4 APST 214, 215 (Keyboard Skills)</td>
<td>-</td>
</tr>
<tr>
<td>16 MUTH 130 or 131, 132, 231, 232 (Music Theory)</td>
<td>4</td>
</tr>
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<td>8 MUTH 101, 102, 201, 202 (Aural Skills)</td>
<td>2</td>
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<tr>
<td>8 Upper-Division Music Theory electives</td>
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<td>20 Free electives</td>
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<td>168</td>
<td>22</td>
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</table>

### Non-Course Requirements

- **Private Study Committee Exams:**
  - First Major Committee: - ✓ - - - - - -
  - Second Major Committee: - - - ✓ - - - -
  - Third Major Committee: - - - ✓ - - - -

- **Performance Requirement:**
  - Junior Recital: - - - - ✓ ✓ ✓ -
  - Senior Recital: - - - - ✓ ✓ ✓ ✓

1. The piano department strongly recommends that seniors elect to take eight credit hours of principal applied study both semesters of their senior year.
2. Piano majors must satisfactorily complete four semesters of ensemble participation (in addition to the Keyboard Accompanying requirement below). Students may elect ensembles from any of those listed later in this catalog, in addition to APST 204 (Interpretation of Art Song); MLIT 220 (The Lied); and MLIT 221 (The Mélodie).
3. Piano majors are required to accompany for a minimum of four semesters and must earn eight credits in accompanying, including at least two credits in voice (APST 112) and at least four credits in Instrumental...
(APST 113). APST 204 (Interpretation of Art Song), MLIT 220 (The Lied), or MLIT 221 (The Mélodie) can satisfy two of the keyboard accompanying credits required in voice.

4 Two courses in Music History beyond MHST 101 are required.

5 Recommended music electives include APST 210 (Piano Pedagogy). See Minor in Piano Pedagogy.

6 Two performances on a divisional or studio recital or on an honors recital are required before the junior recital.

7 The junior and senior recitals may be performed during the first or the second semester, or during Winter Term.

Music Theory and Aural Skills Requirement
Students are expected to register for Music Theory and Aural Skills courses each semester until they have completed the requirements. Part or all of these requirements may be waived by placement examination when the student enters Oberlin.

Music Theory I-IV and Aural Skills I-IV must be taken concurrently, e.g., a student will register for Music Theory I (MUTH 130 or 131) and Aural Skills I in the same semester. Under certain circumstances, with the permission of the appropriate division director and the Music Theory division director, students will be allowed to take Aural Skills IV and Music Theory IV separately. A student’s aural skills requirement must be completed before the senior recital can be scheduled. Double-degree students will resolve any conflicts with these expectations in consultation with their advisors.

The First Private Study Committee Examination
This examination will consist of approximately eight minutes of solo music, prepared with the major teacher, to be performed from memory for a faculty jury composed of the entire piano department, at the end of the freshman year. Transfer students with two or more semesters of piano credit will not be required to take this examination. This examination will not be graded and is advisory in nature. Comments will be offered by the jury.

The Second Private Study Committee Examination
This examination will consist of 25 minutes of solo music, of which 12 minutes will be heard. Repertoire must include a minimum of two contrasting styles and include at least one work written before 1900. This repertoire is to be prepared with the major teacher, and is to be performed from memory for a faculty jury composed of the entire piano department, at the end of the sophomore year, or at the end of the fourth semester of study. It is graded pass/fail and must be passed by a majority of the jury in order for the student to continue as a piano performance major. Comments will be offered by the jury. A failed sophomore committee may be taken a second time in the first two weeks of the following semester. At least one work must be new repertoire.

The Third Private Study Committee Examination
This examination will consist of one piece chosen by the student from three selected by the faculty and announced two weeks before the examination date. This examination will take place at the end of the first semester of the junior year, or at the end of the fifth semester of study. This music will be self-prepared, without help from the teacher or others, and will be memorized. This examination will be graded, and comments will be offered by the jury, which will consist of the entire piano faculty. Students who do not receive an average grade of B– or better will be required to repeat the Committee.

The Junior Recital
Two performances on a divisional or public studio recital, or on an honors recital are required before the junior recital. This will consist of solo works performed from memory. The maximum length shall be 35 minutes. Minimum length shall be 25 minutes.

The Senior Recital
This will consist of at least 50 minutes of solo repertoire performed from memory. In addition
chamber works or concertos can be scheduled. A balance of repertoire is expected. Unusual or esoteric programs must be submitted to the piano department for approval. Students are required to play a pre-recital hearing (20 minutes) a minimum of two weeks before their senior recital. The senior recital may be performed during the first or second semester, or during Winter Term.

**Expository Writing Proficiency**

Students with an SAT verbal score below 580 or an ACT score below 24, or a TOEFL score below 600 must complete one course chosen from RHET 101 or 102.

**Accompanying Courses**

The following courses are available to piano majors and to other qualified keyboard players interested in accompanying:

**Fall Semester**

- APST 112, 113 - Keyboard Accompanying (four credits in Keyboard Accompanying are required of piano performance majors—one in voice, two in instrumental, and one free choice)
- APST 204 - Interpretation of Art Song (for pianists of any class who are accompanying a senior or artist diploma recital—may substitute for one of the four required Keyboard Accompanying credits)
- MLIT 220 - The Lied (a performance-oriented course in German Art Song)
- MLIT 221 - The Mélodie (a performance-oriented course in French Art Song)

**Spring Semester**

- APST 112, 113 - Keyboard Accompanying
- APST 204 - Interpretation of Art Song

**Related Programs**

For a description of the major and minor in harpsichord and the minor in fortepiano, see the Historical Performance Program.

**Honors Program in Piano Performance**

**Admission**

Potential Honors applicants will be identified during the end of their sophomore year and will be required to audition at the end of their junior year. In order to audition for the Honors Program, a student must be nominated by a member of the piano faculty and must meet the following requirements: a private study grade point average of 4.0 for the two preceding semesters; completion of three semesters of accompanying; appropriate completion of the performance major requirements in piano; and “good academic standing” for the preceding two semesters as defined in the Conservatory portion of this catalog.

Applicants must prepare 35 minutes of memorized and balanced repertoire. Auditions for the Honors Program will be open to the public and be adjudicated by no fewer than six members of the piano department. Students will advance past the audition stage only if selected by a two-thirds majority of the panel, and it is possible that no one will be chosen; a maximum of three students may be selected per year. If a student performs a successful audition, they must submit a proposal for an Honors Project to the Chair of the piano faculty and the Dean’s office before the first day of classes of the following fall semester. Proposals must receive approval from two-thirds of the piano department. A student will be notified by the department Chair of the status of his or her entrance into the Honors Program before the end of the Add/Drop period of the fall semester. If a final proposal is not approved before the end of the Add/Drop period, others may not be submitted. It is recommended that applicants seek assistance from members of the faculty and consult with the Associate Dean before submitting a final proposal.
Proposal/Project Requirements
All honors proposals must include the production of a professional quality CD to be funded by the department (see department Chair for limitations and restrictions). After the CD project is completed, it must be approved by two-thirds of the department and be submitted for external review to at least one individual to be selected by the piano faculty. If successful, the CD will become a permanent part of the library collection.

All honors projects will culminate in a public recital to be adjudicated by at least six members of the Keyboard Division, including the private teacher, the piano department Chair, and the Division Director. The recital must pass by a two-thirds majority.

Special efforts will be made to provide off-campus performance opportunities for Honors candidates.

Curricular and Program Requirements
A student who receives approval for an Honors Proposal will register for four credits of Honors study in each semester of his or her senior year. Free elective requirements for the performance major will be reduced by eight credits and the final Honors recital will replace the senior recital. If some part of the Honors Program, such as the recital or CD project, is not considered to be adequate but is completed, a student may receive credit for the work but not receive the distinction of Honors. Students who fail any portion of the required coursework in Honors will be removed from the program and must complete the standard performance major requirements in order to graduate.

Following successful completion of a project and approval by the piano department as defined above, the Chair of the piano department will submit the following to the Honors and Awards Committee of the Conservatory of Music: a brief rational pertaining to the student’s successful and meritorious completion of the Honors project; the project proposal; a CD of the recital; and the final project CD. If the Honors and Awards Committee approves the piano department recommendation, the student will be awarded the Baccalaureate distinction of Honors in Piano Performance.

Minor in Performance (Piano)

Eligibility
The student must be in a Bachelor’s Degree Program in the Conservatory. The student must be recommended by his or her private study teacher. The student must be approved by the Piano Department after at least two semesters of Secondary Private Study (Piano).

Course Requirements
Completion of at least six semesters of Secondary Private Study (Piano).

Non-Course Requirements
First Minor Committee Examination after two semesters of Secondary Private Study: eight minutes of repertoire performed for Freshman Committee.
Second Minor Committee Examination after four semesters of Secondary Private Study: 12 minutes of repertoire performed for the entire faculty.
One divisional recital appearance.
Bachelor of Music: Performance (Piano and Vocal Accompanying)

<table>
<thead>
<tr>
<th>Course Requirements</th>
<th>Recommended Course Distribution</th>
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<tbody>
<tr>
<td>Hrs.</td>
<td>Fresh</td>
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<tr>
<td>48 Principal Private Study (Piano)</td>
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<tr>
<td>2 Secondary Voice or APST 120 (Voice Class)</td>
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<td>4 Ensemble electives</td>
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<tr>
<td>8 APST 112, 113 (Keyboard Accompanying)²</td>
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</tr>
<tr>
<td>4 MLIT 215, 216 (Piano Literature)</td>
<td>-</td>
</tr>
<tr>
<td>4 APST 214, 215 (Keyboard Skills)</td>
<td>-</td>
</tr>
<tr>
<td>4 APST 204 (Interpretation of Art Song)</td>
<td>-</td>
</tr>
<tr>
<td>8 MLIT 220, 221 (The Lied, The Mélodie)</td>
<td>-</td>
</tr>
<tr>
<td>8 OPTH 202, 203 (Intro to Opera)³</td>
<td>-</td>
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<tr>
<td>16 MUTH 130 or 131, 132, 231, 232</td>
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<tr>
<td>8 MUTH 101, 102, 201, 202 (Aural Skills)</td>
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<td>8 Upper-Division Music Theory electives</td>
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</tr>
<tr>
<td>12 Music History electives (incl. MHST 255)⁴</td>
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<td>16 Liberal Arts electives</td>
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<td>8 German 101, 102⁵</td>
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<td>8 French 101, 102⁵</td>
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<tr>
<td>2 Free electives</td>
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<tr>
<td>168</td>
<td>22</td>
</tr>
</tbody>
</table>

Note: All minimum requirements for the current Piano Performance degree remain unchanged in this dual curriculum. Additional courses and differing distribution requirements for the degree in Vocal Accompanying appear in italicized text.

1 The piano department strongly recommends that seniors elect to take six credit hours of principal applied study both semesters of their senior year.

2 Two of these hours must be earned in the vocal area.

3 Or OPTH 202 followed by an individually tailored “production project.”

4 Two courses in Music History beyond MHST 101 are required, including MHST 255.

5 If proficiency can be demonstrated, other languages (Italian, Spanish, Russian) or other liberal arts courses may be substituted.

Admission to the Double Major
Students wishing to pursue the double major should normally declare their intention to do so by the end of the sophomore year. Admission is by audition for a panel including the coach/accompanist, the student’s applied piano teacher, and one other member of the piano faculty. The voice faculty will also be consulted for its evaluation of the student’s aptitude for vocal accompanying. At the discretion of the above-mentioned faculty, a committee examination may
be scheduled for the end of the junior year to determine whether the student should continue in the double major.

**Non-Course Requirements**

*Degree in Piano Performance:*
Requirements remain as they are for the single degree:

i. three committee examinations;
ii. two appearances on a divisional, studio, or honors recital prior to the Junior Recital;
iii. Junior Recital;
iv. Senior Recital.

*Degree in Vocal Accompanying*

i. At least two public appearances as vocal accompanist before the end of the sophomore year (for example, on voice departmental recitals). This requirement would be fulfilled as a matter of course through timely enrollment in Keyboard Accompanying.
ii. The accompaniment of one junior voice recital. This requirement would also be fulfilled through one of the stipulated Keyboard Accompanying credits.
iii. The accompaniment of two senior or Artist Diploma voice recitals (in conjunction with Interpretation of Art Song).
iv. Preparation and performance of a portion of an opera scenes program and/or assistance in the preparation of a major opera production (helping singers learn roles, playing musical and staging rehearsals, accompanying chorus, etc.). This project would be devised jointly by the opera director, the coach/accompanist, and (in the case of a full opera) the musical director as part of the require course, Introduction to Opera, or as an individually tailored Production Project.
v. At least one Winter Term credit must be earned in a project directly related to vocal accompanying.

**Recommended Elective Courses:**

*Liberal Arts*

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 103</td>
<td>Approaches to Western Art History</td>
</tr>
<tr>
<td>CLAS 210</td>
<td>Greek and Roman Mythology</td>
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<tr>
<td>GERM 413</td>
<td>The Age of Goethe</td>
</tr>
<tr>
<td>FREN 415</td>
<td>Invitation à la Poésie</td>
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</tbody>
</table>

*Ensembles*

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>APST 700 or 701</td>
<td>Musical Union or Oberlin College Choir</td>
</tr>
<tr>
<td>APST 800</td>
<td>Chamber Music</td>
</tr>
<tr>
<td>APST 710 or 711</td>
<td>Orchestra or Chamber Orchestra</td>
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</tbody>
</table>

*Free Electives*

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>APST 260</td>
<td>Elementary Conducting</td>
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<td>APST 240</td>
<td>Continuo Realization at the Keyboard</td>
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<tr>
<td>MHST 316</td>
<td>Studies in Opera</td>
</tr>
<tr>
<td>LANG 100, 101, 200, 201</td>
<td>English, Italian, German, and/or French Diction</td>
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Additional languages or other liberal arts.
## Minor in Piano Pedagogy

<table>
<thead>
<tr>
<th>Course Requirements</th>
<th>Recommended Course Distribution</th>
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<tbody>
<tr>
<td>Hrs.</td>
<td>Fresh</td>
</tr>
<tr>
<td>2 MUED 100 (Art of Teaching)</td>
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<td>4 PSYC 122 (Educational Psychology)</td>
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<tr>
<td>2 APST 208 (Guided Piano Pedagogy Proj)</td>
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<td>2 APST 209 (Guided Teaching Observation)</td>
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<tr>
<td>2 APST 210 (Intermediate Pedagogy)</td>
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<td>2 APST 211 (Elementary Pedagogy)</td>
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<td>8 Pedagogy Practicum Electives&lt;sup&gt;1&lt;/sup&gt;</td>
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### Practical Teaching Minimum Requirements

Teaching in Supervised Student Teaching Program: minimum of eight student-semesters<sup>2</sup>
Teaching in Piano Lab: minimum of four student-semesters<sup>2</sup>

<sup>1</sup> To be chosen from APST 310 (Intermediate Piano Pedagogy Practicum), APST 311 (Elementary Piano Pedagogy Practicum), and APST 312 (Class Piano Pedagogy Practicum), each of which may be repeated once for credit. A student’s practicum credits must include at least two of these three courses.

<sup>2</sup> One student-semester is defined as one student for a period of one semester. The total may represent any combination of teaching loads over the course of several semesters (e.g., a requirement of eight student-semesters might be fulfilled by teaching two students per semester for four semesters, or four students per semester for two semesters). Continuity in teaching the same collegiate and/or young students over a period of consecutive semesters is encouraged.

### Eligibility

The student must be a piano major or principal, pursuing the Bachelor of Music degree.

The student must have the approval of the Piano Department and of the Piano Pedagogy faculty member.

Declaration of intent to pursue the minor must be made at the end of the sophomore year. The student must have successfully completed APST 210 or APST 211, and have demonstrated significant potential in the teaching portion of that course.

### Artist Diploma (Piano); Performance Diploma (Piano)

Information on the two-year programs leading to an Artist Diploma (graduate level) or Performance Diploma (undergraduate level) can be found at the end of the catalog.
Division of Music Education

Jody Kerchner, Director

For complete information on this department, its faculty, and a biography for each faculty member go to: www.oberlin.edu/musiced/.

Chris Bulgren, Visiting Teacher of Music Education
Joanne Erwin, Professor of Music Education
Kathy Jaffee, Visiting Teacher of Music Education
Jody Kerchner, Professor of Music Education
David Eddleman, Visiting Teacher of Music Education

Music Education: Mission and Goals (Conceptual Framework)
The mission of the Division of Music Education is to educate knowledgeable, caring, and qualified professional music teachers who are committed to excellence in teaching, to reaching a diverse group of students, to community engagement, and to lifelong learning. The Music Education Division’s vision is to prepare professional P-12 and community-music teachers within the context of the following core values and goals: Excellence in education, the pursuit of scholarship and artistry, a global perspective and a richly diverse student body, a commitment to personal and professional leadership and to community service.

Goal I. To develop music teachers who are knowledgeable, caring, and qualified, and who are committed to excellence in education in P-12 and community-music educational settings.
The program seeks excellence in education by developing through courses and experiences the following habits of mind in teacher candidates:

- passion for music and for sharing it with others;
- discrimination of musical quality;
- empathic regard for students and professional colleagues;
- flexibility to embrace change;
- intentional collaboration;
- self-reflection that acknowledges areas of strength and challenge;
- ability to articulate beliefs and thoughts;
- knowledge and acceptance of differences in skills and abilities of learners;
- ability to model ethical personal and professional comportment.

These habits of mind represent the program’s vision of what professional educators should be and of the personal and professional skills the teacher candidates are expected to develop throughout the program. The program’s vision of training effective, efficient, caring, and mature teachers is that after leaving the program teacher candidates will continue their learning process by:

- conducting active research;
- refining educational, pedagogical, and musical skills that promote life-long learning;
- refining personal musicianship skills;
- designing creative pedagogical applications;
- refining professional education skills.

Goal II. Excellence in Musicianship and the Pursuit of Artistry
Musicianship is the capacity to demonstrate technical skill, artistic insight, and general content knowledge (literacy) within the field of music. The program believes that in order to become an effective P-12 or community-music teacher one must be an excellent musician. Historically, the field of music—represented by the National Association of Schools of Music (NASM)—has held the expectations listed below for the preparation of musicians. The program believes that adherence to these standards will ensure that its teacher candidates are fundamentally prepared to manage any musical situation they might encounter as educators, and that teachers who
demonstrate competence in these skills will be able to offer and elicit aesthetic responses to music from their students.

Teacher candidates are expected to demonstrate competence in the following areas:

- theoretical and aural skills;
- historical perspectives and contexts;
- conducting skills;
- private study on a primary instrument;
- private study on a secondary instrument;
- keyboard skills;
- ensemble performance;
- aesthetic appreciation and expression of music of diverse musical styles/traditions.

Goal III. Excellence in Pedagogy and Commitment to Teaching Diverse Groups of Students

The program faculty continuously strives to develop and assess teacher candidates' pedagogical skills and content knowledge. Pedagogy is defined as the ability to translate content knowledge into instructional experiences that meet the needs of diverse groups of students. Teacher candidates are expected to demonstrate competency in the following areas:

- integration of music and general content knowledge
- general knowledge of child development theories and learning styles and their applications in designing lessons and teaching diverse groups of children in grades P-12 and in community music settings-
- National Standards for Arts Education music content standards (Music Educators National Conference, 1994), ETS Pathwise and INTASC assessment criteria
- classroom/rehearsal teaching and management strategies, techniques, and materials that result in meaningful music learning for students
- monitoring students’ understanding and adjusting the content according to their educational and musical needs
- sequenced lesson plans for classes/rehearsals that facilitate individual and group learning
- reflection on student learning to inform subsequent planning and teaching
- educational experiences that encourage higher-order thinking skills, creativity, and problem-solving
- maintaining a positive atmosphere for learning through fair and consistent behavioral standards.
- questioning techniques that facilitate musical discovery
- rapport with students that is positive, appropriate, and ethical.

Diversity within the Music Education Division is defined as preparing P-12 and community music teachers to become effective instructors of diverse student learners and to cope with diverse music teaching environments. Diverse student populations include:

- socioeconomic status
- gender
- race
- cultural traditions
- skill
- developmental exceptionality
- age level
- learning style
- school curriculum and schedule expectations
- technological accessibility
Goal IV. Excellence in Scholarship and Commitment to Life-Long Learning
The program provides its candidates with the necessary skills for a lifetime of continued learning and scholarship in music and in other academic domains. Teacher candidates are expected to demonstrate competencies in the following areas:

- valuing excellence in the pursuit of knowledge;
- integration of liberal arts and musical studies into their teaching;
- systematic analysis of their teaching;
- pursuit and consultation of scholarly research and professional resources that inform their teaching and musicianship.

Goal V. Commitment to Community Engagement
In its Strategic Plan (2005), Oberlin College stated that one of its goals was to “open the world to its students and develop in them the skills and knowledge they will need to engage with and navigate in highly diverse communities and in a global society.” The Conservatory and its Community Music School are dedicated to providing music student learners with an exceptional educational and artistic experience while fostering a lifelong appreciation of and commitment to excellence in music. Furthermore, the Conservatory of Music and the Music Education program are committed to providing supportive, creative, and adaptable musical experiences into the public schools. In its rich tradition of community outreach programs, the Music Education program seeks to nurture teacher candidates who demonstrate competencies in the following areas:

- designing, planning for, and teaching group and individual lessons and/or classes in the Oberlin Conservatory Community Music School for children, youth, and adults;
- developing collaborative endeavors, grant opportunities, financial budgets, and music advocacy materials;
- application of musical and pedagogical skills in community music settings;
- systematically tracking and analyzing student progress;
- systematically reflecting on and prescribing means for improvement of their teaching and of the lesson or class environment;
- efficient and effective communication (written and oral) with students’ parents or guardians, administration, and teaching colleagues.

Music Education Program Statistics

Student Enrollment
- Total number of students admitted to teacher education in 2012-2013: 7
- Total number of students enrolled in teacher education: 3

Student Teaching
- Total number of students in supervised student teaching: 3
- Student teacher/faculty ratio: 1:1

Program Completers
- Total number of individuals completing a teaching education program in 2012-2013: 3

2012-13 Praxis II Pass-Rate Data
- General Education Test: Principles of Learning and Teaching
- Content Knowledge: Music
- Number Taking Both Praxis Exams: 3
- Number Passing Both Praxis Exams: 3
- Percentage Passing Both Praxis II Exams: 100%

Drawn from the Report on the Quality of Teacher Education in Ohio 2012-2013
Master of Music Teaching

The Master of Music Teaching (MMT)
Oberlin’s Division of Music Education seeks to foster in teacher candidates the development of the attitudes and dispositions relating to human, personal considerations and to social, economic, and cultural components that contribute to the identities of specific communities. The Master of Music Teaching (MMT) program’s curricular structure, content, and time requirements enable teacher candidates to develop the range of knowledge, skills, and competencies expected of those holding a professional teaching license in the state of Ohio in combination with a graduate degree in music education. The MMT curriculum requires approximately fourteen months of study: two summers and one full academic year.

Entrance Requirements
To be eligible for the MMT program, teacher candidates must have completed an undergraduate music performance or composition degree program from Oberlin College or another institution of higher education. As part of the application process, candidates will be required to demonstrate the following:

- Performance achievement on principal applied instrument/voice
- Music skills proficiency (i.e. keyboard proficiency; sight-singing; rhythm reading)
- Professional intent
- Minimum SAT of 1200
- Minimum final collegiate GPA of 3.0
- Teaching ability
- Broad background (minimum 18 credits) in liberal arts courses
- Completion of required music coursework: ethnomusicology (non-ensemble course: ETHNO 100, 200, 203, 205, 206, 207 or equivalent for external candidates); elementary conducting (APST 260 or equivalent for external candidates).
- GRE general test (external candidates only)
- PRAXIS II Music Content Examination
- Three Letters of Recommendation
- Essays: Pedagogical, personal, musical goals (articulated in an essay outlining pedagogical, personal, musical traits being brought to the teacher candidate’s teaching and professional, personal, musical traits to be developed during the course of the MMT program)

For full application requirements, see [http://www.oberlin.edu/musiced/mmt/](http://www.oberlin.edu/musiced/mmt/)

Benchmark Assessments
- Entry to the Master of Music in Teaching degree program
- Continuation/retention in the music education program: Minimum GPA of 3.0 in MMT courses at the end of the first summer session
- Entry to/continuation of student teaching: Minimum GPA of 3.0 in MMT courses at the end of the first modules of Fall and Spring semesters; Successful completion of methods classes in the first module of Fall and Spring semesters
- Exit from Program
- Completion of Requirements for Teacher Licensure (Program Completers)
- Development of Professional Growth Plan

Exit Requirements
To successfully complete the MMT program, students must meet the following requirements:

- Successful completion of MMT curriculum; Exit survey (written); Professional Portfolio; Exit interview (oral); PRAXIS II Principles of Learning and Teaching examination
- Completion of Requirements for Teacher Licensure (Program Completers): Music Content and Principles of Teaching and Learning sections of the Praxis II; Completion of MMT program at Oberlin College

For the most current degree requirements and course information consult the online catalog at [http://catalog.oberlin.edu](http://catalog.oberlin.edu)
Minor in Community Music

The Minor in Community Music is open to any Bachelor of Music degree student who is recommended by her/his applied teacher and approved by the music education faculty. Approval may be granted only after successful completion of MUED 100 (The Art of Teaching Music) and the selection of an emphasis within the minor. Possible emphases are Applied Instruction, Early Childhood/After-school Programs, and Youth (Church, Community) Ensembles. Individually-designed emphases may be approved as well.

Course Requirements (minimum 16 hours):
Required: MUED 100, 403; PSYCH 122; APST 260.
Choose at least one: MUED 300, 301.
Choose from the following to complete a total of at least 16 hours: APST 210, 211, 230, 234, 261, 262, 272, 273, 274, 275, 276, 277; MUED 102, 103, 201; 206, 302, 303, 304, 305.

Non-Course Requirements:
Participation for at least one semester in an Oberlin ensemble open to the community (Musical Union, College-Community Winds, Collegium Musicum, Oberlin College Community Strings, Mandinka Ensemble, Javanese Gamelan, Performing the Music of India, Steel Band Ensemble) for zero to one credit. (Please check ensemble course descriptions for those offered for no credit.)

The Center for Service and Learning and the Music Education Division faculty can provide contact persons for locations at which field-based experiences might occur. Students will also need to request a sponsor from the Music Education Division.

Eligibility:
The student must be a degree student in the Conservatory.

Division of Music Theory

Brian Alegant, Director

For complete information on this department, its faculty, and a biography for each faculty member go to: www.oberlin.edu/con/divinfo/musictheory/.

Brian Alegant, Professor of Music Theory
Tim Best, Visiting Assistant Professor of Music Theory
Allen Cadwallader, Professor of Music Theory
Arnie Cox, Associate Professor of Music Theory (on leave, ’14–’15)
Ben Geyer, Visiting Instructor of Music Theory
Jared Hartt, Associate Professor of Music Theory
David Heetderks, Assistant Professor of Music Theory (on leave, Fall ’14)
Sigrun Heinzelmann, Associate Professor of Music Theory (on leave, Spring ’15)
Rebecca Leydon, Associate Professor of Music Theory
Megan Kaes Long, Assistant Professor of Music Theory
Joseph Lubben, Associate Professor of Music Theory
Elizabeth Medina-Gray, Visiting Assistant Professor of Music Theory
Jan Miyake, Associate Professor of Music Theory
Andrew Pau, Assistant Professor of Music Theory (on leave, Spring ’15)
Andrew Wilson, Visiting Instructor of Music Theory
# Bachelor of Music: Music Theory

<table>
<thead>
<tr>
<th>Course Requirements</th>
<th>Recommended Course Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hrs.</td>
<td>Fresh</td>
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<tr>
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</tr>
<tr>
<td>8</td>
<td>Ensemble electives</td>
</tr>
<tr>
<td>16</td>
<td>MUTH 130 or 131, 132, 231, 232 (Music Theory)</td>
</tr>
<tr>
<td>8</td>
<td>MUTH 101, 102, 201, 202 (Aural Skills)</td>
</tr>
<tr>
<td>24</td>
<td>Upper-Division Music Theory electives&lt;sup&gt;1&lt;/sup&gt;</td>
</tr>
<tr>
<td>8</td>
<td>MUTH 410, 411 (Senior Project in Theory)</td>
</tr>
<tr>
<td>12</td>
<td>Music History electives&lt;sup&gt;2&lt;/sup&gt;</td>
</tr>
<tr>
<td>92</td>
<td>First major and free electives</td>
</tr>
<tr>
<td>168</td>
<td>Total</td>
</tr>
</tbody>
</table>

**Non-Course Requirements**

- Senior Thesis<sup>3</sup> - - - - - - (✓)(✓)
- Senior Comprehensive Exam<sup>3</sup> - - - - - - (✓)(✓)
- Completion of another major in the Conservatory - - - - - - - (✓)

<sup>1</sup> May include up to twelve hours from among the courses COMP 100 (The Craft of Composition) COMP 210 (Composition Seminar), COMP 300, 301 (Orchestration), from any course listed under TECH (Technology in Music and Related Arts), as well as from the courses APST 240 (Continuo Realization at the Keyboard) and PHYS 54 (Musical Acoustics); must include MUTH 301 (Aural Skills V).

<sup>2</sup> Two courses beyond MHST 101 are required. MHST 101 may be waived by exemption examination when the student enters Oberlin.

<sup>3</sup> The Senior Thesis and Senior Comprehensive Exam may be completed in either the first or second semester.

**General**

The Music Theory major is offered only as part of a double major (i.e., together with another major in Performance, Composition, Technology in Music and Related Arts, Music History, or Jazz Studies).

Students intending to pursue a Music Theory major must have a GPA of at least 3.5 in Music Theory and Aural Skills courses below the 300 level.

No Music Theory course with a grade lower than B– may be counted toward the requirements for the major.

The student’s work will be reviewed formally near the end of the sophomore year to determine whether or not progress toward the attainment of Junior Major Status warrants continuation in the major.

**Major Status**

**Sophomore Major Status** is attained upon completion of:

- i. MUTH 231 (Music Theory III)
- ii. MUTH 201 (Aural Skills III)
- iii. Declaration of intent to pursue the Music Theory major

**Junior Major Status** is attained upon completion of:

- i. MUTH 232 (Music Theory IV)
- ii. MUTH 202 (Aural Skills IV)
- iii. One full course of upper-division Music Theory

For the most current degree requirements and course information consult the online catalog at [http://catalog.oberlin.edu](http://catalog.oberlin.edu)
Senior Major Status is attained upon completion of nine additional credit hours in upper-division Music Theory courses (a total of four full courses).

**Expository Writing Proficiency**
Students with an SAT verbal score below 580 or an ACT score below 24, or a TOEFL score below 80 must complete one course chosen from RHET 101 or 102.

**Music Theory and Aural Skills Requirements**
Students are expected to register for Music Theory and Aural Skills courses each semester until they have completed the requirements. Part or all of these requirements may be waived by placement examination when the student enters Oberlin.

Normally, students will take Music Theory I-IV and Aural Skills I-IV concurrently, e.g., a student will register for Music Theory I (MUTH 130 or 131) and Aural Skills I in the same semester, Theory II and Aural Skills II in the same semester, and so on. Under certain circumstances, with the permission of the Music Theory division director, students will be allowed to take Aural Skills and Music Theory separately.

**Minor in Music Theory**

**Course Requirements**
All the requirements for the major except MUTH 410, 411 (Senior Project in Theory), i.e., four courses (16 credits) of MUTH 130/131, 132, 231, 232 and 4 courses (8 credits) of MUTH 101, 102, 201, 202; 6 courses (24 credits) of upper-division Theory electives; four courses (8 credits) of ensemble electives; MHST 101; and two courses (8 credits) of Music History electives. Part of these requirements may be waived by examination, as described above for the major. In addition, some courses in Composition, Technology in Music and Related Arts, etc., as described above for the major, may be substituted for certain of these major requirements.

**Eligibility**
- The student must be in a Bachelor’s Degree Program in the Conservatory.
- The student should declare his or her intention to minor in Music Theory before the end of the junior year.

**Division of Musicology**

*S. E. Plank,* Director

For complete information on this department, its faculty, and a biography for each faculty member go to: [www.oberlin.edu/con/divinfo/musicology/](http://www.oberlin.edu/con/divinfo/musicology/).

**Jennifer Fraser,** Associate Professor of Ethnomusicology

**Fredara Hadley,** Visiting Assistant Professor of Ethnomusicology

**Claudia Macdonald,** Professor of Musicology

**Charles McGuire,** Professor of Musicology

**James O’Leary,** Frederick R. Selch Assistant Professor of Musicology

**S.E. Plank,** Professor of Musicology
## Bachelor of Music: Musicology

### Course Requirements

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<tr>
<th>Hrs.</th>
<th>Fresh</th>
<th>Soph</th>
<th>Junior</th>
<th>Senior</th>
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### Recommended Course Distribution

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### Non-Course Requirements

**Private Study Committee Exam:**
- **First Major Committee**
  - ✓

1. Two years are required on a single instrument or in voice.
2. If the principal private study is piano these four hours are added to free electives. Part or all of the requirement may be waived by audition.
3. The eight-semester ensemble requirement is met by participation in at least three different ensembles. The Division recommends participation in at least one of each of the following: a choral ensemble, an instrumental ensemble, and an ethnomusicology ensemble.
4. Waived if the exemption exam is passed.
5. Must include one year of foreign language.

### Admission

Those students coming to Oberlin intending to major in Music History must follow the regular Conservatory admissions procedures concerning performing auditions. Admission to the major will be determined by the Division of Musicology following an interview with the division director, usually in the sophomore year, after successfully completing at least two courses in Music History. Continuation in the major is subject to annual review by the department. Majors must maintain a minimum average of 3.0 in all Music History (MHST) and Ethnomusicology (ETHN) courses. All MHST and ETHN courses required for the major must be taken for a letter grade.
Music Theory and Aural Skills Requirement
Students are expected to register for Music Theory and Aural Skills courses each semester until they have completed the requirements. Part or all of these requirements may be waived by placement examination when the student enters Oberlin.

Music Theory I-IV and Aural Skills I-IV must be taken concurrently, e.g., a student will register for Music Theory I (MUTH 130 or 131) and Aural Skills I in the same semester. Under certain circumstances, with the permission of the appropriate division director and the Music Theory division director, students will be allowed to take Aural Skills IV and Music Theory IV separately. A student’s aural skills requirement must be completed before the senior recital can be scheduled. Double-degree students will resolve any conflicts with these expectations in consultation with their advisors.

Expository Writing Proficiency
Students with an SAT verbal score below 580 or an ACT score below 24, or a TOEFL score below 600 must complete one course chosen from RHET 101 or 102.

Honors
An honors program is offered for music history majors qualified to do research leading to a BMus degree with Honors, High, or Highest Honors. Qualified students must have a minimum GPA of 3.0. Generally, in his or her penultimate year, a music history major wishing to do honors work will submit a detailed proposal to a member of the faculty of the Division of Musicology who has agreed to become his or her advisor. Upon approval by the advisor, the proposal will be submitted to the Division of Musicology for approval. Entry to the Honors Program is contingent upon the Division’s approval of the proposal.

Students admitted to the Honors Program must enroll in MHST 400, 401 (Senior Honors); this may not substitute for the 300-level Music History requirement. The requirements for successful completion of the Honors Program in Music History are:

i. Submitting an acceptable scholarly paper on some topic in music history. Four copies should be submitted to the Director of the Division of Musicology.

ii. Passing a written comprehensive examination in music.

iii. Taking an oral examination to defend the paper and to discuss aspects of the written examination as well as broad areas of music history and theory related to the honors paper.

At the end of Winter Term, the advisor will submit a short report to the Division on the student’s progress. If this progress is such that the Division approves continuation of the project, then the normal schedule for the second semester is as follows:

   **Paper due:** on the first day of classes after spring break.

   **Comprehensive examination:** on two successive days during mid-April.

   **Oral examination:** during the last week of April.

The student should contact the Director of the Division of Musicology as soon as possible after submitting the completed paper—during the first week of April at the latest—in order to schedule exact dates for the comprehensive and oral examinations. Typically, the examination committee consists of four to five people; the Director of the Division of Musicology, at least one other faculty representing the Division of Musicology, one or more other members of the Conservatory or College faculty, and possibly someone from outside Oberlin College. The student’s advisor is invited to sit in on the oral examination as an observer.
Minor in Ethnomusicology

Eligibility
- The student must be in a Bachelor’s Degree Program in the Conservatory.
- The student interested in this minor must consult with an Ethnomusicology faculty member to assure that the minor program is coherent.
- The student should declare his or her intention to pursue this minor before the end of the junior year.

Course Requirements
- Four courses (16 credits) in Ethnomusicology.
- One course (4 credits) drawn from related courses in anthropology, sociology, religion, history or art history.
- One Ensemble (to be chosen from APST 750, Javanese Gamelan; APST 751, Performing the Music of India; APST 830, Mandinka Ensemble; ExCo Steel Drums, or other approved ad hoc Ethno ensemble).
- MHST 101.
- Two courses (8 credits) of Music History or Ethnomusicology courses, 200-level or above.

Minor in Music History

Eligibility
- The student must be in a Bachelor’s Degree Program in the Conservatory.
- The student should declare his or her intention to minor in Music History to the Director of the Division of Musicology before the end of the junior year, and must receive the approval of the Division.

Course Requirements
- Three courses (12 credits) in Music History beyond MHST 101, to be chosen from MHST 226, 235, 245, 255, or 275;
- Two courses (8 credits) in 300-level Music History courses.

Division of Strings
Amir Eldan, Director

For complete information on this department, its faculty, and a biography for each faculty member go to: www.oberlin.edu/con/divinfo/strings/.

Darrett Adkins, Associate Professor of Violoncello
Stephen Aron, Teacher of Classical Guitar
David Bowlin, Associate Professor of Violin
Scott Dixon, Teacher of Double Bass
Kirsten Docter, Visiting Teacher of Chamber Music
Peter Dominguez, Professor of Jazz Studies and Double Bass
Amir Eldan, Associate Professor of Violoncello
Joanne Erwin, Professor of Music Education
Gregory Fulkerson, Professor of Violin
Yolanda Kondonassis, Assistant Professor of Harp
Marilyn McDonald, Professor of Violin and Baroque Violin
Catherina Meints, Associate Professor of Violoncello, Viola da Gamba, and Baroque Cello
Merry Peckham, Visiting Teacher of Chamber Music
### Bachelor of Music: Performance (Violin, Viola, Cello, Double Bass)

<table>
<thead>
<tr>
<th>Course Requirements</th>
<th>Recommended Course Distribution</th>
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<td>Chamber music electives(^2)</td>
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<td>Upper-Division Music Theory electives</td>
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<td>Conservatory electives(^3)</td>
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<td>Music History electives(^4)</td>
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**Non-Course Requirements**

- Private Study Committee Exams:
  - First Major Committee: - ✔ - - - - - -
  - Second Major Committee: - - - ✔ - - - -

- Performance Requirement:
  - Junior Recital\(^5\), 6: - - - - (✔)(✔) - -
  - Senior Recital\(^6\): - - - - - - (✔)(✔)

\(^1\) String students must participate in the Large Ensemble program (Oberlin Orchestra; Chamber Orchestra; Oberlin Sinfonietta; Contemporary Music Ensemble) every semester in residence as assigned. Students must complete a minimum of six semesters of Large Ensembles to fulfill graduation requirements. Students may use any credit in excess of sixteen toward the free elective requirement. Double-degree students are required to participate for the first consecutive eight semesters in residence. Transfer students must register every semester on campus.

\(^2\) For violin, viola and cello majors only. One of these six semesters must be in APST 805 (Contemporary Chamber Music). If a student plays in one conductorless performance or three conducted performances on Contemporary Music Ensemble concert(s), the student can apply to substitute a sixth semester of APST 800 (Chamber Music) for APST 805 (Contemporary Chamber Music). Only one semester of Contemporary Music Ensemble, Baroque Ensemble, or Jazz Ensemble-Large Group may be counted toward this requirement (please note that you may not apply a single ensemble experience toward both large and small ensemble requirements). One semester of APST 806 (Advanced String Quartet Seminar) will satisfy only one semester of the chamber music requirement. All required ensemble credits must be earned in on-campus ensembles. Transfer students are required to participate in a small ensemble in every semester of enrollment.
up to a maximum of six semesters. Double bass majors are required to take APST 285 (Orchestral Repertoire for Double Bass) for four semesters. It is recommended that Double Bass majors fulfill the other four credits of this requirement with APST 812 (Double Bass Ensemble).

3 These electives are to be chosen from the following: any course in COMP, CNST, CNTP, ETHN, HPRF, JAZZ, MUED, MLIT, TECH, MUTH 301 (Aural Skills V), MUTH 302 (Aural Skills VI), MHST (200 level or above), and MUTH (300 level or above). It is recommended that string majors who intend to pursue graduate study take MUTH 370 (Music of the 20th Century) and a 400-level Music Theory course in Form and Analysis.

4 One course in Music History beyond MHST 101 is required.

5 Violin majors must take two credits of APST 130 (Viola Class) or must satisfactorily complete APST 800 (Chamber Music) or APST 805 (Contemporary Chamber Music) playing viola with the prior approval of the String Department. This requirement may also be waived by examination.

6 Two performances on a student recital (division, studio, or honors recital) are required before the junior recital. Two additional performances on a student recital (see above) may be substituted for the junior recital.

7 The junior and senior recitals may be performed during the first or the second semester, or during Winter Term. The senior recital cannot be given until the junior recital requirement has been satisfied.

**Major Status**

Sophomore Major Status is attained upon completion of:

i. Principal Private Study II on the student’s major instrument

ii. The First Major Committee Examination

iii. Secondary Private Study II (Piano)

Junior Major Status is attained upon the completion of:

i. Principal Private Study IV on the student’s major instrument

ii. The Second Major Committee Examination

iii. Student recital (division, studio, or honors recital) appearances one and two

Senior Major Status is attained upon completion of:

i. Principal Private Study VI on the student’s major instrument

ii. The junior recital or student recital (division, studio, or honors recital) appearances three and four

**Music Theory and Aural Skills Requirement**

Students are expected to register for Music Theory and Aural Skills courses each semester until they have completed the requirements. Part or all of these requirements may be waived by placement examination when the student enters Oberlin.

Music Theory I-IV and Aural Skills I-IV must be taken concurrently, e.g., a student will register for Music Theory I (MUTH 130 or 131) and Aural Skills I in the same semester. Under certain circumstances, with the permission of the appropriate division director and the Music Theory division director, students will be allowed to take Aural Skills IV and Music Theory IV separately. A student’s aural skills requirement must be completed before the senior recital can be scheduled. Double-degree students will resolve any conflicts with these expectations in consultation with their advisors.

**Expository Writing Proficiency**

Students with an SAT verbal score below 580 or an ACT score below 24, or a TOEFL score below 600 must complete one course chosen from RHET 101 or 102.

**Related Programs**

For a description of the majors in Baroque violin, Baroque cello/viola da gamba, see the Historical Performance Program.
# Bachelor of Music: Performance (Guitar)

## Course Requirements

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168  

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</table>

## Recommended Course Distribution

### Non-Course Requirements

**Private Study Committee Exams:**
- First Major Committee
  - - ✓ - - - - - -
- Second Major Committee
  - - - ✓ - - - - - -

**Performance Requirement:**
- Junior Recital\(^3, 4\)
  - - - - (✓)(✓) - -
- Senior Recital\(^4\)
  - - - - - - (✓)(✓)

\(^1\) Four semesters of participation in APST 822 (Ensemble for Guitarists) are required. All required ensemble credit must be earned in on-campus ensembles.

\(^2\) Two courses in Music History beyond MHST 101 are required.

\(^3\) Two performances on a student recital (division, studio, or honors recital) are required before the junior recital.

\(^4\) The junior and senior recitals may be performed during the first or the second semester, or during Winter Term. The senior recital cannot be given until the junior recital requirement has been satisfied.

## Major Status

**Sophomore** Major status is attained upon completion of:
- Principal Private Study II on the student’s major instrument
- The First Major Committee Examination
- Secondary Private Study II (Piano)

**Junior** Major Status is attained upon completion of:
- Principal Private Study IV on the student’s major instrument
- The Second Major Committee Examination
- Student recital (division, studio, or honors recital) appearances one and two

**Senior** Major Status is attained upon completion of:
- Principal Private Study VI on the student’s major instrument
- The junior recital or student recital (division, studio, or honors recital) appearances three and four
Music Theory and Aural Skills Requirement
Students are expected to register for Music Theory and Aural Skills courses each semester until they have completed the requirements. Part or all of these requirements may be waived by placement examination when the student enters Oberlin.

Music Theory I-IV and Aural Skills I-IV must be taken concurrently, e.g., a student will register for Music Theory I (MUTH 130 or 131) and Aural Skills I in the same semester. Under certain circumstances, with the permission of the appropriate division director and the Music Theory division director, students will be allowed to take Aural Skills IV and Music Theory IV separately. A student’s aural skills requirement must be completed before the senior recital can be scheduled. Double-degree students will resolve any conflicts with these expectations in consultation with their advisors.

Expository Writing Proficiency
Students with an SAT verbal score below 580 or an ACT score below 24, or a TOEFL score below 600 must complete one course chosen from RHET 101 or 102.

Bachelor of Music: Performance (Harp)

<table>
<thead>
<tr>
<th>Course Requirements</th>
<th>Recommended Course Distribution</th>
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<tbody>
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<td>Hrs.</td>
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<td>48 Principal Private Study</td>
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<tr>
<td>8 Secondary Private Study (Piano)</td>
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<tr>
<td>12 APST 820 (Ensemble for Harpists)¹</td>
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<tr>
<td>8 APST 814 (Harp Ensemble)²</td>
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<tr>
<td>16 MUTH 130 or 131, 132, 231, 232 (Music Theory)</td>
<td>4</td>
</tr>
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<td>8 MUTH 101, 102, 201, 202 (Aural Skills)</td>
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<tr>
<td>8 Upper-Division Music Theory electives</td>
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<td>12 Music History electives³</td>
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<td>18 Free electives</td>
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<td>168</td>
<td>24</td>
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</table>

Non-Course Requirements

Private Study Committee Exams:
First Major Committee
Second Major Committee

Performance Requirement:
Junior Recital⁴
Senior Recital⁴

¹ Six semesters of participation in APST 820 (Ensembles for Harpists) are required. All required ensemble credits must be earned in on-campus ensembles.

² All harp majors are required to attend APST 814 (Harp Ensemble) during each semester of study at Oberlin, whether taking the class for credit or auditing.

³ Two courses in Music History beyond MHST 101 are required.

⁴ Two performances on a student recital (division, studio, or honors recital) are required before the junior recital. The junior and senior recitals may be performed during the first or second semester, or during Winter Term.
**Major Committee Examinations**  
The examining committee for the First and Second Major Committee Examinations is comprised of the principal private study teacher and the conductors of the large instrumental ensembles.

**Music Theory and Aural Skills Requirement**  
Students are expected to register for Music Theory and Aural Skills courses each semester until they have completed the requirements. Part or all of these requirements may be waived by placement examination when the student enters Oberlin.

Music Theory I-IV and Aural Skills I-IV must be taken concurrently, e.g., a student will register for Music Theory I (MUTH 130 or 131) and Aural Skills I in the same semester. Under certain circumstances, with the permission of the appropriate division director and the Music Theory division director, students will be allowed to take Aural Skills IV and Music Theory IV separately. A student’s aural skills requirement must be completed before the senior recital can be scheduled. Double-degree students will resolve any conflicts with these expectations in consultation with their advisors.

**Expository Writing Proficiency**  
Students with an SAT verbal score below 580 or an ACT score below 24, or a TOEFL score below 600 must complete one course chosen from RHET 101 or 102.

**Artist Diploma (Strings); Performance Diploma (Strings)**  
Information on the two-year programs leading to an Artist Diploma (graduate level) or Performance Diploma (undergraduate level) can be found at the end of the catalog.

**Division of Vocal Studies**

**Salvatore Champagne,** Director  
*For complete information on this department, its faculty, and a biography for each faculty member go to: www.oberlin.edu/con/divinfo/voice/.*

**Thomas Bandy,** Opera Coach  
**Salvatore Champagne,** Associate Professor of Singing  
**Kendra Colton,** Assistant Professor of Singing  
**Jonathon Field,** Associate Professor of Opera Theater/Director of Opera Theater Productions  
**Jason Harris,** Assistant Professor of Choral Conducting/Director of Choral Ensembles  
**Philip Highfill,** Professor of Accompanying (on leave, Fall ’14)  
**Tim LeFebvre,** Associate Professor of Singing  
**Howard Lubin,** Opera Coach  
**Daune Mahy,** Professor of Singing  
**Lorraine Manz,** Professor of Singing  
**Daniel Michalak,** Vocal Coach/Accompanist  
**Marlene Rosen,** Professor of Singing  
**Robert Spano,** Music Director, Conductor (on leave ’14-15)  
**Sally Stunkel,** Associate Professor of Opera Theater  
**Monica Vanderveen,** Visiting Instructor of Vocal Accompanying and Coaching (Fall ’14)
### Bachelor of Music: Performance (Voice)

**Course Requirements**

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<th>Course Requirement</th>
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**Recommended Course Distribution**

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<th>Senior</th>
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<td>9</td>
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</tr>
</tbody>
</table>

**Non-Course Requirements**

- **Private Study Committee Exams and Hearings:**
  - First Major Hearing: Yes (-) No (-)
  - First Major Committee: Yes (-) No (-)
  - Second Major Hearing: Yes (-) No (-)
  - Second Major Committee: Yes (-) No (-)

- **Performance Requirement:**
  - Junior Recital: Yes (-) No (-)
  - Senior Recital: Yes (-) No (-)

---

1. Incoming students are required to audition and register for Oberlin College Choir or Conservatory Treble Ensemble until they have completed the four-semester requirement unless waived by the Director of Choirs and the Director of the Division of Vocal Studies. Only two semesters of Conservatory Treble Ensemble will count toward this part of the ensemble requirement.

2. Ensemble elective credits must be fulfilled by: Vocal Chamber Music (one semester required, to be
selected from: Chamber Music; Contemporary Chamber Music; Contemporary Music Ensemble; or Baroque Ensemble; Opera Chorus or major operatic role (one semester required); Oberlin College Choir; or Conservatory Treble Ensemble. At the discretion of the Director of Choirs, students may also be assigned to a Special Event category in order to fulfill one semester of the ensemble requirement.

3 The Vocal Studies Seminar is required in the first year of study at Oberlin.

4 Two courses in Music History beyond MHST 101 are required.

5 These requirements may be fulfilled by passing a standardized examination devised by the language instructor. In such cases, students are required to earn an equivalent number of credit hours in other liberal arts courses.

6 Transfer students granted 24 or more hours in private voice study are required to take the Second Major Committee in the first semester at Oberlin.

7 Two performances on a divisional or studio recital, or on an honors recital are required before the junior recital.

8 The junior and senior recitals may be performed during the first or the second semester, or during Winter Term.

Major Status
Sophomore Major Status is attained upon completion of:
   The First Major Committee Examination.
Junior Major Status is attained upon completion of:
   Principal Private Study IV and the Second Major Committee Examination.
Senior Major Status is attained upon completion of:
   Principal Private Study VI and the Junior Recital.

Music Theory and Aural Skills Requirement
Students are expected to register for Music Theory and Aural Skills courses each semester until they have completed the requirements. Part or all of these requirements may be waived by placement examination when the student enters Oberlin.

   Music Theory I-IV and Aural Skills I-IV must be taken concurrently, e.g., a student will register for Music Theory I (MUTH 130 or 131) and Aural Skills I in the same semester. Under certain circumstances, with the permission of the appropriate division director and the Music Theory division director, students will be allowed to take Aural Skills IV and Music Theory IV separately. A student’s aural skills requirement must be completed before the senior recital can be scheduled. Double-degree students will resolve any conflicts with these expectations in consultation with their advisors.

Vocal Coaching
The following courses are available to singers wishing to coach recital material or to explore the French and German Art Song repertoire:
   • APST 204 Interpretation of Art Song (coaching for senior or artist diploma recitals—singers should register jointly with their accompanists whenever possible)
   • MLIT 220 The Lied (a performance-oriented course in German Art Song)
   • MLIT 221 The Mélodie (a performance-oriented course in French Art Song)

Expository Writing Proficiency
Students with an SAT verbal score below 580 or an ACT score below 24, or a TOEFL score below 600 must complete one course chosen from RHET 101 or 102.

Language Study
To fulfill language requirements of many graduate schools, additional language study may be taken in the College of Arts and Sciences. Students may choose to participate in intensive Winter Term language study offered by the language departments. However, the 101 requirements will only be considered completed if a proficiency test, given by the language department, is satisfactorily passed at the end of the Winter Term.

Attention is called to an intensive summer language study program in Arezzo, Italy. The
course includes a month’s study of Italian language and culture, and musical coaching. Four credits are granted for this study. Voice majors are given preference. For further information consult the faculty director, Daune Mahy, or see “Oberlin in Italy” listed in this catalog.

**Minor in Performance (Voice)**

**Eligibility**
- The student must be in a Bachelor’s Degree Program in the Conservatory.
- The student must be recommended by his or her private study teacher.
- The student must be approved by the Voice Department.

**Course Requirements**
- Completion of at least four semesters (eight credits) of Secondary Private Study (Voice);
- Four credits of a foreign language to be chosen from: GERM 101 (Elementary German), FREN 101 (Elementary French), or ITAL 101 (Elementary Italian);
- Two credits of LANG 100 (English Diction);
- Two credits of a diction elective, to be chosen from: LANG 101 (Italian Diction), LANG 200 (German Diction), LANG 201 (French Diction).

**Non-Course Requirement**
Private Study Committee Examinations:
- First Minor Committee
- Second Minor Committee

**Performance Requirement:**
One appearance on a departmental or studio recital. (Students who fail to receive a majority of satisfactory grades on the Second Minor Committee Examination will not be permitted to continue in the Minor.)

**Artist Diploma (Voice);**
**Performance Diploma (Voice)**
Information on the two-year programs leading to an Artist Diploma (graduate level) or Performance Diploma (undergraduate level) can be found at the end of the catalog.
Division of Winds, Brass, and Percussion

Michael Rosen, Director

For complete information on this department, its faculty, and a biography for each faculty member go to: www.oberlin.edu/con/divinfo/wbp/.

Woodwind Department

Richard Hawkins, Associate Professor of Clarinet
George Sakakeeny, Professor of Bassoon
Alexa Still, Associate Professor of Flute
Robert Walters, Professor of Oboe and English Horn

Bachelor of Music: Performance (Flute, Oboe, Clarinet, Bassoon)

<table>
<thead>
<tr>
<th>Course Requirements</th>
<th>Recommended Course Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hrs.</td>
<td>Fresh</td>
</tr>
<tr>
<td>48 Principal Private Study</td>
<td>6</td>
</tr>
<tr>
<td>4 Secondary Private Study (piano)¹</td>
<td>2</td>
</tr>
<tr>
<td>16 Large ensemble electives²</td>
<td>2</td>
</tr>
<tr>
<td>2 APST 280 (Prima Vista)³</td>
<td>2</td>
</tr>
<tr>
<td>8 Small ensemble electives⁴</td>
<td>- 2</td>
</tr>
<tr>
<td>2 APST 802 (Orchestral Repertoire)⁵</td>
<td>-</td>
</tr>
<tr>
<td>16 MUTH 130 or 131, 132, 231, 232 (Music Theory)</td>
<td>4</td>
</tr>
<tr>
<td>8 MUTH 101, 102, 201, 202 (Aural Skills)</td>
<td>2</td>
</tr>
<tr>
<td>4 Upper-Division Music Theory elective</td>
<td>-</td>
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<tr>
<td>12 Music History electives⁶</td>
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<tr>
<td>32 Liberal Arts electives</td>
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<tr>
<td>16 Free electives</td>
<td>-</td>
</tr>
<tr>
<td>168</td>
<td>22</td>
</tr>
</tbody>
</table>

Non-Course Requirements

Private Study Committee Exams:

- First Major Committee
- Second Major Committee

Performance Requirement:

- Junior Recital⁷
- Senior Recital

¹ The Secondary Private Study (piano) requirement must be completed before the senior recital may be scheduled.

² Woodwind students must participate in the Large Ensemble program (Oberlin Orchestra; Chamber Orchestra; Oberlin Sinfonietta; Contemporary Music Ensemble) every semester in residence as assigned. Students must...
complete a minimum of six semesters of Large Ensembles to fulfill graduation requirements. Students may use any credit in excess of sixteen toward the free elective requirement. Double-degree students are required to participate for the first consecutive eight semesters in residence. Transfer students must register every semester on campus.

3 Students are required to register for APST 280 in their first semester. Offered Fall Semester only.

4 To be chosen from APST 800 (Chamber Music), APST 805 (Contemporary Chamber Music) and APST 843 (Baroque Ensemble). Excess credits will apply toward free electives.

5 Students must have completed the sophomore committee before taking APST 802. APST 802 may be repeated for credit but only two credits will be applied toward the major requirements. Excess credits will apply toward free electives.

6 Two courses in Music History beyond MHST 101 are required.

7 The junior recital requirement may be waived at the discretion of the principal private teacher. In the event that a junior recital is not performed, two appearances on divisional recitals are required prior to the senior recital.

Music Theory and Aural Skills Requirement
Students are expected to register for Music Theory and Aural Skills courses each semester until they have completed the requirements. Part or all of these requirements may be waived by placement examination when the student enters Oberlin.

Music Theory I-IV and Aural Skills I-IV must be taken concurrently, e.g., a student will register for Music Theory I (MUTH 130 or 131) and Aural Skills I in the same semester. Under certain circumstances, with the permission of the appropriate division director and the Music Theory division director, students will be allowed to take Aural Skills IV and Music Theory IV separately. A student’s aural skills requirement must be completed before the senior recital can be scheduled. Double-degree students will resolve any conflicts with these expectations in consultation with their advisors.

Expository Writing Proficiency
Students with an SAT verbal score below 580 or an ACT score below 24, or a TOEFL score below 600 must complete one course chosen from RHET 101 or 102.
## Brass Department

Lee Allen, Assistant Professor of Trombone  
Dennis Nulty, Teacher of Tuba  
Roland Pandolfi, Professor of Horn  
Roy Poper, Associate Professor of Trumpet

### Bachelor of Music: Performance (Trumpet, Horn, Trombone, Tuba)

<table>
<thead>
<tr>
<th>Course Requirements</th>
<th>Recommended Course Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hrs.</td>
<td>Fresh</td>
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<tr>
<td>--------------------------------------</td>
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</tr>
<tr>
<td>48 Principal Private Study</td>
<td>6</td>
</tr>
<tr>
<td>4 Secondary Private Study (Piano)¹</td>
<td>2</td>
</tr>
<tr>
<td>16 Large ensemble electives²</td>
<td>2</td>
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<tr>
<td>8 Small ensemble electives³</td>
<td>2</td>
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<tr>
<td>8 APST 713 (Brass Ensemble)</td>
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<tr>
<td>8 APST 804 (Orchestral Repertoire)</td>
<td>-</td>
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<td>16 MUTH 130 or 131, 132, 231, 232</td>
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<tr>
<td>(Music Theory)</td>
<td>2</td>
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<tr>
<td>8 MUTH 101, 102, 201, 202 (Aural Skills)</td>
<td>4</td>
</tr>
<tr>
<td>8 Upper-Division Music Theory electives</td>
<td>2</td>
</tr>
<tr>
<td>12 Music History electives⁴</td>
<td>-</td>
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<tr>
<td>32 Liberal Arts electives</td>
<td>-</td>
</tr>
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<td></td>
<td>168</td>
</tr>
</tbody>
</table>

### Non-Course Requirements

Private Study Committee Exams:
- First Major Committee  
- Second Major Committee  
- Third Major Committee

Performance Requirement:
- Junior Recital⁵  
- Senior Recital⁵

¹ The Secondary Private Study (piano) requirement must be completed before the senior recital may be scheduled.

² Students must participate in the Large Ensemble program (Oberlin Orchestra; Chamber Orchestra; Oberlin Sinfonietta; Contemporary Music Ensemble) every semester in residence as assigned. Students must complete a minimum of six semesters of Large Ensembles to fulfill graduation requirements. Double-degree students are required to participate for the first consecutive eight semesters in residence. Transfer students must register every semester on campus.

³ Small Ensemble credits to be chosen from APST 800 (Chamber Music), APST 805 (Contemporary Chamber Music), and APST 280 (Prima Vista Group Reading-Woodwind Quintet). Only two credits of APST 280 will be applied toward the major small ensemble requirements.

⁴ Two courses in Music History beyond MHST 101 are required.

⁵ The junior and senior recitals may be performed during the first or the second semester, or during Winter Term.
First Major Committee Examination
The First Major Committee Examination will consist of:
   i. The performance of a prepared etude or solo selected by the teacher.
   ii. A scales test, consisting of the playing of all major and harmonic minor scales: two octaves whenever practical, in 16th notes at a quarter note equals 100; trombones: 16th notes at a quarter note equals 92. A student who fails this test must repeat it at the end of each semester of study until completed satisfactorily.

Second Major Committee Examination
The Second Major Committee Examination will consist of two parts:
   i. The playing of a prepared solo with piano accompaniment.
   ii. A sight-reading test. (This test will include, for all students, challenging problems of rhythm and interval structure. For trumpet students it will also include the seven basic transpositions from the B-flat and C trumpets. For all trombone students it will include both tenor and bass clefs; for tenor trombonists it will also include alto clef, and for bass trombonists it will also include some use of attachment valves. At the discretion of the Department, a student whose performance on this test does not measure up to departmental standards may be given the opportunity to repeat this part of the Examination at the end of the following semester of study.)

Third Major Committee Examination
The Third Major Committee Examination will consist of:
   i. An orchestral audition for which the student will prepare 24 standard orchestra audition excerpts, selected by his or her teacher; the faculty committee will choose excerpts from the prepared group as time permits

Music Theory and Aural Skills Requirement
Students are expected to register for Music Theory and Aural Skills courses each semester until they have completed the requirements. Part or all of these requirements may be waived by placement examination when the student enters Oberlin.

Music Theory I-IV and Aural Skills I-IV must be taken concurrently, e.g., a student will register for Music Theory I (MUTH 130 or 131) and Aural Skills I in the same semester. Under certain circumstances, with the permission of the appropriate division director and the Music Theory division director, students will be allowed to take Aural Skills IV and Music Theory IV separately. A student’s aural skills requirement must be completed before the senior recital can be scheduled. Double-degree students will resolve any conflicts with these expectations in consultation with their advisors.

Expository Writing Proficiency
Students with an SAT verbal score below 580 or an ACT score below 24, or a TOEFL score below 600 must complete one course chosen from RHET 101 or 102.

Minor in Performance (Horn)

Course Requirements
Completion of at least six semesters of Secondary Private Study on the instrument.
Completion of at least four semesters of ensemble study on the instrument.

Non-Course Requirements
First Minor Committee Examination: This consists of all of the major and harmonic minor scales, and an unaccompanied etude or solo. Scales are played in 16th notes, slurred or tongued, at quarter note = 80, and are played two octaves in each direction with the lowest scale starting on low F-sharp.
Second Minor Committee Examination: This consists of a prepared solo with piano accompaniment and sight reading (no transposition).

Third Minor Committee Examination: This consists of 12 prepared orchestral excerpts chosen from a list of 24 supplied by the instructor.

Minor in Performance (Trumpet, Trombone, Tuba)

Eligibility
- The student must be in a Bachelor’s Degree Program in the Conservatory.
- The student must be recommended by his or her private study teacher.
- The student must be approved by the Brass Department.

Course Requirements
- Completion of at least six semesters of Secondary Private Study on the instrument.
- Completion of at least four semesters of ensemble study on the instrument.

Non-Course Requirements
- First Minor Committee Examination
- Second Minor Committee Examination
- Third Minor Committee Examination

These examinations may be taken at any time before graduation, at the discretion of the department.

Percussion Department

Michael Rosen, Professor of Percussion

Bachelor of Music: Performance (Percussion)

<table>
<thead>
<tr>
<th>Course Requirements</th>
<th>Recommended Course Distribution</th>
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<tbody>
<tr>
<td>Hrs.</td>
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<tr>
<td>48 Principal Private Study (Percussion)</td>
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<tr>
<td>4 Secondary Private Study (Piano)(^1)</td>
<td>2</td>
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<tr>
<td>16 APST 821 (Ensemble for Percussionists)(^2)</td>
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<td>12 APST 825 (Oberlin Percussion Group)</td>
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<td>16 MUTH 130 or 131, 132, 231, 232 (Music Theory)</td>
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<tr>
<td>8 MUTH 101, 102, 201, 202 (Aural Skills)</td>
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<tr>
<td>8 Music History electives(^3)</td>
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<tr>
<td>32 Liberal Arts electives</td>
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<td>24 Free electives</td>
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<td>168</td>
<td>24</td>
</tr>
</tbody>
</table>

Non-Course Requirements

Private Study Committee Exams:
- First Major Committee
- Second Major Committee

Performance Requirement:
- Senior Recital\(^4\)
1 The Secondary Private Study (piano) requirement must be completed before the senior recital may be scheduled.

2 Students should register for APST 821 (Ensembles for Percussionists) each semester. Eight semesters of participation in large ensembles are required. Ensemble assignments are made by the studio teacher from among Oberlin Orchestra, Oberlin Chamber Orchestra, Oberlin Sinfonietta, and Contemporary Music Ensemble. All required ensemble credits must be earned in on-campus ensembles.

3 One course in Music History beyond MHST 101 is required.

4 Three performances on a divisional recital or on an honors recital are required before the senior recital. Alternatively, two performances on a divisional or honors recital, plus a junior recital, may precede the senior recital.

Committee Examinations
The examining committee for the First and Second Major Committee Examinations is comprised of the conductors of the large instrumental ensembles and the percussion teacher.

Senior Recital
In conjunction with the Senior Recital, majors will present a lecture-demonstration dealing with various aspects of the performance problems relative to the works on the Senior Recital.

Music Theory and Aural Skills Requirement
Students are expected to register for Music Theory and Aural Skills courses each semester until they have completed the requirements. Part or all of these requirements may be waived by placement examination when the student enters Oberlin.

Music Theory I-IV and Aural Skills I-IV must be taken concurrently, e.g., a student will register for Music Theory I (MUTH 130 or 131) and Aural Skills I in the same semester. Under certain circumstances, with the permission of the appropriate division director and the Music Theory division director, students will be allowed to take Aural Skills IV and Music Theory IV separately. A student’s aural skills requirement must be completed before the senior recital can be scheduled. Double-degree students will resolve any conflicts with these expectations in consultation with their advisors.

Expository Writing Proficiency
Students with an SAT verbal score below 580 or an ACT score below 24, or a TOEFL score below 600 must complete one course chosen from RHET 101 or 102.

Artist Diploma (Winds, Bass, Percussion);
Performance Diploma (Winds, Brass, Percussion)
Information on the two-year programs leading to an Artist Diploma (graduate level) or Performance Diploma (undergraduate level) can be found at the end of the catalog.
Diploma Programs: Performance Diploma
(undergraduate level; offered only in certain departments¹)

<table>
<thead>
<tr>
<th>Course Requirements</th>
<th>Recommended Course Distribution</th>
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<tbody>
<tr>
<td>Hrs.</td>
<td>Sem 1</td>
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<tr>
<td>32 Principal Private Study (Diploma)</td>
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<tr>
<td>16 Ensemble electives²</td>
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<tr>
<td>16 Free electives³</td>
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<tr>
<td>64</td>
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</table>

Non-Course Requirements

Private Study Committee Exams:
- First Major Committee: (✓) (✓) - -
- Second Major Committee: - - (✓) (✓)

Performance Requirement:
- Performance Diploma Recital⁴: - - - (✓)

¹ Students who seek admission to the Performance Diploma program in the division of vocal studies must have completed two years of voice and language study at the college level or the equivalent.

² Performance Diploma students studying orchestral instruments must participate in the Large Ensemble program (Oberlin Orchestra; Chamber Orchestra; Oberlin Sinfonietta; Contemporary Music Ensemble) every semester in residence as assigned.

³ Performance Diploma students may enroll in Applied Studies courses or English Skills courses as free electives without special permission. Those Performance Diploma students who wish to enroll in other courses must have permission (given in the Associate Dean’s Office).

⁴ The Performance Diploma recital conforms to the department’s expectations for a senior recital.

The Performance Diploma Program

This four-semester program, offered only in certain performance departments, is designed for the very small number of gifted performers who have not yet completed the BMus or its equivalent and who are seeking a very narrowly focused program of study leading to a performance-oriented career. Performance Diploma students may apply to transfer to the Bachelor of Music program before the end of the first year of the program. Students seeking admission to the BMus degree must demonstrate skills necessary to complete both the performance and academic coursework required for the BMus.

Students who have completed requirements for both the BMus degree and the Performance Diploma will receive only the BMus degree.

Eligibility

The Performance Diploma is offered only in certain departments. Students who seek admission to the Performance Diploma program in the Division of Vocal Studies must have completed two years of voice and language study at the college level or equivalent.

General

All credit applied toward requirements for the Performance Diploma must be earned in Oberlin or in Oberlin-sponsored programs, including Oberlin summer programs. Students in the Performance Diploma program may not pursue another degree or non-degree music program concurrently. No credit with a grade of B– or lower may be counted toward the requirements of the Performance Diploma. Students who enroll in and/or complete the Performance Diploma...
may transfer to the Bachelor of Music degree with special permission. In order to transfer to the BMus degree program, students must demonstrate ability to complete the academic coursework required for the BMus degree. A minimum TOEFL score of 550pBT/80ibt for non-native English-speaking students will be required for enrollment in the BMus degree.

Performance Diploma students may enroll in Applied Studies courses or English Skills courses as free electives without special permission. Performance Diploma students may not register for other courses without permission (given in the Associate Dean’s office).

Diploma Programs: Artist Diploma Piano Technology (graduate level)

<table>
<thead>
<tr>
<th>Course Requirements</th>
<th>Recommended Course Distribution</th>
</tr>
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<tbody>
<tr>
<td>Hrs.</td>
<td>Sem 1</td>
</tr>
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<td>24 Principal Private Study (Diploma)</td>
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<tr>
<td>8 APST 603 (Piano Tech Project)</td>
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</tbody>
</table>

Non-Course Requirements
Year 1 Project Assessment - -
Year 2 Project Assessment - -

General
Oberlin Conservatory’s Artist Diploma in Piano Technology, designed in association with Steinway & Sons, capitalizes on the conservatory’s long relationship with the piano maker, access to incredible performers, and over 230 Steinway grand pianos of all vintages. The Oberlin Conservatory is the oldest continuous client of Steinway and Sons, and has been an All-Steinway School since 1877. The Conservatory is also the only off-site factory training facility for the C.F. Theodore Steinway Technical Academy. Featuring mentorship by concert technicians and rebuilders John Cavanaugh, Robert Murphy and Ken Sloane, the program emphasizes the collaborative relationship between the concert artist and piano technician. Study includes advanced techniques on both New York and Hamburg built models in the shop and on stage, as well as harpsichord and fortepiano maintenance and tuning.
Diploma Programs: Artist Diploma Piano
(graduate level)

<table>
<thead>
<tr>
<th>Course Requirements</th>
<th>Recommended Course Distribution</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Hrs.</td>
</tr>
<tr>
<td>24 Principal Private Study (Diploma)</td>
<td>6</td>
</tr>
<tr>
<td>8 APST 600 (Performance Ensembles)(^1)</td>
<td>2</td>
</tr>
<tr>
<td>8 APST 601 (Performance Project)(^2)</td>
<td>2</td>
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</tbody>
</table>

\(^1\) For each semester in residence, Artist Diploma students in piano will either participate in a major ensemble or be assigned by the accompanying faculty as an accompanist.

\(^2\) Projects are assigned by the major teacher and may include the following: appearing as a soloist with an Oberlin ensemble; performing a public recital outside of Oberlin; accompanying a major work in addition to those assigned as part of the Performance Ensembles requirement. Any performance with the Oberlin Orchestras, other than the Concerto Competition, must be approved by the department.

Non-Course Requirements
Performance Requirement. Two solo recitals are required for completion of the Artist Diploma. The first diploma recital by an artist diploma student will be juried, and the jury will consist of the members of the department and at least one member from outside the department. The second recital will be evaluated by at least three members of the piano faculty, including the applied teacher. The minimum average passing grade for a recital is B+. Students who do not receive a passing grade may repeat the recital only once.

Each Artist Diploma student in the Piano Department must participate in at least one national or international competition, as determined by the applied teacher. Students who receive a grade lower than a B+ in any course associated with the program will be evaluated by the department for continuation in the program.

Diploma Programs: Artist Diploma Other Instruments
(graduate level)

<table>
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<tr>
<th>Course Requirements</th>
<th>Recommended Course Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Hrs.</td>
</tr>
<tr>
<td>24 Principal Private Study (Diploma)</td>
<td>6</td>
</tr>
<tr>
<td>8 APST 600 (Performance Ensembles)(^1,2)</td>
<td>2</td>
</tr>
<tr>
<td>8 APST 601 (Performance Project)</td>
<td>2</td>
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</table>

\(^1\) Students are assigned by the major teacher to various performing groups in consultation with the conductors or supervisors of these groups. Artist Diploma students studying orchestral instruments must participate in the Large Ensemble program (Oberlin Orchestra; Chamber Orchestra; Oberlin Sinfonietta; Contemporary Music Ensemble) every semester in residence as assigned.

\(^2\) Piano: See “Artist Diploma Requirements for Piano” at the end of the Division of Keyboard Studies section for specific information.
Non-Course Requirements
Performance Requirement. Two solo recitals (may be done in any of the four semesters of enrollment).

In keyboard studies (piano and organ), historical performance, and voice, the first diploma recital by an artist diploma student is to be juried, and the jury will consist of the members of the department and at least one member from outside the department.

In strings, the first diploma recital by an artist diploma student is required during the first year and a committee examination is also required at the conclusion of the first year.

General
All credit applied toward requirements for the Artist Diploma must be earned in Oberlin or in Oberlin-sponsored programs, including Oberlin summer programs. Students in the Artist Diploma program may not pursue another degree or non-degree music program concurrently. No credit with a grade of B– or lower may be counted toward the requirements of the Artist Diploma. Students in or graduates of the Artist Diploma program may not transfer to the BMus degree program.

Students enrolled in the Oberlin BMus degree program who wish to be considered for the Artist Diploma program must complete an abbreviated application from the Conservatory Admissions Office, due at the same time as external applications, and perform an audition before the appropriate department. Oberlin BMus students are only allowed to apply to the Artist Diploma program with the recommendation of the department and approval of the Office of the Associate Dean of the Conservatory.

Artist Diploma students may not register for course work in addition to those courses listed above without permission (given in the Associate Dean’s Office). A minimum TOEFL score of 550 for non-native English-speaking students may be required for enrollment in additional courses.

Completion of the Artist Diploma requirements normally requires two years in residence, with a minimum of one year in residence required. Permission to finish away for compelling professional reasons is subject to the approval of the studio teacher, Division Director, and Associate Dean.

Financial Aid
Financial aid for Artist Diploma students will be available for a maximum of four semesters of enrollment and will cover no more than the ten credits required each semester. Students who wish to take coursework beyond the required hours will do so at their own expense.
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2014-2015 Calendar

Oberlin College

Academic Calendar, 2014-2015
(For academic dates and deadlines, also see: www.oberlin.edu, Events Calendar)

Fall Semester 2014

New student orientation begins, enrollment packets distributed  Tuesday, August 26

New student advising, registration  Wednesday, August 27 – Friday, August 29

Residence Halls open for returning students  Sunday, August 31

Labor Day (no classes)  Monday, September 1

Classes begin, 8:00 a.m.  Tuesday, September 2

Returning student registration and continuing student add/drop begins  Tuesday, September 2

Continuing & returning student enrollment  Tuesday, September 2 - Friday, September 5

Add/drop deadline for first-module and full-semester courses  Thursday, September 11

Deadline for transfer of credit due before registration appointments are scheduled  Friday, September 26

Yom Kippur – no classes  Saturday, October 4

Last day to declare P/NP option for first-module courses  Monday, September 29

Last day to withdraw from a first-module course  Monday, September 29

First-Module Classes end, noon  Friday, October 17

Fall recess  Saturday, October 18 - Sunday, October 26

Second-Module Classes begin 8:00 a.m.  Monday, October 27

Registration information available on the web for students (includes reg. appt. and any holds) for Spring 2015 semester  Monday, October 27

Online Schedule of Classes available for Spring 2015  Monday, October 27

Midterm grades due from faculty via PRESTO to Registrar  Tuesday, October 28
### Academic Calendar

**Registration period for Spring 2015 semester**: Monday, November 10-Friday, November 21

**Last day to declare P/NP option for second-module courses**: Monday, November 24

**Last day to withdraw from a second-module course**: Monday, November 24

**Last day to register for Winter Term 2015**: Friday, December 5

**Classes end**: Friday, December 12

**Reading period**: Saturday, December 13 – Tuesday, December 16

**Final examination period begins**: Wednesday, December 17

**Fall semester ends**: Sunday, December 21

**All incomplete work for the fall 2014 semester is due to faculty**: (no later than) Friday, January 2

**Final grades due from faculty via PRESTO to Registrar**: Monday, January 5

**Final grades available to students via PRESTO**: Wednesday, January 7

**Academic Standing Committee meets regarding fall semester academic performance**: Week of January 19

### Winter Term 2015

**Last day to register for Winter Term 2015**: Friday, December 5

**Winter Term begins**: Monday, January 5

**Last day to submit changes to Winter Term course information**: Thursday, January 17

**Martin Luther King Jr. Day – no classes**: Monday, January 19

**Winter Term ends**: Wednesday, January 28

**Deadline to change credit hours from full to half or change titles of Winter Term projects**: Friday, February 6

**Deadline to submit individual project reports to faculty**: Friday, February 6

**Grade reports due from faculty to Registrar**: Monday, February 16
Spring Semester 2015

New student orientation and advising begins, enrollment packets distributed Thursday, January 29

New student registration Friday, January 30

Residence Halls open for Returning Students Saturday, January 31

Classes begin, 8:00 a.m. Monday, February 2

Add/drop begins Monday, February 2

Continuing & returning student enrollment Monday, February 2 - Friday, February 6

Add/drop deadline for first-module and full-semester courses Wednesday, February 11

Deadline for transfer of credit due before registration appointments are scheduled Friday, February 27

Last day to declare P/NP option for first-module courses Monday, March 2

Last day to withdraw from a first-module course Monday, March 2

Last day to apply for an Academic Leave of Absence Sunday, March 15

Registration information available on the web for students (include reg. appt. and any holds) for Fall 2015 semester Friday, March 20

First-Module Classes end Saturday, March 21

Spring Recess Saturday, March 21 – Sunday, March 29

Online Schedule of Classes available for Fall 2015 Monday, March 30

Second-Module Classes begin, 8:00 a.m. Monday, March 30

Course Catalog for 2015-2016 available online Week of March 30

Midterm grades due from faculty via PRESTO to Registrar Tuesday, March 31

Midterm grades available for students via PRESTO Thursday, April 2

Advising for Fall Semester 2015 semester begins Monday, April 6
Last day to declare P/NP option for full-semester courses: Monday, April 6
Last day to withdraw from a full-semester course: Monday, April 6
Last day to change variable-hour courses: Monday, April 6
Add/Drop deadline for second-module courses: Wednesday, April 8
Registration period for Fall 2015 semester: Monday, April 13 - Friday, April 24

Last day to declare P/NP option for full-semester courses: Monday, April 27
Last day to withdraw from a full-semester course: Monday, April 27
Classes end, noon: Friday, May 8
Reading period: Saturday, May 9 – Tuesday, May 12
Final examination period begins: Wednesday, May 13
Spring semester ends, noon: Sunday, May 17
Final grades for graduating seniors due by noon from faculty via PRESTO: Thursday, May 21
Commencement weekend begins: Friday, May 22
Commencement exercises: Monday, May 25
Final grades for all other students due from faculty via PRESTO: Wednesday, May 26
Final grades available to students via PRESTO: Monday, June 1
All incomplete work for the spring 2015 semester is (no later than) Friday, June 5 due to faculty
Academic Standing Committee meets regarding spring semester academic performance: Week of June 22